Regular Governing Board Meeting

CABRILLO UNIFIED SCHOOL DISTRICT

Published on Friday, June 4, 2026

Date and Time
Thursday, June 11, 2026, at 6:00 PM

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

Teleconference Location
This meeting is also being conducted by teleconference at the following location:
2424 Kalakaua Avenue, Honolulu, Hawaii 96815-3289

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/1Mp-6MePw0zvlwxhiRGF2QItahdo2FGO6/view

TELECONFERENCE LOCATION

Board Member Peter Cerneka has requested to participate in the meeting via teleconference from the location listed above. The teleconference location is open to the public, and any member of the public may address the Governing Board from that location in the same manner as if attending the regular meeting location. The Governing Board will control the conduct of the meeting and determine the appropriate order and time limitations on public comments from the teleconference location.

ACCESSIBILITY

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.

PUBLIC ACCESS TO DOCUMENTS

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 **12:00 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.

PUBLIC COMMENT OPPORTUNITIES

Members of the public may address the Governing Board at the following times during the meeting:

- **Agenda Items**
  Comments may be made after the staff presentation for each agenda item.
- **Non-Agenda Items**
  Comments on matters not listed on the agenda may be made during "Public Comments on Non-Agenda or Consent Items" under the Communications section.
- **Closed Session Items**
  Comments may be made during Public Comments on Closed Session Topics.

Pursuant to Education Code 49061 and 49073.2, students and parents/guardians have the option to request that directory information or personal information of the student or parent/guardian be excluded from the minutes. Such requests must be made in writing to the secretary or clerk of the Board.

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

1. **Youth Cinema Project Project**
    a. Recognition of Half Moon Bay High School Youth Cinema Project students ***Roy Balentine***and ***Janery Becerra-Montoya*** for their performances in **Life in the Fast Lane**, earning Best Actor nominations at the Los Angeles Latino International Film Festival, with Janery Becerra-Montoya receiving the Best Actor Award.
    b. Recognition of the ***Cunha Intermediate School Youth Cinema Project Class*** and student director ***Jezebel Zarate*** for earning the Best Film Award at the Los Angeles Latino International Film Festival for **Who Needs Sleep**.
2. **District and Community Engagement**
    a. Education Services Department Recognition of 2025–26 Promotions and Graduations
    b. Business Services Department End-of-Year Successes and Summer Preparation Efforts

3. GENERAL BUSINESS

a. Presentation by Dale Scott of Parcel Tax Voter Survey Results (Presentation) 9

Supporting Documents/Attachments:

1. Parcel Tax Survey Results Presentation by Dale Scott

b. 2026 LCAP and Local Indicators Presentation and Public Hearing (Presentation) 43

Supporting Documents/Attachments:

1. LCAP and Local Indicators Presentation 2026.pdf
2. LCAP 2026-27 Notice of Public Hearing
3. 2026_Local Control Accountability Plan_DRAFT

c. 2026-27 Proposed CUSD Fiscal Year Budget Presentation and Public Hearing 240
(Presentation)

Supporting Documents/Attachments:

1. 2026-27 Proposed CUSD Budget Presentation.pdf
2. Notice of Public Hearing 2026-27 Budget
3. 2026-27 Proposed Budget

d. Approval of the Declaration of Need for Fully Qualified Educators for the 2026-27 School Year (Action) 395

Supporting Documents/Attachments:

1. Declaration of Need for Fully Qualified Educators 2026-27.pdf

e. Adoption of Resolution 06-2026 Approving Budgetary Increases and Transfers at Year-End (Action) 400

Supporting Documents/Attachments:

1. Resolution 06-2026 Approving Budgetary Increases and Transfers at Year-End

f. Approval of Resolution 08-2026 for Temporary Interfund Borrowing for Fiscal Year 2025-26 (Action) 402

Supporting Documents/Attachments:

1. Resolution 08-2026 Interfund Borrowing Fiscal Year 2025-26

g. Approval of Half Moon Bay High School Elevator Modernization Project (Action) 405

Supporting Documents/Attachments:

1. TK Elevator Proposal for Half Moon Bay High School Modernization Project

h. Ratification of Award of Construction Agreement for the Farallone View Elementary School New Play Structure and Associated Site Work Project (Action) 411

Supporting Documents/Attachments:

1. Construction Agreement for the Farallone View Elementary School New Play Structure and Associated Site Work Project.pdf
2. Notice to Proceed

i. Approval of Chief Business Officer Contract Extension for 2026-29 (Action) 421

Supporting Documents/Attachments:

1. CBO Contract Marsh, J 2026-29.pdf

j. Approval of Amendment No. 2 to the 2025-28 Superintendent Employment Agreement (Action) 427

Supporting Documents/Attachments:

1. Employment_Agreement_2nd_Amendment_Superintendent_260611 (CAO redlines 5.21.2026).pdf

k. Adoption of Resolution 07-2026 Specifications of Election Order and Approval Candidate Policy Form and Administrative Contact and Incumbent List Form (Action) 431

Supporting Documents/Attachments:

1. Resolution 07-2026 Specifications of the Election Order.pdf
2. November 2026_Candidate Policy Form for School Districts.pdf

3. November 2026_Administrative Contact and Incumbent List Form.pdf

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. Approval of Schools Single Plans for Student Achievement (SPSA) 2026-27 436
(Consent/Action)

Supporting Documents/Attachments:

1. 2026_School_Plan_for_Student_Achievement_(New)_Alvin_S._Hatch_Elementary_School_20260528.pdf
2. 2026_School_Plan_for_Student_Achievement_(New)_El_Granada_Elementary_School_20260528.pdf
3. 2026_School_Plan_for_Student_Achievement_Farallone_View_Elementary_School_20260528.pdf
4. 2026_School_Plan_for_Student_Achievement_Half_Moon_Bay_High_School_20260601.pdf
5. 2026_School_Plan_for_Student_Achievement_Kings_Mountain_Elementary_School_20260601.pdf
6. 2026_School_Plan_for_Student_Achievement_Manuel_F._Cunha_Intermediate_School_20260601.pdf
   2026_School_Plan_for_Student_Achievement_Pilarcitos_High_School_20260601.pdf

b. Approval of Career Technical Education (CTE) Course Outlines for Half Moon Bay High School (Consent/Action) 914

Supporting Documents/Attachments:

1. Collaborative Education Advisors CTE Course Outline Proposal
2. Ag Business 2.pdf
3. Ag Business Comm 1.pdf
4. Agriculture Plant and Soil Biology.pdf
5. Construction Technology 1.pdf
6. Floriculture II Honors.pdf
7. Video Production 1H Honors (Video Arts 1 H).pdf

8. Video Production 2H Honors (Video Arts 2H).pdf

c. Approval of New Walking for Fitness Course for Physical Education Credit Recovery at Half Moon Bay High School (Consent/Action) 1217

Supporting Documents/Attachments:

1. PE Curriculum Proposal for Credit Recovery Walking Fitness Class

d. Approval of Advanced Placement (AP) Psychology Text Adoption for Half Moon Bay High School (Consent/Action) 1224

Supporting Documents/Attachments:

1. BFW Publishers_AP Psych 4e & Achieve 1u add-on Quote
2. AP Psychology Syllabus

e. Approval of Courses for the Adult Education High School Diploma Program (Consent/Action) 1231

Supporting Documents/Attachments:

1. Course Outline La Costa Adult School for 2026-27

f. Approval of Title I Schoolwide Program Waiver Requests for Hatch Elementary School and Cunha Intermediate School (Consent/Action) 1236

Supporting Documents/Attachments:

1. Title I CDE Notification of Authorization of Schoolwide Program_2025-26

g. Approval of Three-Year Agreement for IXL Mathematics and English Language Arts Instructional Software and Services for Grades K-12 (Consent/Action) 1238

Supporting Documents/Attachments:

1. IXL 3 Year Contract

h. Approval of Coastside Land Trust Agreement for Junior Land Stewards Program and Wingwatchers Pilot Program for the 2026-27 School Year (Consent/Action) 1245

Supporting Documents/Attachments:

1. Coastside Land Trust Agreement of Services for 2026-27

i. Approval of Certificated Personnel Report (Consent/Action) 1250

j. Approval of Classified Personnel Report (Consent/Action) 1251

k. Approval of Math Teacher on Special Assignment Job Decription (Consent/Action) 1252

Supporting Documents/Attachments:

1. Math TOSA Job Description.pdf

l. CUSD Enrollment Report (Consent/Action) 1256

Supporting Documents/Attachments:

1. CUSD Enrollment Report 2025-26 Period 10

m. Approval of Donations to Cabrillo Unified School District (Consent/Action) 1258

Supporting Documents/Attachments:

1. Summary Site Donations 6.11.2026

n. Information on Warrant Register Report Processed (Consent/Information) 1260

Supporting Documents/Attachments:

1. May 2026 Warrant Register Redacted

o. Approval of Agreement with Kate Strauss Consulting for Website and Communications Services for the 2026-27 School Year (Consent/Action) 1274

Supporting Documents/Attachments:

1. Kate Strauss Consulting Agreement

p. Approval of Agreement for Special Services with Atkinson, Adelson, Loya, Ruud & Romo for 2026-27 (Consent/Action) 1278

Supporting Documents/Attachments:

1. Legal Services Agreement with AALRR 2026-27.pdf

q. Approval of Agreement with Dannis Woliver Kelley (DWK) for Legal Services for the 2026-28 Term (Consent/Action) 1286

Supporting Documents/Attachments:

1. DWK Legal Services Agreement 2026-28.pdf

r. Approval of Out-of-State Travel to Attend the NSPRA 2026 National Seminar, New Orleans, Louisiana, July 19 - 22, 2026 (Consent/Action) 1292

s. Approval of Governing Board Meeting Minutes (Consent/Action) 1293

Supporting Documents/Attachments:

1. Regular Meeting - Apr 09 2026 - Minutes - Html

t. Approval of 8 Year Adoption of Elementary Innovamat Mathematics Program Agreement (Consent/Action) 1304

Supporting Documents/Attachments:

1. Innovamat Education - Thinking Math! 8-year adoption.pdf

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

d. CONFERENCE WITH LEGAL COUNSEL - PENDING LITIGATION
Government Code §54956.9(d)(1)
Name Of Case: Rossoff

e. Adjourn Closed Session and Reconvene Open Session

f. 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, 11, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Presentation/Information
ITEM TITLE: Presentation by Dale Scott of Parcel Tax Voter Survey Results

BACKGROUND INFORMATION

The District engaged Dale Scott & Company to conduct a voter opinion survey to assess community support for a potential replacement parcel tax measure. The survey was conducted in May 2026 and included 202 likely voters residing within Cabrillo Unified School District boundaries. The purpose of the survey was to evaluate voter attitudes toward a potential parcel tax measure, identify priorities for local schools, and determine the likelihood of voter support for a future ballot measure.

REPORT/PROPOSAL

Dale Scott & Company will present the results of the district's parcel tax voter survey conducted in May 2026. The survey evaluated voter support for a potential replacement parcel tax measure and identified priorities, concerns, and key factors that may influence voter approval. The information will assist the Governing Board in considering whether to place a parcel tax measure on the November 2026 ballot

FISCAL ANALYSIS

There is no direct fiscal impact associated with presenting the survey results. Should the Governing Board determine to proceed with placing a parcel tax measure on the ballot, a future Board action will be required, and associated election and implementation costs will be identified at that time.

RECOMMENDATION

It is recommended that the Governing Board receive the presentation and review the voter survey results to inform next steps regarding a potential parcel tax measure for the November 2026 election.

Prepared by: *Holly Lynne*

JUNE 11, 2026

Thinking forward for schools and communities.



DS&C

CABRILLO UNIFIED SCHOOL DISTRICT

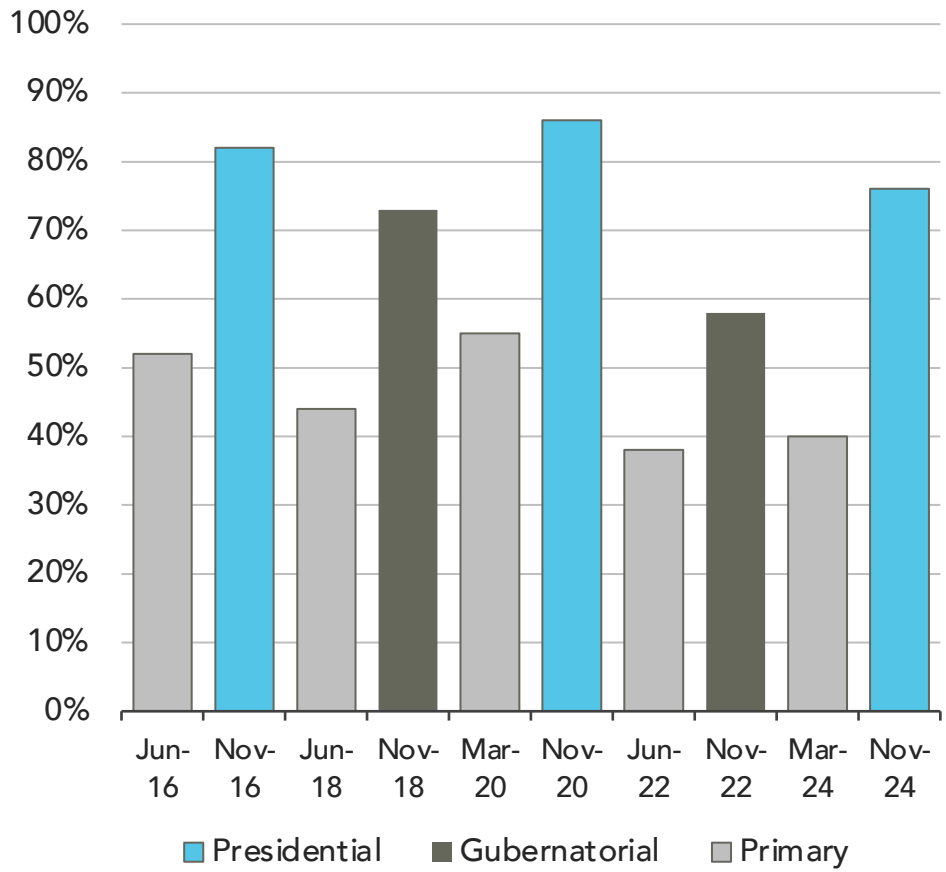
PARCEL TAX VOTER SURVEY RESULTS

548 Market Street, Suite 44410 | San Francisco, CA 94104 | 415.956.1030 | www.dalescott.com

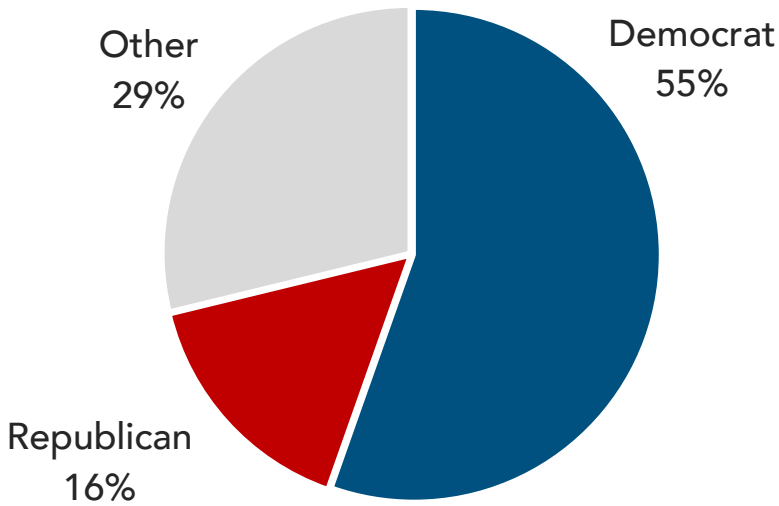
Voter Information

17,993 CABRILLO UNIFIED SCHOOL DISTRICT REGISTERED VOTERS

San Mateo County:
Voter Turnout



Cabrillo USD:
Political Party Affiliations



Source : CA SOS and Political Data, Inc.

OVERVIEW

Survey Methodology

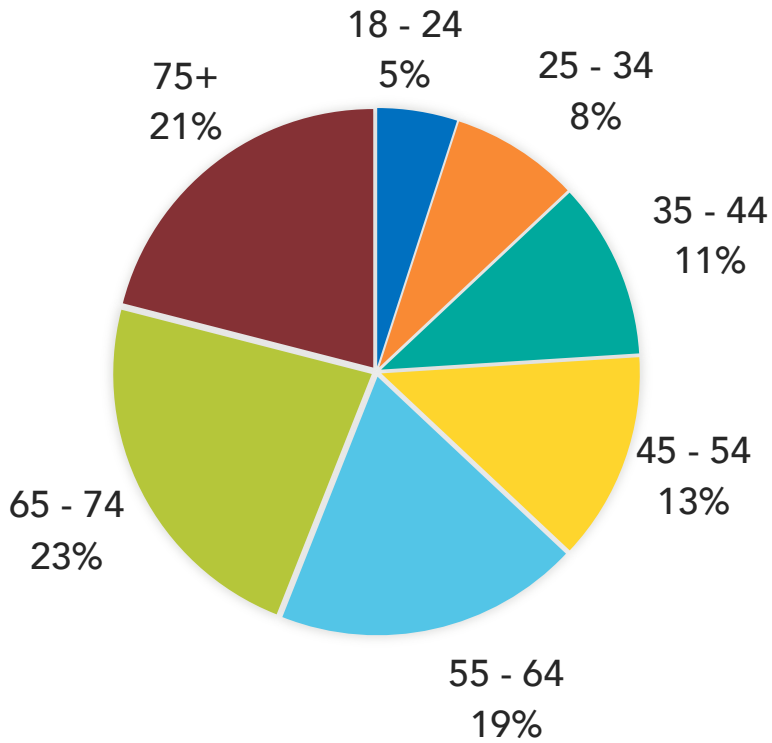
RANDOM SURVEY OF LIKELY VOTERS CONDUCTED IN MAY 2026

- Surveys were conducted between 5/20/26 and 5/28/26 in English
- 202 completed surveys
  - 34% text-to-web
  - 55% cell phones
  - 4% email-to-web
  - 7% land lines
- The average length of the survey was 11.9 minutes
- Margin of Error for the survey is +/- 6.9%

Voter Information

DEMOGRAPHIC INFORMATION OF RESPONDENTS

Age of the Respondents

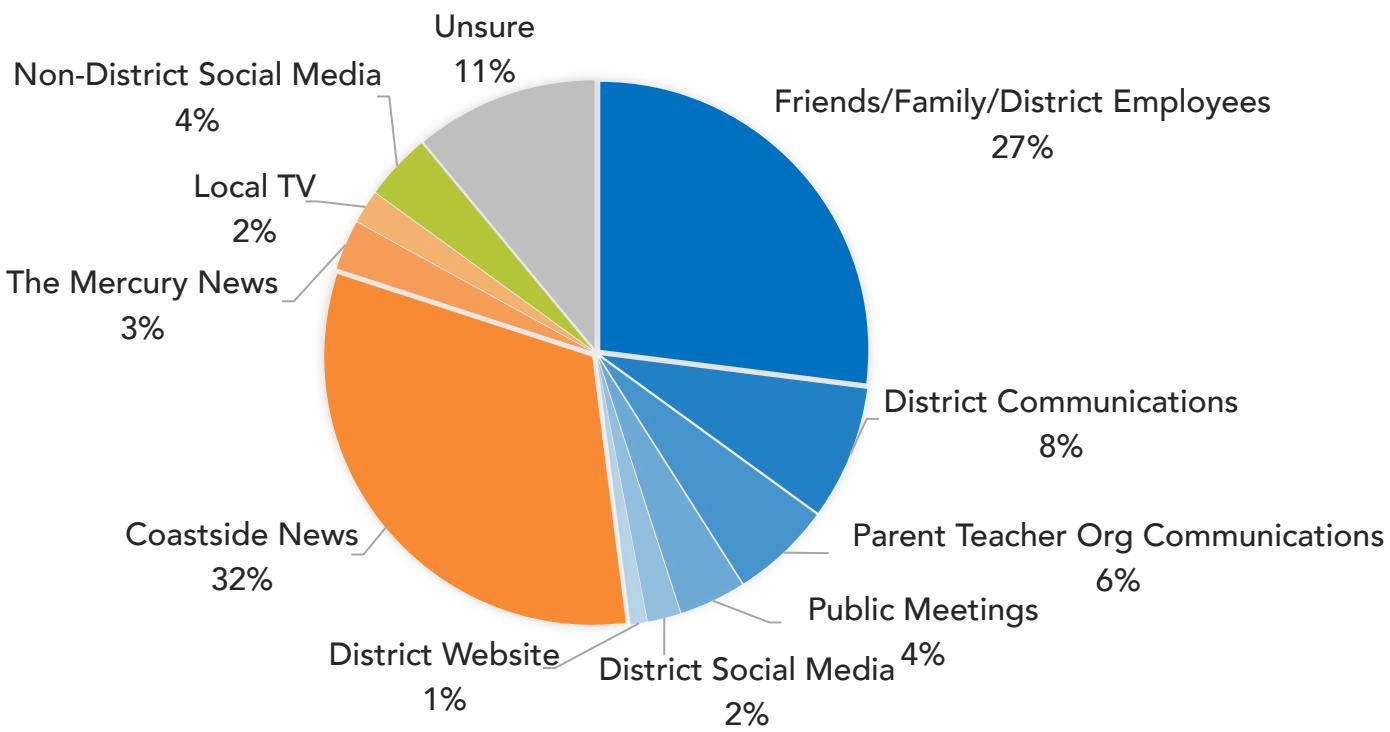


Voter Information

INFORMATION ABOUT CABRILLO UNIFIED SCHOOL DISTRICT

What is the main way you receive information about the Cabrillo Unified School District?

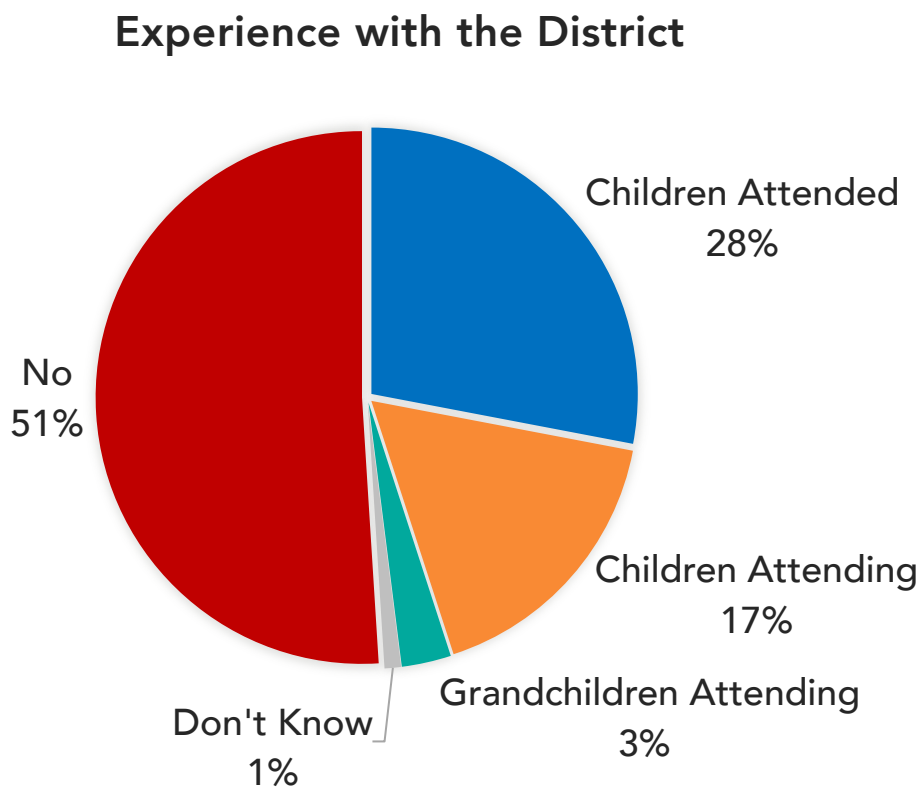
Information About the District



Core Values

EXPERIENCE WITH THE SCHOOL DISTRICT

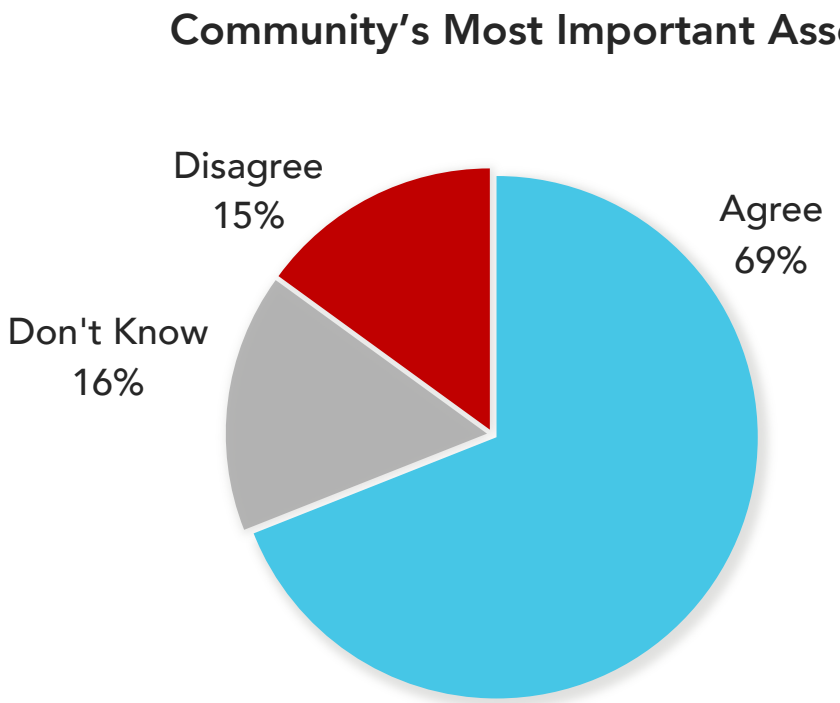
Do you have, or have you ever had, any children or grandchildren who attended, or are now attending, a school in the Cabrillo Unified School District?



Core Values

PUBLIC SCHOOLS WITHIN THE COMMUNITY

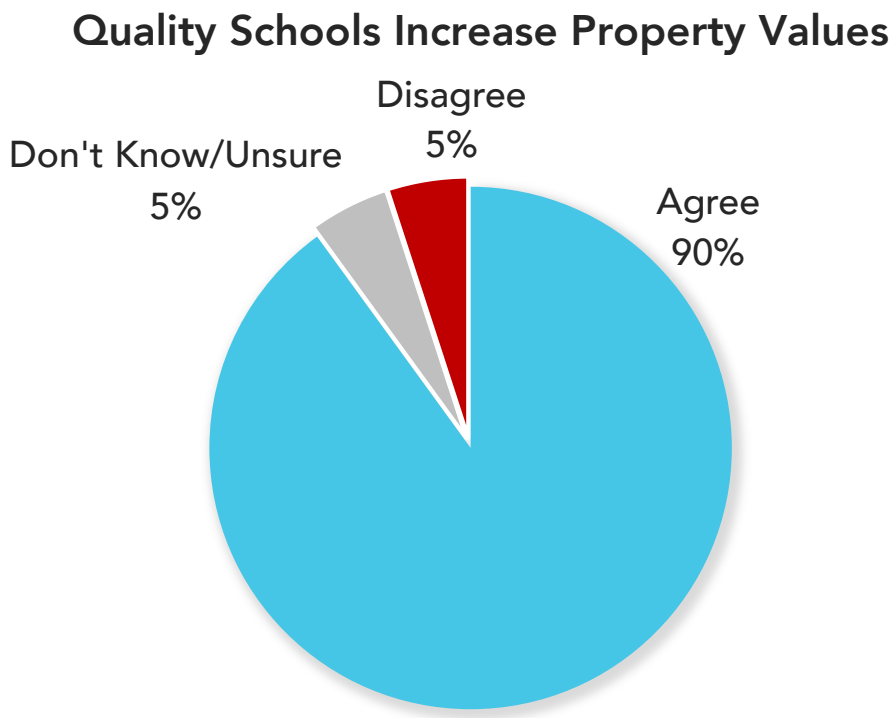
Do you agree or disagree that… Cabrillo's public schools are our community's most important asset and should be our number one priority.



Core Values

SCHOOLS IMPACT ON PROPERTY VALUES

Do you agree or disagree that…Quality schools increase property values.



CABRILLO UNIFIED SCHOOL DISTRICT

VOTER ATTITUDES

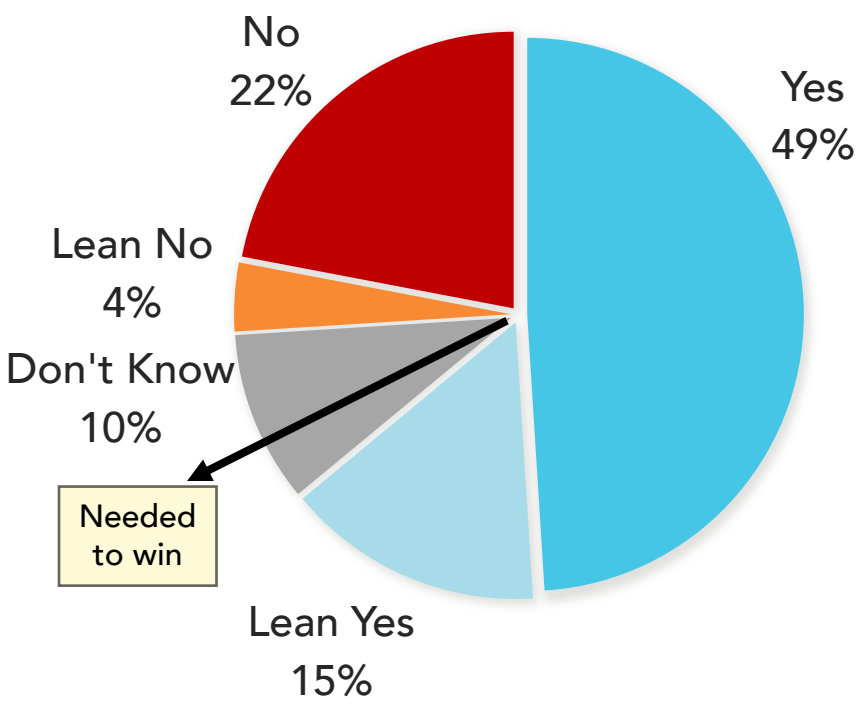
Voter Attitudes

$239 PER PARCEL WITH SCHOOL NAMES BALLOT LANGUAGE: (BEFORE INFORMATION)

If the election were held today, would you vote "yes" to approve or "no" to reject the measure?

"With funds that cannot be taken by the State or Federal Government, shall Cabrillo Unified School District's measure to improve career training and college readiness programs; provide math specialists and student support staff; and enhance music, arts, and theater programs at Alvin S Hatch Elementary School, El Granada Elementary School, Farallone View Elementary School, Kings Mountain Elementary School, Manuel F Cunha Middle School, Half Moon Bay High School, and Pilarcitos High School be adopted to replace the current parcel tax at $239 per parcel for eight years, raising approximately $2,600,000 annually, with independent oversight, senior exemptions, and full spending disclosure?"

BEFORE INFORMATION



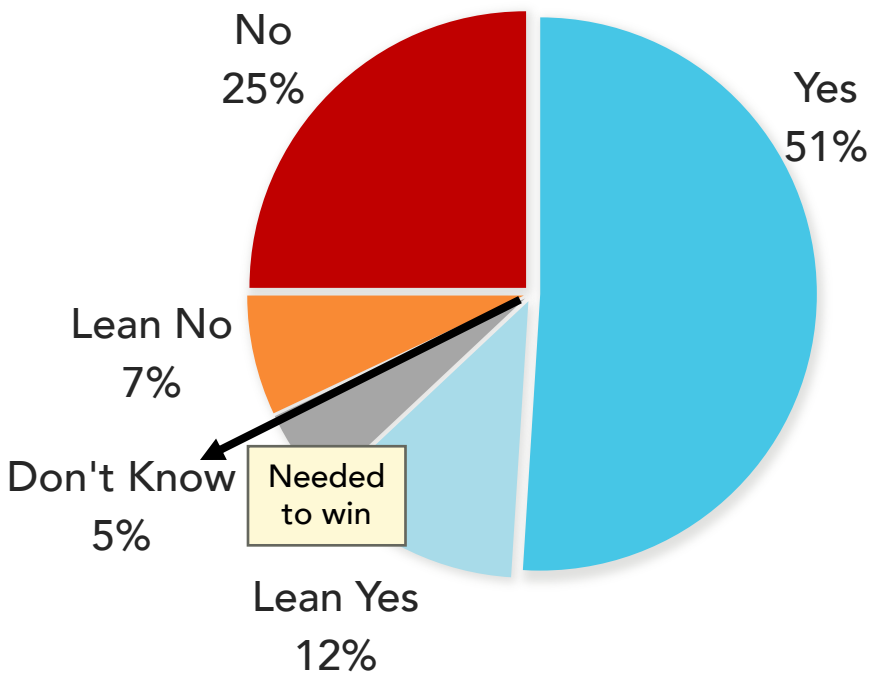
Voter Attitudes

$239 PER PARCEL WITHOUT SCHOOL NAMES BALLOT LANGUAGE: (BEFORE INFORMATION)

If the election were held today, would you vote "yes" to approve or "no" to reject the measure?

"With funds that cannot be taken by the State or Federal Government, shall Cabrillo Unified School District's measure to expand and improve career training and college readiness programs, including engineering, culinary arts, agriculture, robotics, construction, and welding; provide math specialists and student support staff; and enhance music, arts and theater programs be adopted to replace the current parcel tax at $239 per parcel for eight years, (raising $2,600,000 annually) with independent oversight, senior exemptions, and full spending disclosure?"

BEFORE INFORMATION



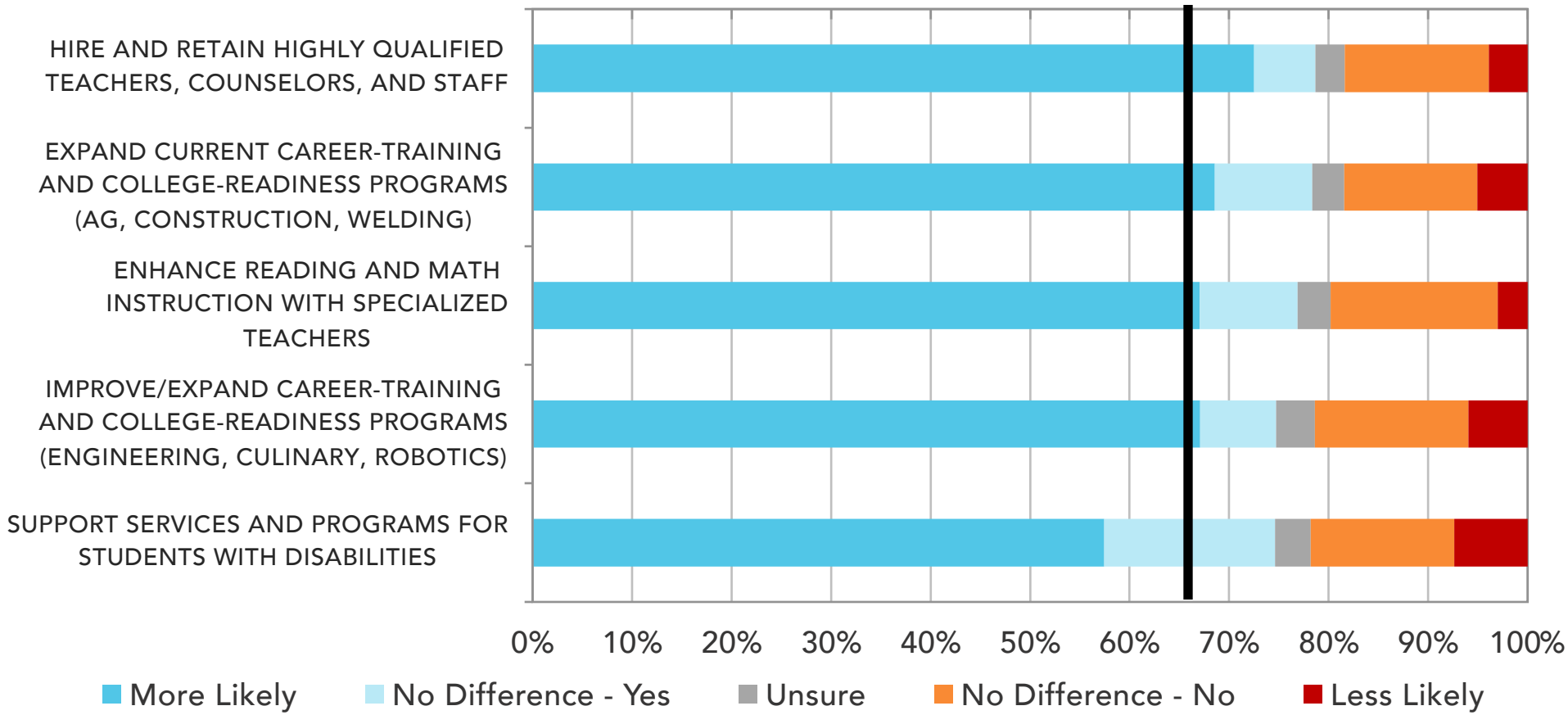
CABRILLO UNIFIED SCHOOL DISTRICT

PROJECTS

Voter Attitudes

IMPACT OF SPECIFIC PROJECTS (RANKED BY MORE LIKELY + NO DIFF – YES)

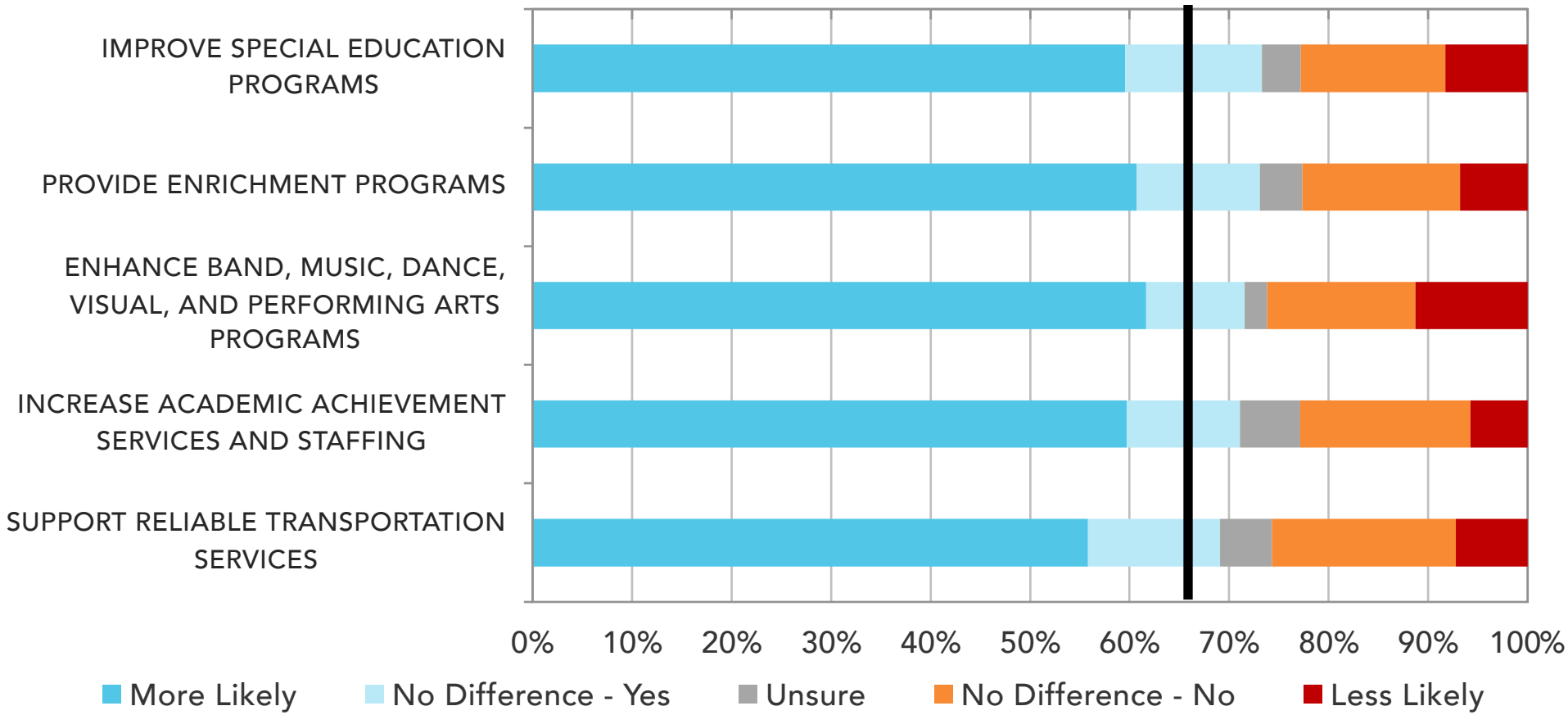
Here are some details regarding the proposed parcel tax. For each statement, please tell me if it would make you more or less likely to vote for the parcel tax?



Voter Attitudes

IMPACT OF SPECIFIC PROJECTS (RANKED BY MORE LIKELY + NO DIFF – YES)

Here are some details regarding the proposed parcel tax. For each statement, please tell me if it would make you more or less likely to vote for the parcel tax?



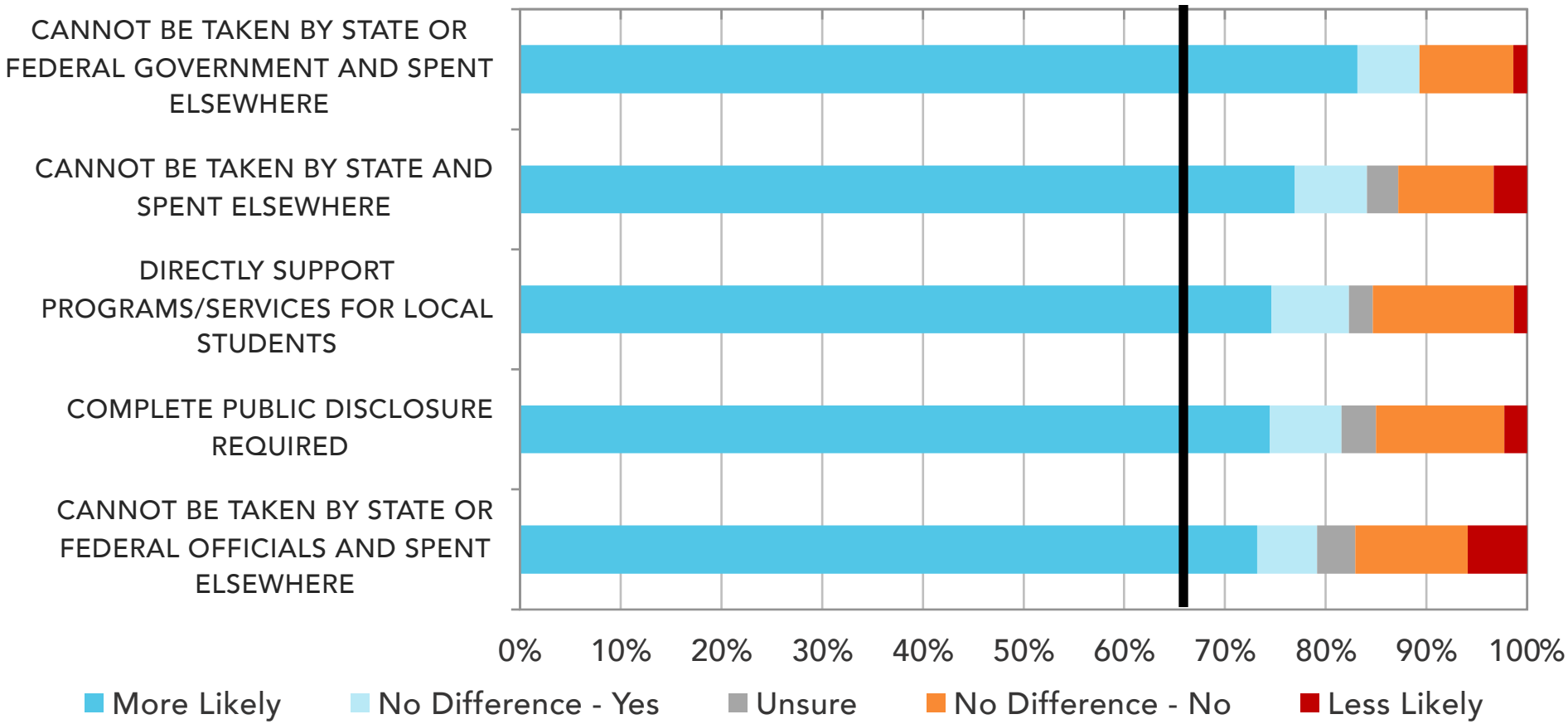
CABRILLO UNIFIED SCHOOL DISTRICT

TAXPAYER PROTECTIONS

Voter Attitudes

TAXPAYER PROTECTIONS

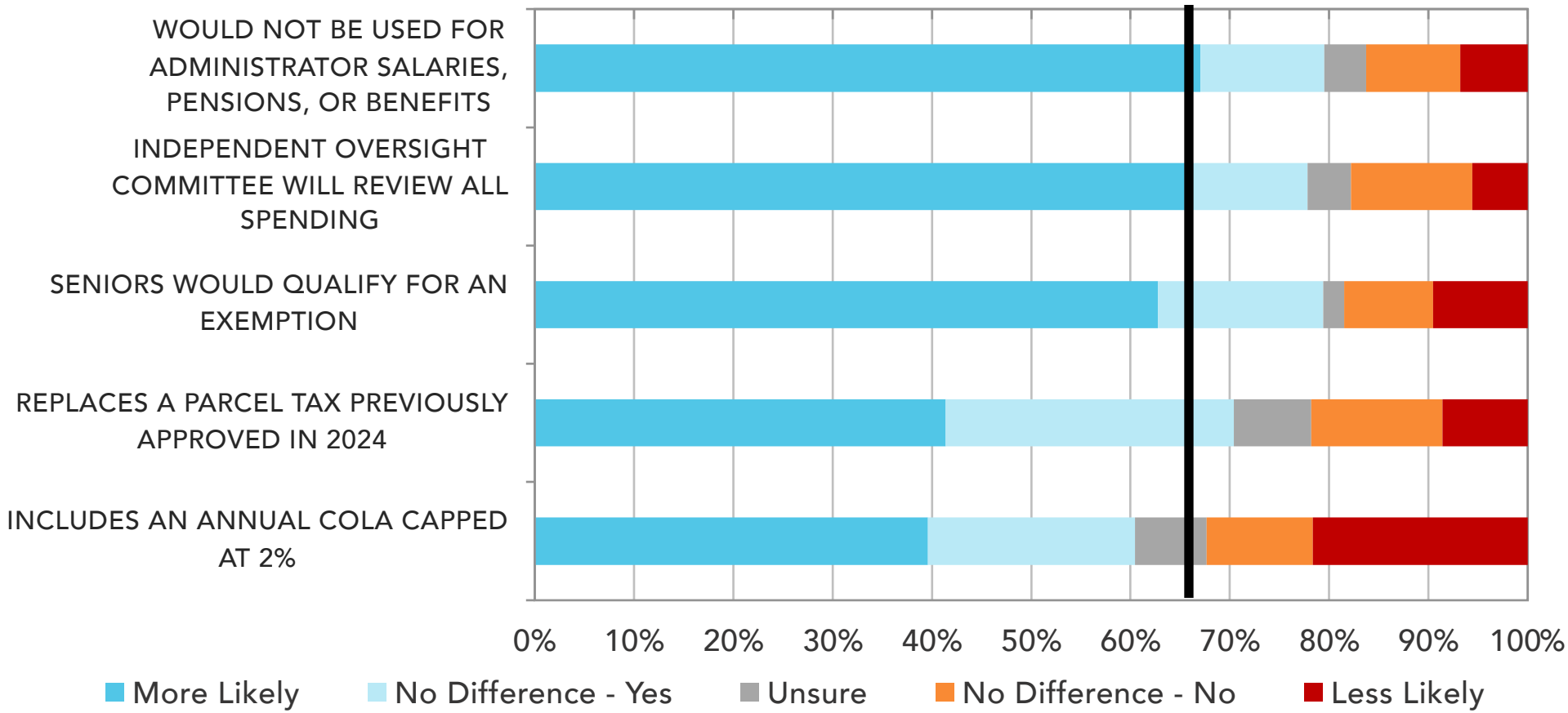
Here are some details regarding the proposed parcel tax. For each statement, please tell me if it would make you more or less likely to vote for the parcel tax?



Voter Attitudes

TAXPAYER PROTECTIONS

Here are some details regarding the proposed parcel tax. For each statement, please tell me if it would make you more or less likely to vote for the parcel tax?



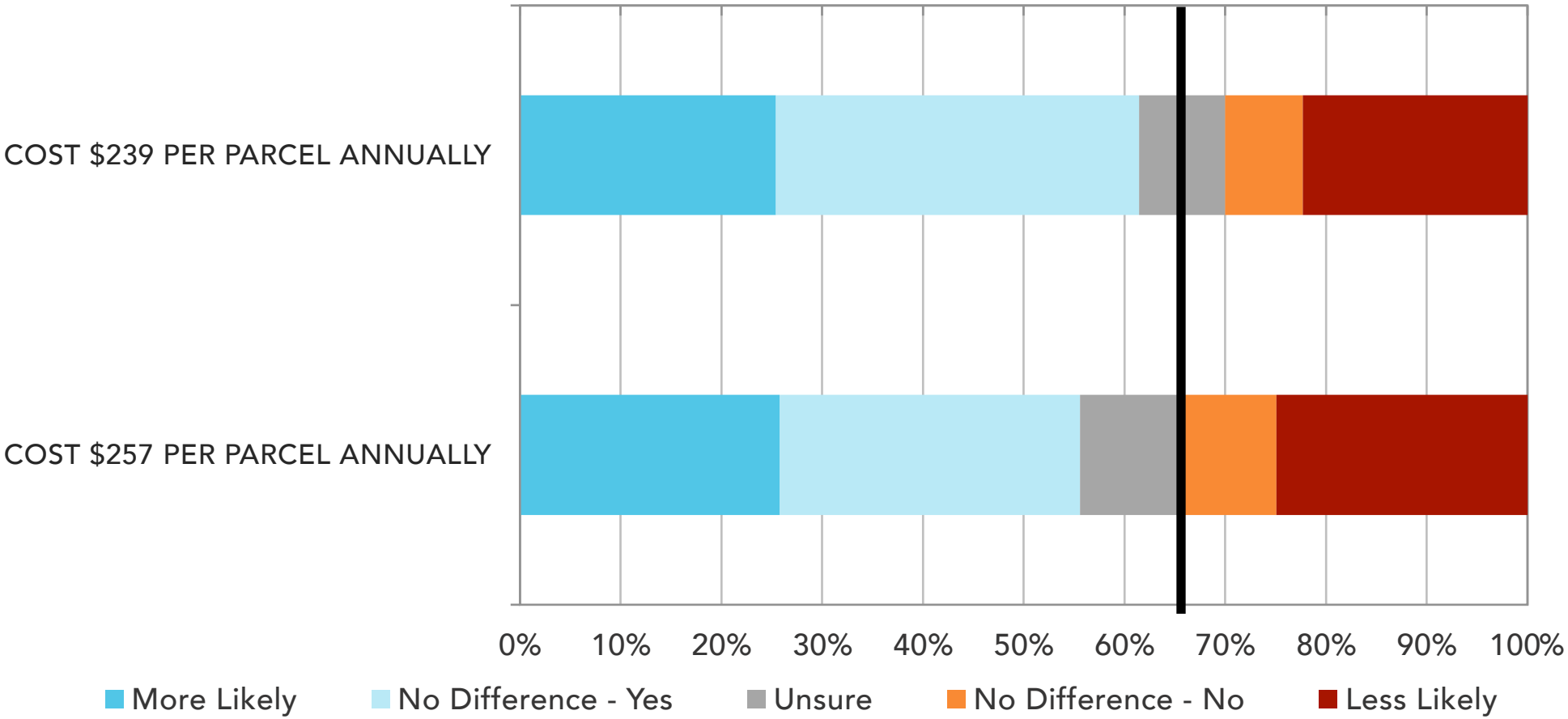
CABRILLO UNIFIED SCHOOL DISTRICT

PARCEL TAX RATE AND DURATION SENSITIVITY

Voter Attitudes

PARCEL TAX RATE SENSITIVITY

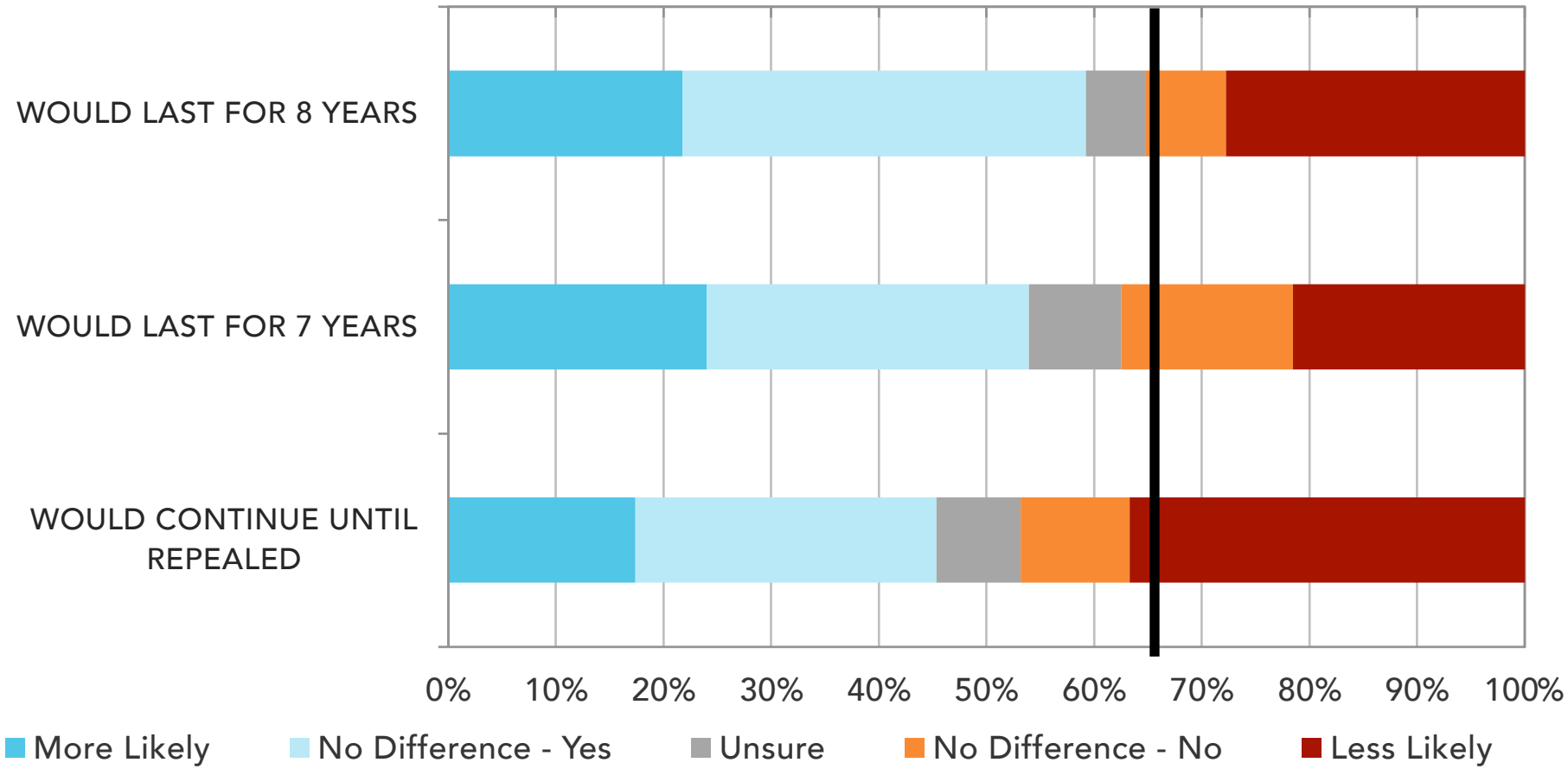
Would you be more likely or less likely to vote for the parcel tax if you knew the parcel tax



Voter Attitudes

PARCEL TAX DURATION SENSITIVITY (RANKED BY MORE LIKELY + NO DIFF – YES)

Would you be more likely or less likely to vote for the parcel tax
if you knew the length of the parcel tax would be



CABRILLO UNIFIED SCHOOL DISTRICT

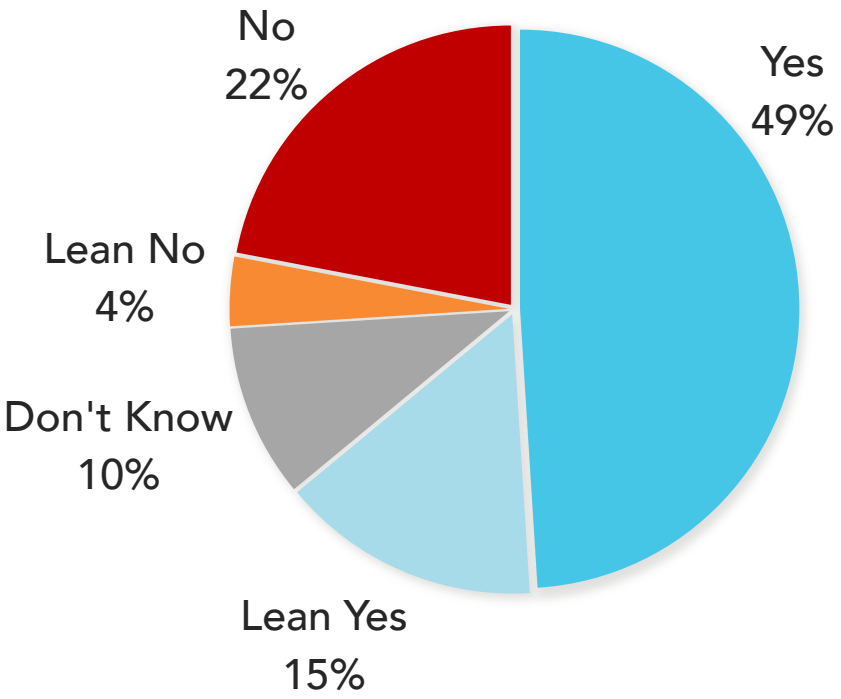
RESULTS

Voter Attitudes

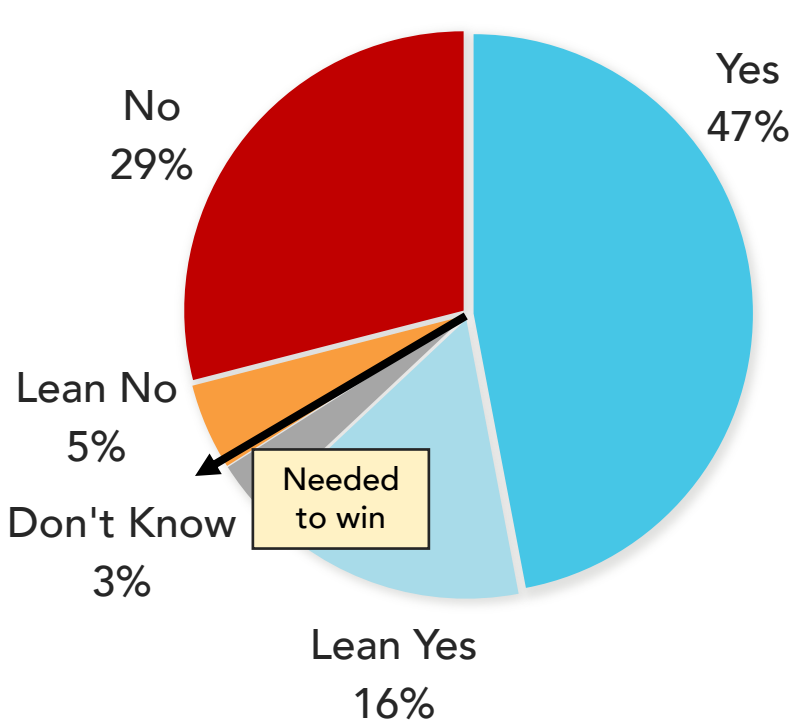
$239 PER PARCEL WITH SCHOOL NAMES BALLOT LANGUAGE: BEFORE VS AFTER INFORMATION

Now that you have heard more information regarding the proposed $239 per parcel Cabrillo Unified School District parcel tax measure, if the election were held today, would you vote 'yes' to approve or 'no' to reject the measure?

BEFORE INFORMATION



AFTER INFORMATION

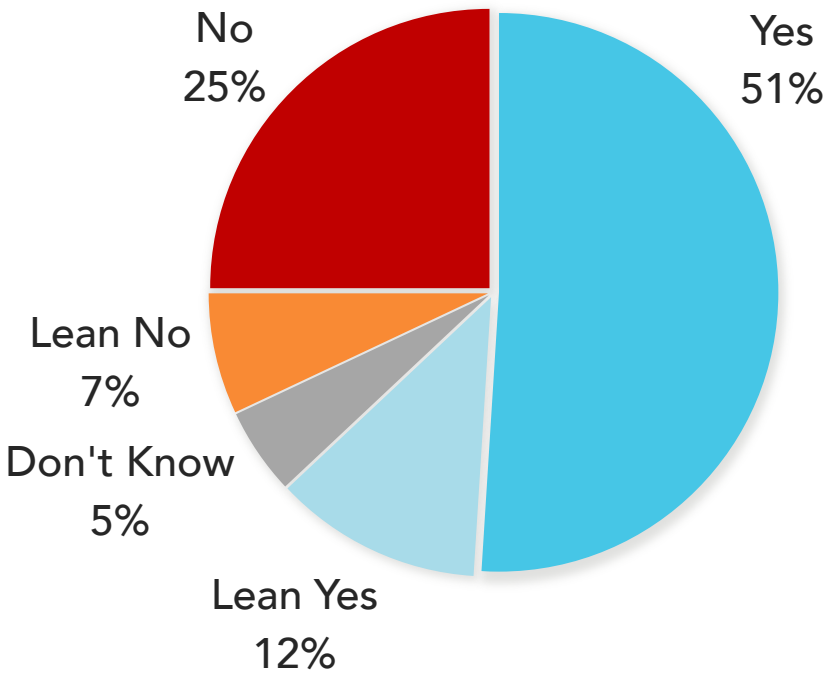


Voter Attitudes

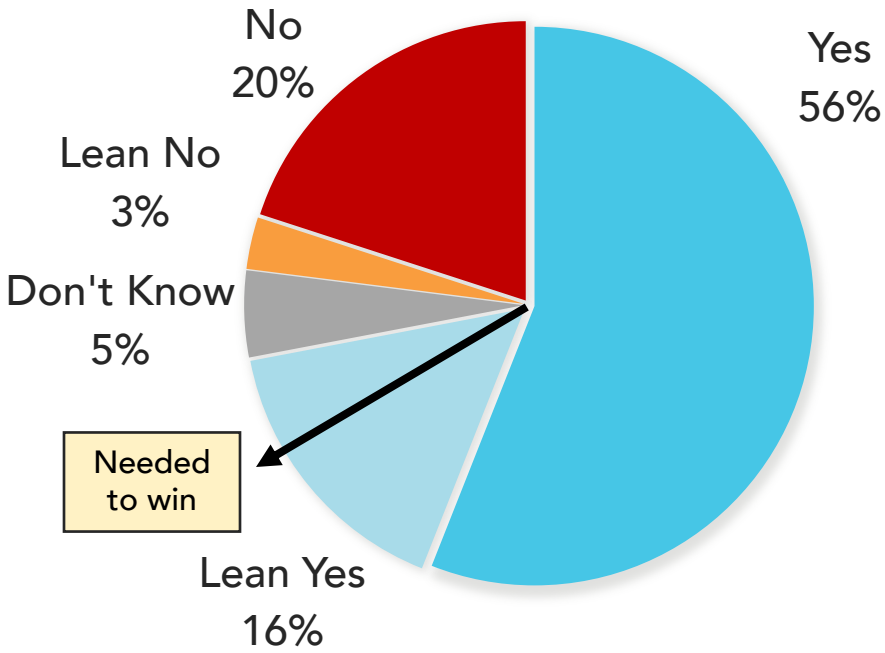
$239 PER PARCEL WITHOUT SCHOOL NAMES BALLOT LANGUAGE: BEFORE VS AFTER INFORMATION

Now that you have heard more information regarding the proposed $239 per parcel Cabrillo Unified School District parcel tax measure, if the election were held today, would you vote 'yes' to approve or 'no' to reject the measure?

BEFORE INFORMATION



AFTER INFORMATION

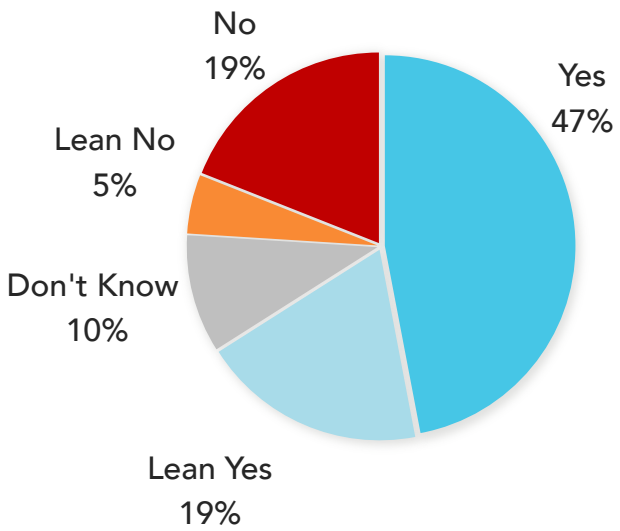


Voter Attitudes

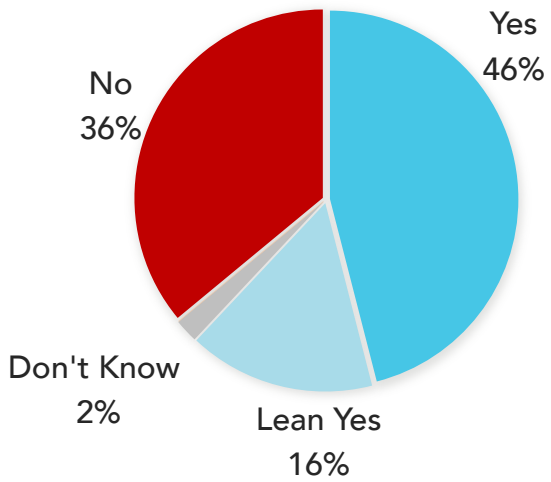
$239 PER PARCEL WITH SCHOOL NAMES BALLOT LANGUAGE BY VOTER RELIABILTY*: AFTER INFORMATION

Now that you have heard more information regarding the proposed $239 per parcel Cabrillo Unified School District parcel tax measure, if the election were held today, would you vote 'yes' to approve or 'no' to reject the measure?

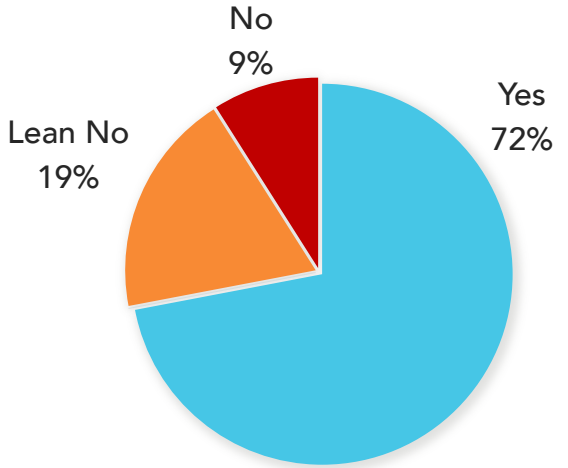
VERY RELIABLE – 51%



RELIABLE – 37%



UNRELIABLE – 12%



Very Reliable – Voting History is 4/4 or 3/3

Reliable – Voting History is 3/4 or 2/4 or 2/3 or 2/2 or 1/2 or 1/1

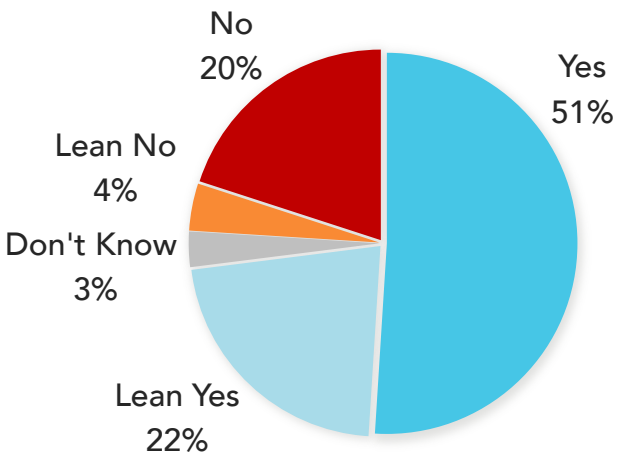
Unreliable – Voting History is 1/4 or 1/3

Voter Attitudes

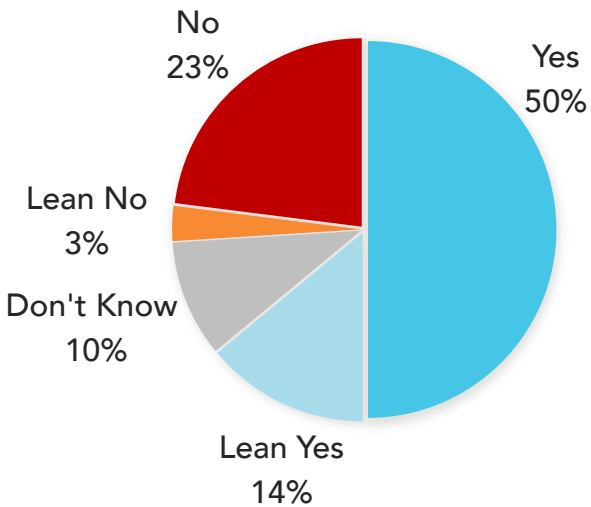
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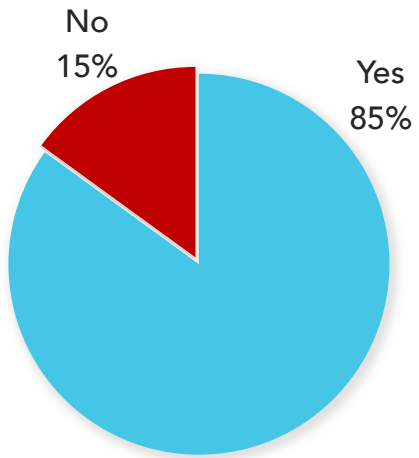
VERY RELIABLE – 55%



RELIABLE – 29%



UNRELIABLE – 16%



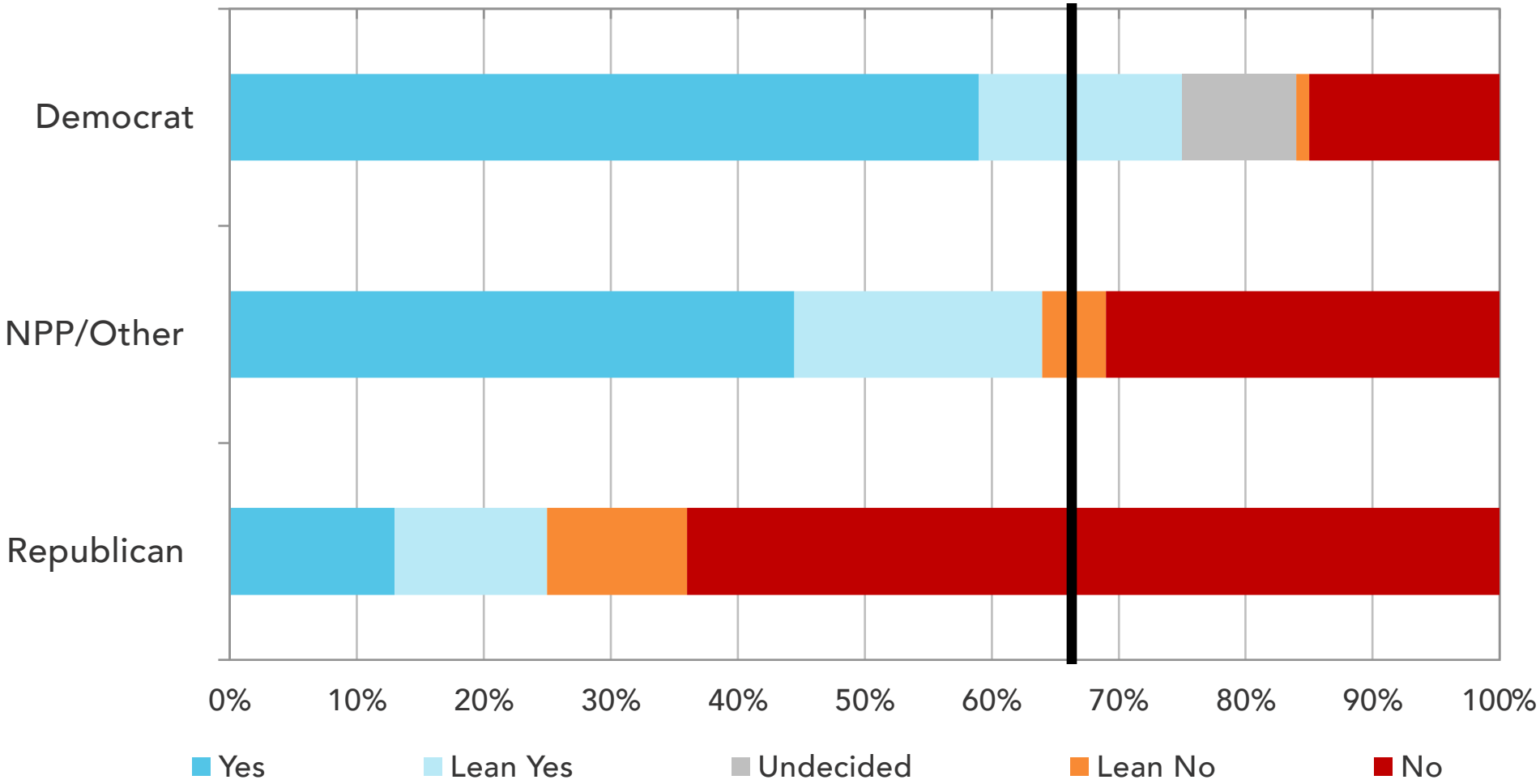
Very Reliable – Voting History is 4/4 or 3/3

Reliable – Voting History is 3/4 or 2/4 or 2/3 or 2/2 or 1/2 or 1/1

Unreliable – Voting History is 1/4 or 1/3

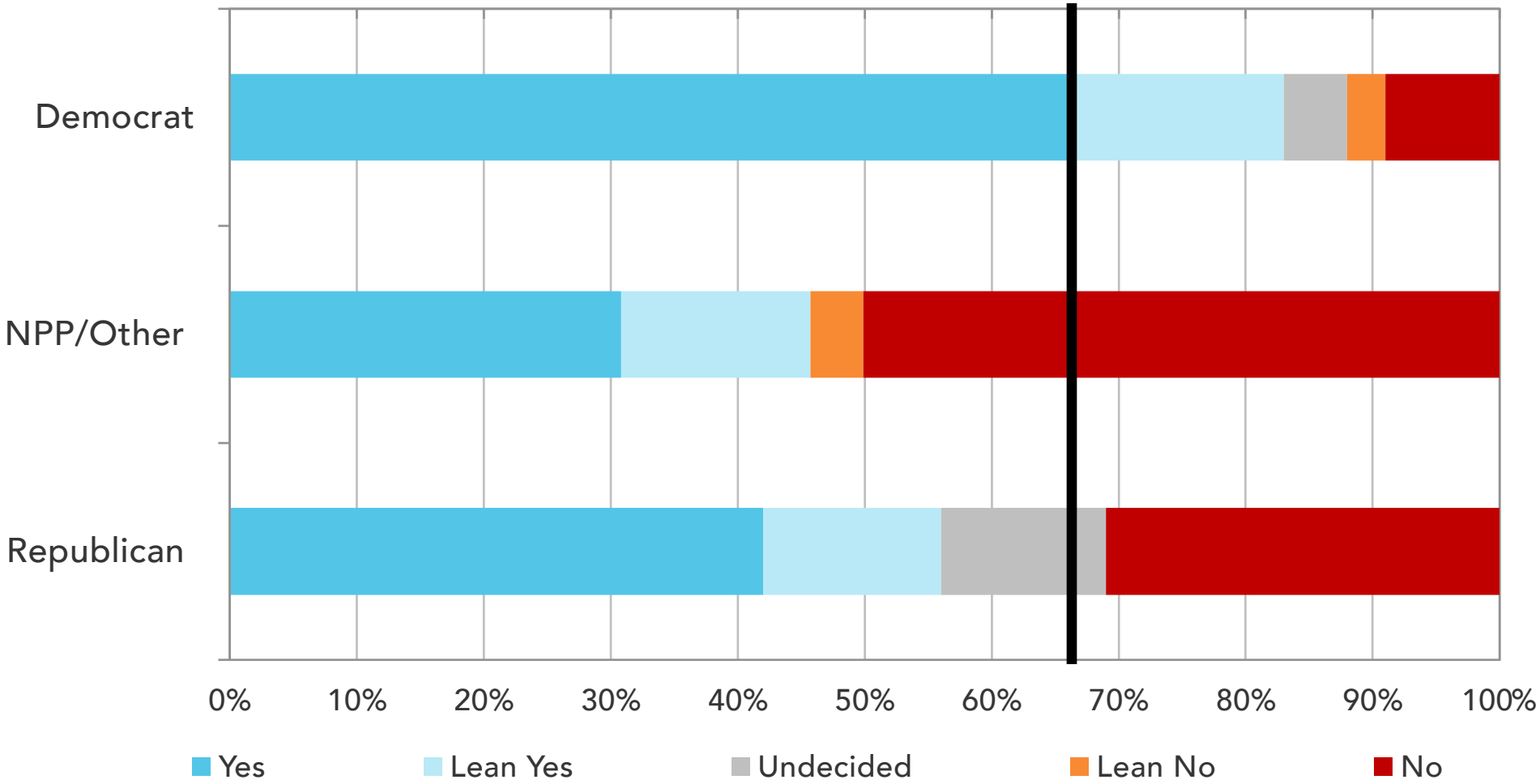
Voter Attitudes

POLITICAL PARTY AFFILIATION AND $239 PER PARCEL WITH SCHOOL NAMES SUPPORT: AFTER INFORMATION



Voter Attitudes

POLITICAL PARTY AFFILIATION AND $239 PER PARCEL WITHOUT SCHOOL NAMES SUPPORT: AFTER INFORMATION



CABRILLO UNIFIED SCHOOL DISTRICT

2026 ELECTION

Overview of Proposed Election Timeline

PREPARING FOR NOVEMBER 2026

November 2026 Election

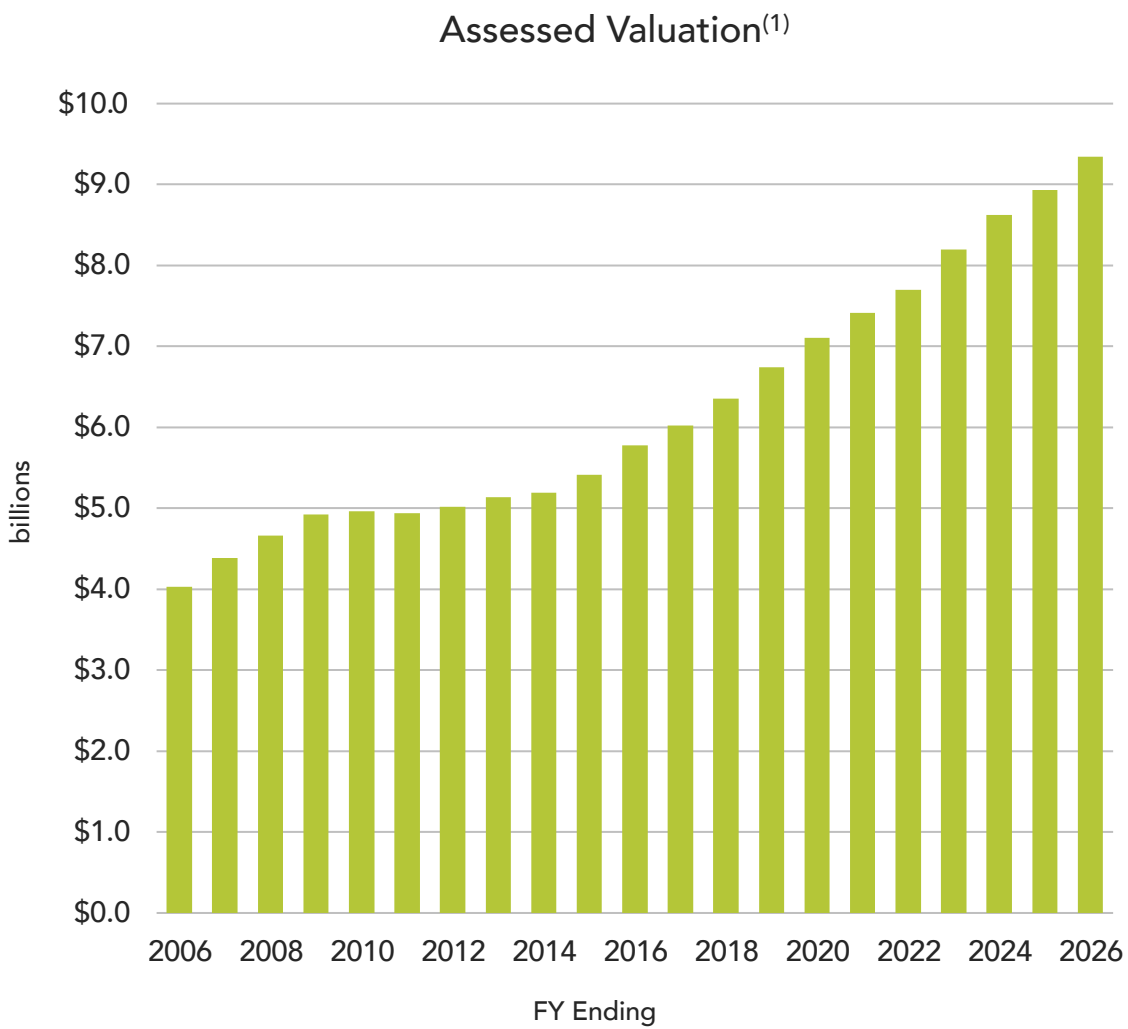


CABRILLO UNIFIED SCHOOL DISTRICT

APPENDIX

Assessed Valuation

DISTRICT AV HAS GROWN BY 14% OVER THE PAST THREE YEARS



Assessed Valuation: 2006 to 2026		
FY Ending	(billions)	% change
2006	$4.03	10.1%
2007	$4.39	8.8%
2008	$4.66	6.2%
2009	$4.92	5.6%
2010	$4.96	0.8%
2011	$4.94	-0.5%
2012	$5.02	1.7%
2013	$5.14	1.6%
2014	$5.19	1.8%
2015	$5.41	4.3%
2016	$5.78	6.7%
2017	$6.02	4.2%
2018	$6.35	5.5%
2019	$6.75	6.2%
2020	$7.11	5.4%
2021	$7.41	4.2%
2022	$7.70	3.9%
2023	$8.19	6.4%
2024	$8.62	5.2%
2025	$8.94	3.6%
2026	$9.35	4.6%
5 Year Average		4.8%
10 Year Average		4.9%
20 Year Average		4.3%

(1) Source: California Municipal Statistics

Assessed valuation growth rates are based on actual (non-rounded) assessed values



DS&C THINKING FORWARD

CALIFORNIA K-14 MUNICIPAL ADVISOR

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 11, 2026.
TO: Members of the Governing Board
FROM: Israel Castillo, Ed. M., Chief Academic Officer
CATEGORY: Presentation/Public Hearing
ITEM TITLE: 2026 Local Control Accountability Plan and Local Indicators Presentation and Public Hearing

BACKGROUND INFORMATION

The Local Control Accountability Plan (LCAP) is a component of the Local Control Funding Formula (LCFF), and all Local Education Agencies (LEAs) are required to prepare an LCAP. This plan is supposed to describe how districts intend to meet annual goals for all students with specific activities to address state and local priorities. There are eight state priorities that the LCAP Goals must address – student achievement, student engagement, student outcomes, school climate, parental involvement, basic services, implementation of common core, and course access. In addition, they must focus on what actions/services or programs we believe will best support students in their learning.

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2026 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

The 2026 LCAP is currently in draft mode because schools are in session, which prevents us from reflecting on end-of-year metrics and the final budget. Additionally, the LCAP is under review by our partners at the San Mateo County Office of Education, who will provide final input during the summer months. If there are significant changes, CUSD leadership will report to the CUSD governing board at a future board meeting.

FISCAL ANALYSIS

The calculated LCFF supplemental dollars for the LCAP is $1,917,380.

RECOMMENDATION

This presentation is for Public Hearing and Information Only.

Prepared by: *Josefina Infanzon*

CUSD

Cabrillo Unified School District

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

Israel Castillo, Chief Academic Officer

Governing Board Meeting

June 11,2026

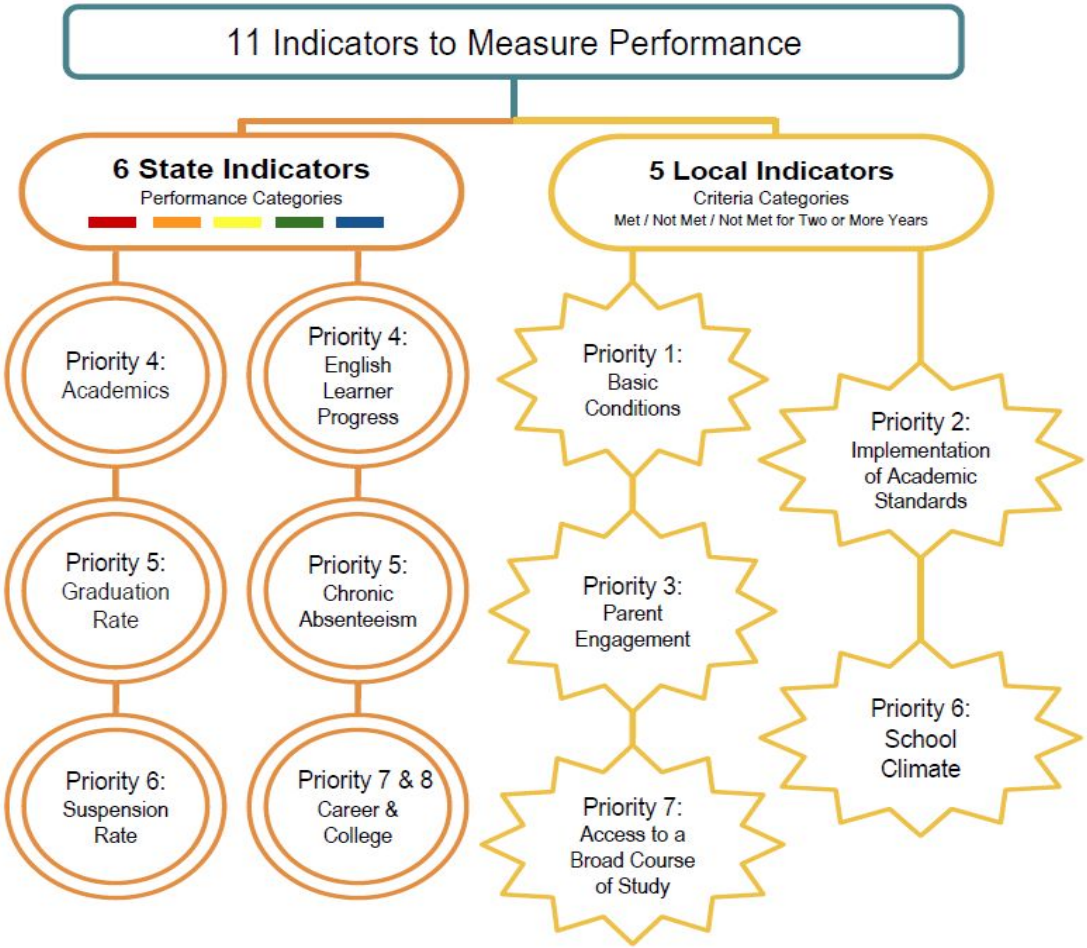
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AGENDA

1. State & Local Indicators Measured in the LCAP
2. CUSD Goals aligned to LCAP
3. CA Dashboard Data and Metric Results
4. Differentiated Assistance (DA) & DTA (Differentiated Technical Assistance
5. Closing Reflections

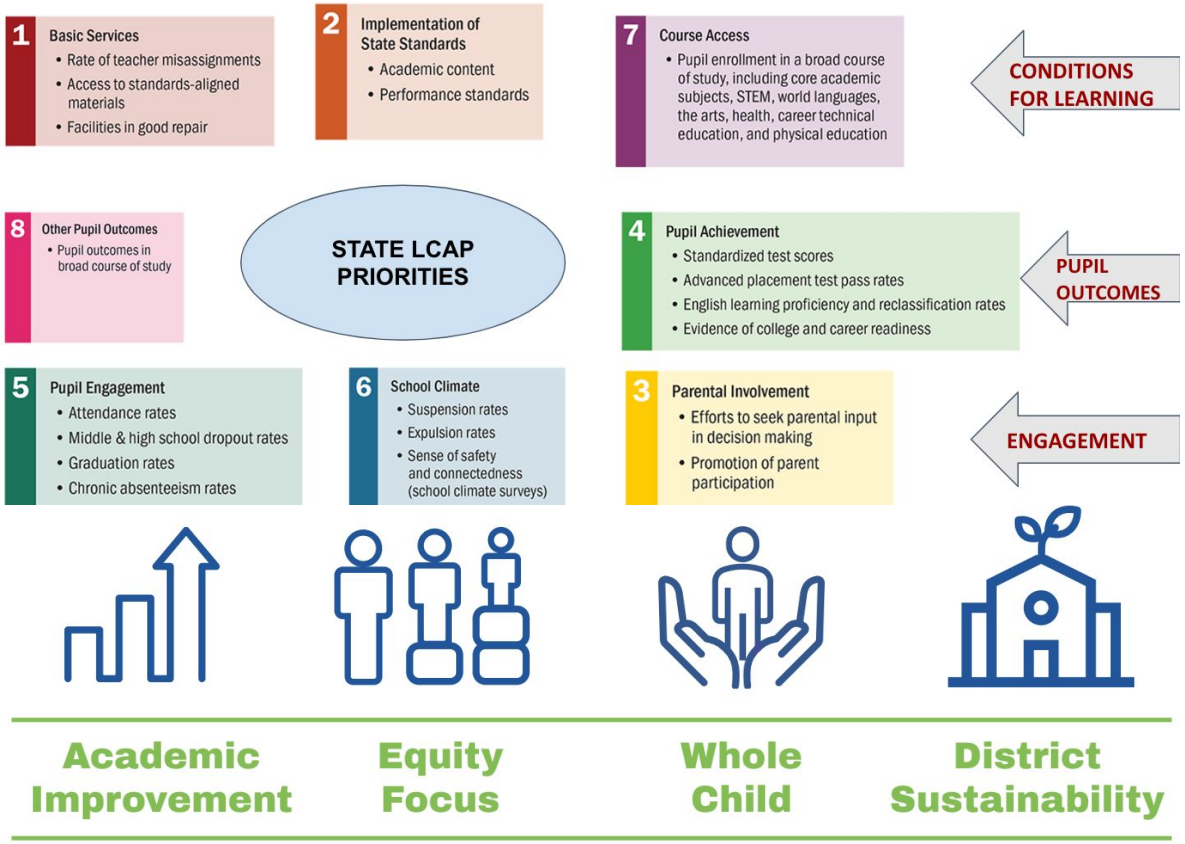
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LCFF Evaluation Rubrics



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STATE LCAP Priorities



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Academic Improvement

College and Career: Improve College and Career readiness and attainment for all students

Early Literacy: Expand early literacy efforts for broader academic readiness

Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students

Equity Focus

Improved Achievement for At-Promise Students: Increase academic outcomes using best practice instruction

Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways

Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners

Whole Child

Layers of Support: Continue student wellness strategies and monitor student outcome data to support the needs of the whole child

Social Emotional Support: Provide services that promote social emotional learning, mental health, and emotional support for students

Family Engagement and Support: Provide culturally competent resources to families by strengthening community partnerships

District Sustainability

Environmental Sustainability: Build on Green Ribbon work for environmental literacy, optimized facilities, and efficient use of resources

Fiscal Sustainability: Align, augment, and monitor fiscal resources to ensure financial stability

Employee Sustainability: Create systems to recruit, retain, and support highly qualified and diverse staff

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Indicators to Measure Performance

State Performance Indicators

New icon for dashboard

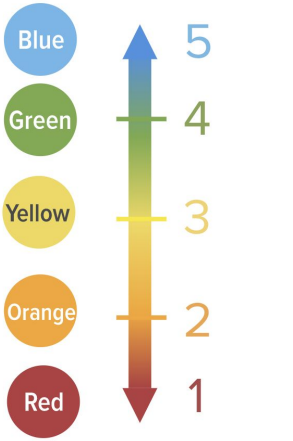


Orange

Current icon for dashboard



Highest Performance



Lowest Performance

Local Performance Indicators

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

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CA Dashboard Matrix 2023-24

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
White	N/A	Yellow	Yellow	Green	Green	Yellow	Green
Two or More Races	N/A	Green	Green	--	Blue	Green	--

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CA Dashboard Matrix 2024-25

Student Group Report for 2025

↻ Pivot Data by StudentGroups

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

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CUSD LCAP Goals focus on Improving Student Outcomes - *2025 Dashboard Data*

ELL Performance



Orange

English Learners

Long-Term English Learners

Priority 4 - Pupil Achievement

ELA Performance



Red

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

Priority 4 - Pupil Achievement

Math Performance



Red

English Learners

Hispanic

Socioeconomically Disadvantaged

Priority 4 - Pupil Achievement

Chronic Absenteeism



Red

Long-Term English Learners

Socioeconomically Disadvantaged

Priority 5 - Pupil Engagement

College & Career Indicator



Red

English Learners

Long-Term English Learners

Students with Disabilities

Priority 8 - Outcomes in Broad Course of Study

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Differentiated Assistance (DA) Overview 2025 Dashboard Identifications

- **Differentiated Assistance Areas:**
  - **Pupil Achievement (LCFF Priority 4):**
    - Focus on English Language Arts & Mathematics
    - Targeted groups:
      - English Learners (EL)
      - Long-Term English Learners (LTEL)
      - Socioeconomically Disadvantaged Students
      - Students with Disabilities
  - **Broad Course of Study Outcomes (LCFF Priority 8):**
    - Based on College & Career Indicator performance
    - Targeted groups:
      - English Learners
      - Long-Term English Learners
      - Students with Disabilities

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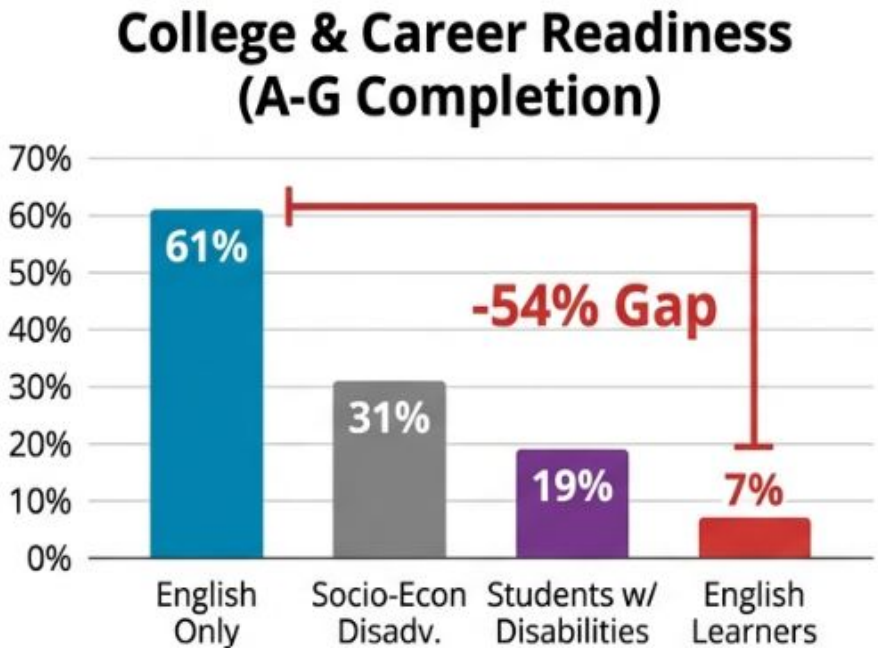
Differentiated Technical Assistance (DTA) Identification

- **Pupil Engagement (LCFF Priority 5):**
  - Focus on reducing Chronic Absenteeism
  - Elevated rates observed among:
    - Long-Term English Learners (LTEL)
    - Socioeconomically Disadvantaged Students

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Goal 1

College & Career Readiness



What are we doing to achieve the goal?

1. PD on Mathematical Framework
2. We had an 11 % increase in AP class offerings
3. Focus on Tier 1 through our Multi-Tiered Systems of Support
4. Expansion of Early Education
5. Adding more CTE aligned courses
6. AI Professional Development: Secondary teachers at Cunha and HMBHS are participating in workshops to "demystify" AI, focusing on personalizing student learning and reducing administrative burdens .
7. Advanced Placement (AP) Success: Half Moon Bay High School was recognized at the Bronze level on the 2024–2025 AP School Honor Roll for broadening participation and college readiness.
8. Enforcing structured procedures to clean up Student informational systems that feeds computer system of the State of California Department of Education. (CALPADS)

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Goal 1

EARLY LITERACY

% of Proficient CUSD Students by Grade Level

Grade	2023 / 2024 School Year			2024 / 2025 School Year			2025 / 2026 School Year		
	BOY (Beginning of Year)	EOY (End of Year)	+/– %	BOY (Beginning of Year)	EOY (End of Year)	+/– %	BOY (Beginning of Year)	EOY (End of Year)	+/– %
Kindergarten	16%	36%	+20%	36%	47%	+11%	45%	59%	+14%
1st Grade	34%	50%	+16%	29%	48%	+19%	39%	61%	+22%
2nd Grade	42%	52%	+10%	46%	59%	+13%	38%	52%	+14%
3rd Grade	50%	50%	+0%	52%	55%	+3%	53%	55%	+2%
4th Grade	Not tested			53%	53%	+0%	55%	48%	–7%
5th Grade	Not tested			51%	54%	+3%	52%	56%	+4%

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Priority 1: Basic Conditions

Objective Met

Subject Area	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Self-Contained Class	45.2	87.3%	1.7%	0.0%	11.1%	0.0%	0.0%	0.0%
Art	3.4	81.7%	0.0%	0.0%	14.8%	3.8%	0.0%	0.0%
Career Technical Education	3.2	90.3%	5.3%	0.0%	4.4%	0.0%	0.0%	0.0%
Computer Education	0.4	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
English Language Arts	13.9	82.9%	0.0%	0.0%	17.1%	0.0%	0.0%	0.0%
Foreign Languages	2.9	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Health Education	0.2	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
History/Social Science	9.4	98.1%	0.0%	0.0%	0.7%	1.2%	0.0%	0.0%
Mathematics	10.0	88.1%	2.5%	0.0%	9.3%	0.0%	0.0%	0.0%
Media Arts	0.2	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Music	1.1	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other Instruction-Related Assignments	22.3	89.4%	0.8%	0.0%	3.6%	5.5%	0.0%	0.8%
Physical Education	5.9	80.3%	0.0%	0.0%	17.4%	2.2%	0.0%	0.0%
Science	7.6	84.7%	2.2%	0.0%	13.2%	0.0%	0.0%	0.0%

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Cabrillo Unified	125.5	87.4%	1.2%	0.0%	9.9%	1.4%	0.0%	0.1%
San Mateo	4,141.1	81.7%	2.5%	1.3%	8.9%	4.2%	0.0%	1.4%
Statewide	246,129.2	84.4%	3.0%	2.0%	5.5%	4.8%	0.0%	0.2%

https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=District&cds=4168890&year=2023-24
Data Quest - 2023-24 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)

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Priority 1: Basic Conditions

Tool Used: CA Department of Education DataQuest

Objective: To ensure that 83% of the Cabrillo Unified teacher workforce have California clear teaching credentials.

Analysis:

- 87.4% of teachers are considered Highly Qualified
- 9.9% of teachers working on clearing credentials via Induction/Tier II
- 1.2% of teachers "out-of-field" indicates that one or more relevant attributes of the assignment were authorized by a limited permit.
- 1.4% Incomplete missing or incorrect information about the assignment was reported to California Longitudinal Pupil Achievement Data System (CALPADS)



Actions:

- Retainment
- Recruitment
- Training

Objective Met

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Priority 2: Implementation of State Academic Standards

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.

Analysis

- Establish a collaborative Tier 1, high-quality, foundational core instruction provided to all students
- Target Multi-Tiered System of Supports (MTSS)
- Literacy Block (Elementary)
- Provide professional development on Diversity, Equity, and Inclusion (DEI)
- Full implementation of SST that support all students
- Curriculum Implementation and Design to support differentiated instruction
- Adoption of Math in the elementary grades

In Progress

Future Milestones

- CORE Instructional Minutes
- Common Formative Assessments

Objective Met

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Priority 2: Implementation of State Academic Standards Con't

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

Actions:
PD Surveys
Analysis of PD Survey Data
Site PD based on data

Objective Met

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Analysis

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	☐ 1	☐ 2	☐ 3	☑ 4	☐ 5
ELD (Aligned to ELA Standards)	☐ 1	☐ 2	☑ 3	☐ 4	☐ 5
Mathematics – Common Core State Standards for Mathematics	☐ 1	☐ 2	☑ 3	☐ 4	☐ 5
Next Generation Science Standards	☐ 1	☐ 2	☑ 3	☐ 4	☐ 5
History-Social Science	☐ 1	☐ 2	☑ 3	☐ 4	☐ 5

Priority 3: Parent Engagement

Tools Used: **California School Parent Survey (CSPS)**

Objective: Family Engagement (302 CSPS respondents).

Analysis: CSPS results show strong growth in parent engagement, communication, and school climate perceptions. Despite a decrease in respondents (528 to 302), parent satisfaction increased significantly, indicating stronger positive perceptions among participating families.

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, etc.)

California School Parent Survey	2023-24	2024-25
Parent respondents	**528**	**302**
School actively seeks the input of parents before making important decisions. **Strongly agree/agree:**	**52%**	**63%**
Parents feel welcome to participate at this school. **Strongly agree/agree:**	**75%**	**87%**
School keeps me well-informed about school activities. **Strongly agree/agree:**	**82%**	**89%**
Attended a general school meeting:	**88%**	**94%**
This school is a supportive and inviting place for students to learn. **Strongly agree/agree:**	**76%**	**86%**
This school is a safe place for my child. **Strongly agree/agree:**	**80%**	**90%**

Objective Met

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Priority 6: School Climate

Tool: HEALTHY KIDS SURVEY **Objective:** 59% of students feel they belong to their school	5th		7th		9th		11th	
	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
Number of Respondents:	53	50	204	161	235	219	251	238
School Connectedness:	75%	60%	55%	41%	44%	59%	49%	53%
Academic Motivation:	89%	89%	60%	48%	54%	63%	57%	62%
Caring Adult Relationship:	75%	60%	56%	49%	48%	55%	56%	66%
School Perceived as Safe or Very Safe:	79%	63%	53%	43%	51%	69%	68%	68%

CUSD Average 60%

Actions:
Continue MTSS training
Continue PBIS Training
Continue Implementing LCAP Goal 3 and Goal 4
SEL Professional Development

Objective Met

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Priority 7: Access to Broad Course of Study

Tool Used: CUSD Registrar records

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

Objective Met

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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	2504
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

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Informing

LCAP Goals	Total Funds Budgeted	Mid-Year Expenditures	End-Year Expenditures
Goal 1 Student Achievement (Academic & Social Emotional)	$2,067,000	$695,447	$1,765,282
Goal 2 Equity Focus (At Promise Students)	$1,420,000	$920,811	$1,614,433
Goal 3 Student & Parent Engagement (Academic & Social-Emotional)	$232,000	$147,940	$240,002
Goal 4 Sustainability	$2,461,000	$1,747,212	$2,659,050

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Informing

Strengths

1. **Districtwide Literacy Block Implementation**
2. **Data-Informed Instruction**
3. **English Learner Progress**
4. **Continue Multi-Tiered Systems of Support (MTSS)**
5. **Mathematical Framework PD.**
6. **Student Safety and Wellness:** Updated Comprehensive School Safety Plans, enhancements to the Big 5 Emergency Response Protocols, and proactive planning for wildfire, immigration and tsunami response.
7. **Family and Community Engagement:** Increased outreach and collaboration, including Early Literacy engagement meetings and community partnerships to support immigrant families.
8. **Cross-Departmental Collaboration:** Strong coordination across Educational Services, Special Education, Technology, Student Services, and site leadership to support instructional programs and operational systems.
9. **Expanded Learning Opportunities:** Continued implementation of ELOP, summer programs, and extended learning supports aligned to student academic and social-emotional needs.

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Informing

Gaps

1. **Student Achievement Gaps:** Persistent achievement gaps continue among English Learners, students with disabilities, foster youth, and socioeconomically disadvantaged students, particularly in literacy and mathematics achievement.
2. **Student Achievement Gaps:** Persistent achievement gaps continue among English Learners, students with disabilities, foster youth, and socioeconomically disadvantaged students, particularly in literacy and mathematics achievement.
3. **Data-to-Action Gaps:** Continued need to strengthen the use of assessment, attendance, and behavioral data to ensure timely interventions, progress monitoring, and targeted student supports.
4. **Engagement and Attendance Gaps:** Chronic absenteeism and inconsistent student engagement continue to impact academic progress and school connectedness for targeted student groups.
5. Technology Systems: Operational challenges related to grading, data systems, and instructional platforms continue to create additional workload for teachers and staff.

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Informing

Equity Trends

1. **Disproportionate Outcomes:** English Learners, Long-Term English Learners (LTEL),Socioeconomically Disadvantaged students, and students with disabilities,continue to experience lower academic outcomes compared to their peers.
2. **Reclassification Patterns:** While RFEP numbers remain steady, some EL subgroups require additional targeted language development support to accelerate progress toward proficiency in both ELA & mathematics.
3. **Access to Supports:** Ensuring equitable access to interventions, counseling, enrichment, and extended learning opportunities across all school sites remains a priority.
4. **Family Engagement:** Language access and culturally responsive outreach continue to be essential to ensuring equitable participation in school and district initiatives.

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CABRILLO UNIFIED SCHOOL DISTRICT

Heading in the Right Direction

2025–2026 LCAP | 2025 California School Dashboard

✓ Progress Across All 4 Goals

GOAL 1: ACADEMIC PERFORMANCE

LTEL — ELA: +11.8 pts
66 students — Orange, improving

LTEL — Math: +4.6 pts
67 students — Orange, improving

SWD — Math: +5.6 pts
203 students — Orange, improving

Two or More Races: +4.8 pts
75 students — 22.3 pts above std (Green)

GOAL 2: ACADEMIC ENGAGEMENT

All Students: ↓ 1.4%
14% absent — 1,641 students (Improving)

SWD Drop: ↓ 6.9%
Largest Subgroup Gain — 252 students

Hispanic: ↓ 0.8%
17.3% absent — 836 students (Improving)

Two or More Races: 8.8%
Lowest rate — 113 students (Green)

GOAL 3: CONDITIONS & CLIMATE

All Students: ↓ 0.3%
2.4% suspended — 2,613 students (Green)

LTEL Drop: ↓ 5.2%
Largest Drop — 106 students (Green)

English Learners: ↓ 1.0%
2.1% rate — 436 students (Green)

Hispanic & SED: ↓ 0.9%
Both groups declining (Green)

GOAL 4: GRADUATION RATE

All Students: 92.3%
+2.9% — 260 graduates (Green)

Hispanic: 90.6%
+4.7% — Top gain, 127 students (Green)

Socio. Disadv.: 89.0%
+2.5% — 118 graduates (Green)

Students w/ Disab.: 84.0%
+0.1% — Trending up (Yellow)

+11.8 pts
LTEL ELA Gain

↓ 6.9%
SWD Absence Drop

↓ 5.2%
LTEL Suspension Drop

+4.7%
Hispanic Grad Gain

92.3%
District Grad Rate

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Source: 2025 California School Dashboard | Cabrillo Unified School District | 2026–27 LCAP

Closing Reflections

Cabrillo Unified School District remains committed to:

- Equity and access for all student groups
- Continuous improvement through data reflection
- Strengthening instructional systems and student supports
- Meaningful educational partner engagement
- Ensuring every student graduates prepared for college, career, and life

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Cabrillo Unified School District

Thank you!

QUESTIONS?

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GLOSSARY

Incomplete
Missing or inaccurate CALPADS data prevents the CTC from determining whether the assignment is properly authorized.

Ineffective
The educator lacks full authorization for the assignment or is serving under a limited permit or waiver (e.g., PIP, STSP, VTW, TSPL, or Substitute Permit).

Out-of-Field
The assignment is authorized through a limited assignment permit, waiver, or local assignment option rather than a full credential.

Intern
A teacher holding an intern credential while completing credential requirements and serving in the classroom.

Teacher Credential Level

- **Fully Credentialed:** Holds a clear or preliminary credential.
- **Not Fully Credentialed:** Does not hold a clear or preliminary credential.

Teacher Experience Level

- **Experienced:** More than 2 years of certificated service.
- **Inexperienced:** 2 years or less of certificated service.

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HELPFUL RESOURCES

- 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)

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CABRILLO UNIFIED SCHOOL DISTRICT

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

INTERIM 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 proposed Local Control Accountability Plan (LCAP) for the fiscal year 2026-27 on June 11, 2026 at 6:00 pm at the Cunha Intermediate School Library, Half Moon Bay, CA 94019. The meeting agenda will be posted on the District website, https://www.cabrillo.k12.ca.us/ on June 5, 2026. A copy of the draft LCAP will be available for public examination at the Cabrillo Unified School District website, https://www.cabrillo.k12.ca.us/, from June 5 to June 11, 2026.

For an electronic copy of the LCAP, please visit our CUSD LCAP webpage. Printed LCAP copies will be available upon request at CUSD's District Office located at 498 Kelly Avenue, Half Moon Bay, CA 94019 (Mon-Fri 9 am - 3 pm). If you have LCAP program questions, please email castilloi@cabrillo.k12.ca.us.

The LCAP will be presented for adoption at the Regular Governing Board meeting on Thursday, June 18, 2026, at 6:00 p.m.

Thursday, June 11, 2026 at 6:00 PM

Cabrillo Unified School District

Governing Board Meeting at:

Cunha Intermediate School Library
600 Church Street
Half Moon Bay, CA 94019

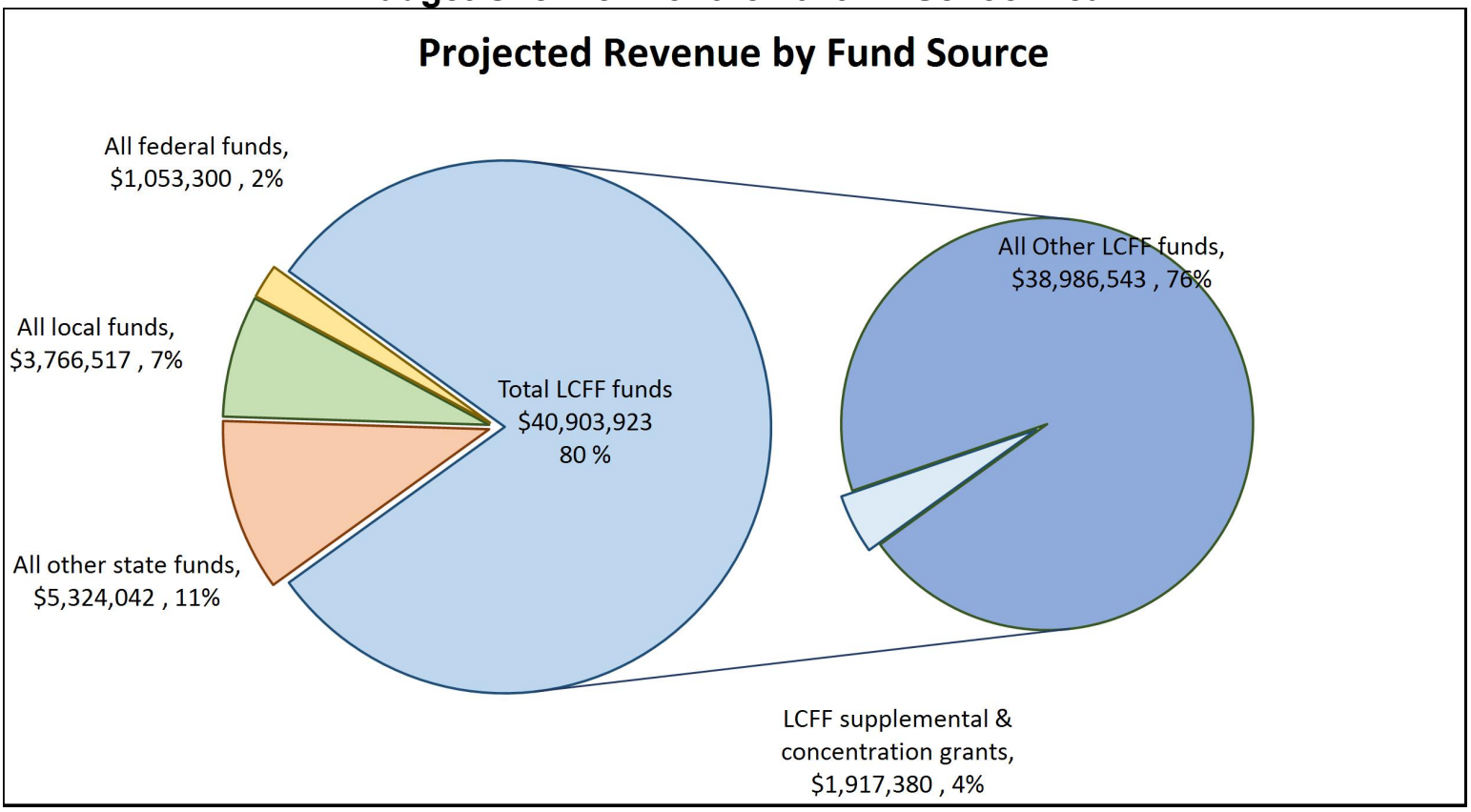
Posted: Friday, May 29th, 2026

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cabrillo Unified School District
CDS Code: 41-68890-0000000
School Year: 2026-27
LEA contact information:
Dr. Ramon Miramontes
Superintendent
miramontesr@cabrillo.k12.ca.ua
(650) 712-7100 (Ext 102)

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 2026-27 School Year

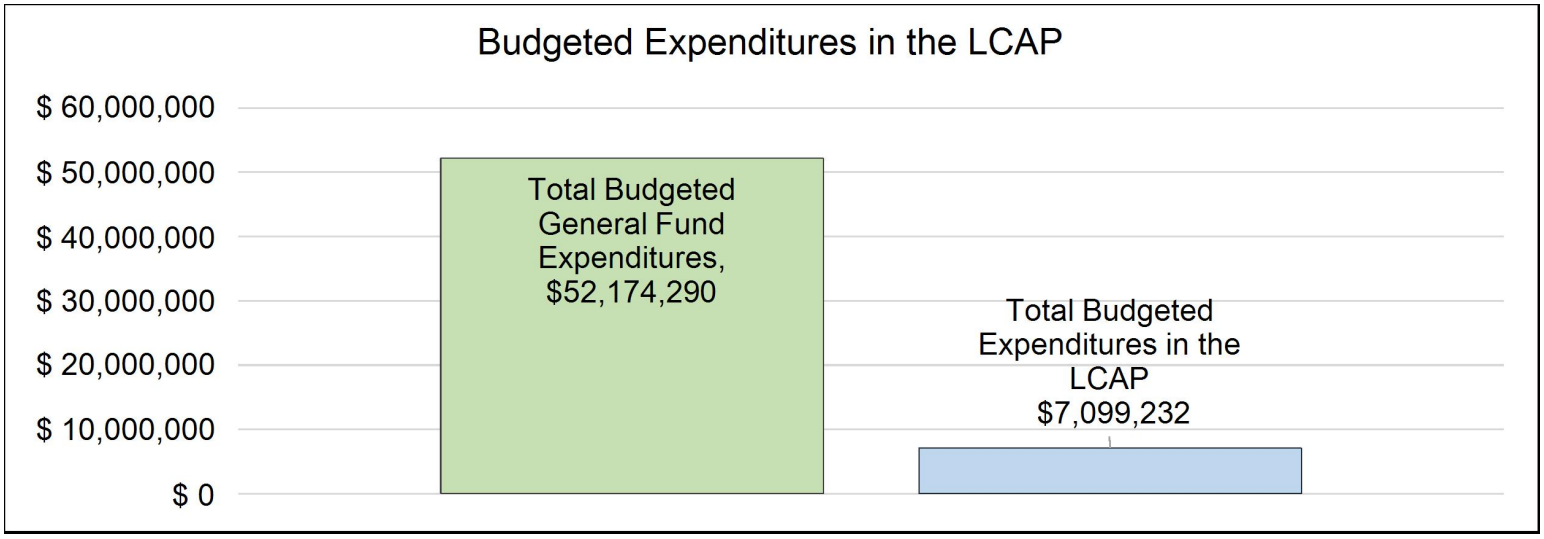


This chart shows the total general purpose revenue Cabrillo Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cabrillo Unified School District is $51,047,782, of which $40,903,923 is Local Control Funding Formula (LCFF), $5,324,042 is other state funds, $3,766,517 is local funds, and $1,053,300 is federal funds. Of the $40,903,923 in LCFF Funds, $1,917,380 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 2026-27. 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 $52,174,290 for the 2026-27 school year. Of that amount, $7,099,232 is tied to actions/services in the LCAP and $45,075,058 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

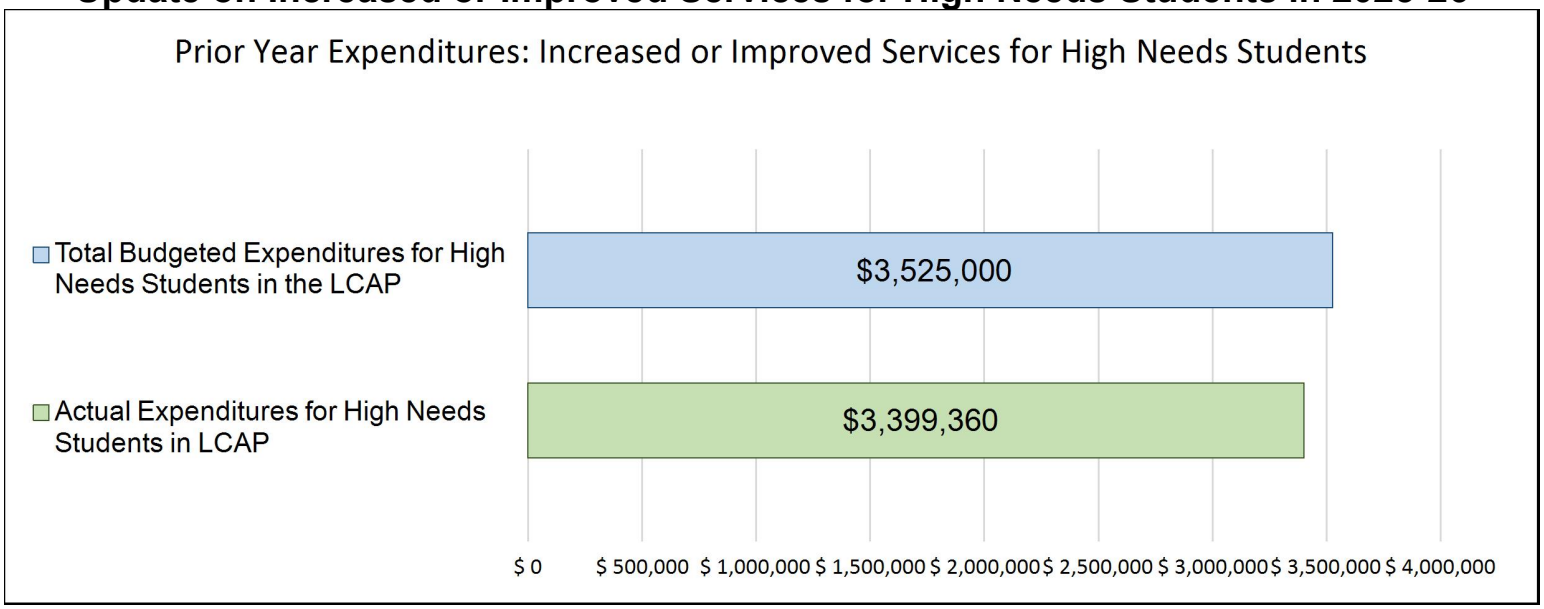
The majority of Cabrillo Unified School District's General Fund Budget expenditures for the 2025–2026 school year were incorporated into the District's Local Control and Accountability Plan (LCAP). Some expenditures were excluded from the LCAP, specifically those funded through local, state, and federal one-time grants, restricted categorical funding sources, and one-time bond expenditures that fall outside the scope of LCAP planning requirements. Excluded funds and grants supported a range of programs, services, and operational needs during the current year, including facilities improvements and environmental sustainability projects, curriculum purchases and instructional materials, professional development activities funded through one-time grant allocations, mental health and student wellness services supported through dedicated Mental Health funding, early literacy programming supported through Big Lift grant funding, Career Technical Education investments supported through CTE grant funding, and other supplemental and one-time funding sources strategically leveraged to offset LCAP expenditures and extend the reach of services provided to students.
Where applicable, these alternative funding sources were used in coordination with LCAP resources to maintain and expand services for all students — particularly unduplicated student groups — while preserving the district's fiscal stability and ensuring compliance with all applicable state and federal funding requirements.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Cabrillo Unified School District is projecting it will receive $1,917,380 based on the enrollment of foster youth, English learner, and low-income students. Cabrillo Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cabrillo Unified School District plans to spend $3,525,000 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 2025-26



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 2025-26, Cabrillo Unified School District's LCAP budgeted $3,525,000 for planned actions to increase or improve services for high needs students. Cabrillo Unified School District actually spent $3,399,360 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $125,640 had the following impact on Cabrillo Unified School District’s ability to increase or improve services for high needs students:

In 2025–2026, the total estimated actual expenditures for actions and services designed to increase or improve services for high-needs students were lower than the total budgeted expenditures across several goals and actions. While this difference reflects variances in planned spending, it did not result in a reduction of services or supports for unduplicated student populations. Rather, the district strategically realigned resources, leveraged supplemental and grant-based funding streams, and utilized operational efficiencies to maintain — and in several cases expand — the scope and quality of services provided to English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities throughout the school year.

Several actions reflected lower-than-anticipated expenditures due to delayed program implementation, staffing transitions, and the strategic decision to fund services through alternative funding sources rather than LCAP allocations. Under Action 3.2 (Social Emotional Support), the significant variance of $511,069 primarily reflects the district's intentional decision to restructure mental health service delivery by reassigning three newly hired counselors — totaling approximately $300,000 — to Goal 2, Action 1, to more effectively align counseling supports with districtwide academic and student wellness priorities. Mental Health funding and other grant resources were used to maintain MTSS coordination and behavioral supports, ensuring that students experienced no reduction in access to counseling or mental health services. Similarly, under Action 3.3 (Family Engagement and Support), a variance of $18,355 reflected fewer events than anticipated due to scheduling challenges and participation rates; however, the district is actively strengthening outreach strategies and community partnerships to expand family engagement in the coming year. Under Actions 4.2 and 4.3, minor underspending resulted from lower-than-anticipated contracted service costs, postponed professional development activities, and the strategic use of one-time and unrestricted funding sources to support staff recruitment, retention, and employee development efforts — preserving LCAP supplemental resources for other high-priority student needs.

Action 1.1 – College and Career (LCAP and LREBG)

Variance: $110,195 overspent

Financial Breakdown: Planned expenditures of $1,235,000 resulted in estimated actual expenditures of $1,345,195.

Explanation: This variance was driven by an intentional, expanded investment in college and career readiness programming to absorb critical staffing and program costs. While the district successfully leveraged alternative, expiring one-time grant funding sources during the 2025–2026 school year to shield portions of the program, rising operational and personnel costs ultimately required a higher draw on LCAP supplemental funds than originally anticipated.

By absorbing these overages, Cabrillo Unified School District fully sustained and expanded vital college and career readiness programming—including counseling supports, pathway development, career exploration opportunities, and student access initiatives—ensuring no gap in services during a critical funding transition year.

Conversely, several actions resulted in overspending that directly expanded services for high-needs students beyond originally planned levels. Under Action 3.1 (Layers of Support), actual expenditures exceeded the plan by $81,555, reflecting a higher-than-anticipated demand for tiered intervention services, expanded MTSS coordination, and targeted academic and behavioral supports for students with the greatest needs. These additional investments directly benefited unduplicated pupils through enhanced instructional services, intervention supports, and enrichment opportunities including strategically aligned Visual and Performing Arts programming. Under Action 4.1 (Environmental Sustainability), expenditures exceeded projections by $348,197, reflecting the accelerated completion of facilities improvement projects, energy-efficiency upgrades, and necessary emergency maintenance responses — including safety-related tree removal — required to maintain safe and healthy learning environments across all school sites. Many of these additional costs were partially offset through grant funding, and the district anticipates long-term operational savings and sustainability efficiencies as a result of these investments.

Additionally, the district identified an unplanned need to invest $15,927 in attendance monitoring systems, family outreach, and enhanced communication strategies to address rising chronic absenteeism rates among unduplicated student groups — an action originally budgeted at $0. This responsive and data-driven investment reflects the district's proactive commitment to identifying and removing attendance barriers for high-needs students and demonstrates the district's willingness to reallocate resources as emerging student needs are identified throughout the year.
Overall, the difference between budgeted and estimated actual expenditures did not compromise the district's obligation to provide increased or improved services to its high-needs student populations. Through careful resource management, strategic use of supplemental and grant funding, and responsive reallocation of resources to meet identified student needs, Cabrillo Unified School District maintained its commitment to equity-driven service delivery and ensured that unduplicated students continued to receive the supports necessary to improve academic achievement, social-emotional well-being, attendance, and access to a broad course of study throughout the 2025–2026 school year.

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 Superintendent	miramontesr@cabrillo.k12.ca.us (650) 712-7100 (Ext 102)

Plan Summary [2026-27]

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.

Cabrillo Unified School District (CUSD) is located approximately 30 miles south of San Francisco along the coastline of San Mateo County, serving a geographic area of approximately 135 square miles. During the 2025–2026 school year, CUSD serves a total enrollment of 2,504 students in grades Transitional Kindergarten through 12th grade.
The district operates seven school sites serving students in grades TK–12, including four elementary schools (Alvin S. Hatch Elementary School, El Granada Elementary School, Farallone View Elementary School, and Kings Mountain Elementary School), one intermediate school (Manuel F. Cunha Intermediate School), one comprehensive high school (Half Moon Bay High School), and one continuation high school (Pilarcitos Alternative High School). In addition, the district operates two preschool programs and an adult education program. Alvin S. Hatch Elementary School and Manuel F. Cunha Intermediate School are identified as receiving Equity Multiplier funding during the 2025–2026 school year.

The district serves a diverse student population across seven ethnic subgroups. Student subgroup demographics for 2025–2026 are as follows:

Unduplicated Student Groups:
English Learners: 339 students (13%)
Socioeconomically Disadvantaged: 787 students (31%)
Ethnic and Racial Demographics (subgroups with 10 or more students):
Hispanic/Latino: 1,257 students (50%)

White: 1,033 students (41%)
Two or More Races: 149 students (5.95%)
Asian: 37 students (1.48%)
Filipino: 18 students (0.72%)
Black/African American: 6 students (0.24%)
Other: 7 students (0.27%)

Cabrillo Unified School District has adopted an Equity Policy that is at the core of all district and site-based school improvement planning. The goals, actions, and services defined within this LCAP are grounded in research-based practices designed to close the opportunity and achievement gaps that continue to affect unduplicated student groups, including English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities.

During the 2024–2025 school year, the district engaged in a comprehensive, year-long Strategic Planning process that incorporated robust input from students, families, staff, site administrators, school site councils, parent-staff governance committees, and the broader community. This process produced an updated Strategic Plan that encompasses revised core values, a renewed district vision, and clearly defined strategic priorities all of which are directly reflected in the goals, actions, and services of this Local Control and Accountability Plan.

The district continues to implement a Multi-Tiered System of Supports (MTSS) as the foundational framework for ensuring all students have equitable access to the academic, behavioral, and social-emotional supports they need to succeed. This framework is embedded across all school sites and is aligned to district LCAP goals, professional learning systems, and data-informed decision-making processes.

CUSD maintains active partnerships with a wide range of local organizations to extend the reach of district services and strengthen family and community engagement. Partners include the Big Lift Learning Initiative, Boys and Girls Club, Half Moon Bay Chamber of Commerce, Half Moon Bay Rotary Club, HEAL Project, Ayudando Latinos A Soñar (ALAS), the San Mateo County Sheriff's Activities League, the Cabrillo Education Foundation, the District English Learner Advisory Committee (DELAC), and school-based Parent Teacher Organizations at each school site.

Reflections: Annual Performance

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

Cabrillo Unified School District's annual performance reflection is grounded in a comprehensive review of the 2025 California School Dashboard, local assessment data, community and stakeholder input gathered through the district's year-long Strategic Planning process, and site-level program evaluation. This reflection identifies both meaningful progress and persistent challenges and describes how the district is responding through the goals, actions, and services defined in this 2026–2027 Local Control and Accountability Plan.

Areas of Progress

The 2025 California School Dashboard reflects meaningful improvements across several key indicators. In Conditions and Climate, the districtwide suspension rate declined from 3.10% to 2.40% and the expulsion rate dropped to 0.00%, with all measured student groups achieving Green on the Suspension Rate indicator. Long-Term English Learners demonstrated the most significant improvement at a 5.2% decline. Districtwide chronic absenteeism declined 1.4% to 14%, with Students with Disabilities showing the strongest subgroup gain at 6.9%. Two or More Races students achieved Green on both chronic absenteeism and Mathematics indicators.
In Academic Performance, Long-Term English Learners improved by 11.8 points in ELA and 4.6 points in Mathematics, and Students with Disabilities improved by 5.6 points in Mathematics. English Learner Progress achieved a Green performance level, with 43.3% of English Learners making progress toward proficiency. Local data further reflects strong gains in high school graduation rates ,Half Moon Bay High School reached 96.4% and Pilarcitos Alternative High School rose from 35.0% to 60.9% ,along with 15 percentage point gains in early literacy proficiency across grades K–3, improvements in school facilities to 100% rated Good or above, and district fiscal reserves growing to 10.56%.

Areas of Persistent Challenge
Despite meaningful progress, the 2025 Dashboard identifies significant academic achievement challenges requiring intensified focus. In English Language Arts, All Students are performing in the Orange level, 32.9 points below standard, with a decline of 7.8 points. Four student groups — Hispanic students, English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities — remain in the Red level. Red ELA indicators are present at Hatch Elementary School, Half Moon Bay High School, and Manuel F. Cunha Intermediate School.
In Mathematics, All Students are performing in the Orange level, 58.9 points below standard. English Learners, Hispanic students, and Socioeconomically Disadvantaged students remain in the Red level. Red Math indicators are present at El Granada Elementary School, Hatch Elementary School, and Manuel F. Cunha Intermediate School. In College and Career Readiness, English Learners (2.8%), Long-Term English Learners (4.5%), and Students with Disabilities (8.2%) remain in the Red level, with all three groups identified at Half Moon Bay High School.
Chronic absenteeism remains elevated for Long-Term English Learners (24.6% — Red, +1.5%) and Socioeconomically Disadvantaged students (21.1% Yellow, +2.3%), with Red indicators at Hatch Elementary, El Granada Elementary, and Manuel F. Cunha Intermediate. Additionally, the suspension rate for Students with Disabilities is 6.1% — more than double the districtwide average, contributing to the district's Targeted Level 2 Compliance Improvement Monitoring (CIM) status.

Differentiated Assistance and Technical Assistance Designations
Based on the 2025 California School Dashboard, Cabrillo Unified School District qualifies for Differentiated Assistance (DA) in Pupil Achievement (LCFF Priority 4) for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities in ELA and Mathematics, and under Outcomes in a Broad Course of Study (LCFF Priority 8) for English Learners, Long-Term English Learners, and Students with Disabilities on the College and Career Indicator. The district also qualifies for Differentiated Technical Assistance (DTA) in Pupil Engagement (LCFF Priority 5) due to Chronic Absenteeism for Long-Term English Learners and Socioeconomically Disadvantaged students. In response, the district is actively collaborating with the San Mateo County Office of Education to conduct root cause analyses and implement targeted, evidence-based actions embedded throughout this LCAP.

How the LCAP Addresses Identified Needs
The 2026–2027 LCAP directly responds to the performance patterns identified through the Dashboard and local data review. Goal 1 addresses declining CAASPP performance through the Science of Reading implementation, a new TK–5 mathematics curriculum adoption,

instructional coaching, and expanded early literacy supports. We are also adopting a new math curriculum and supporting with professional development for the upcoming academic school year. Goal 2 targets persistent achievement and opportunity gaps for unduplicated student groups through expanded MTSS supports, ELD instruction, academic counseling, college and career pathway access, and intensified chronic absenteeism interventions. Goal 3 addresses suspension disproportionality for Students with Disabilities, social-emotional well-being, and chronic absenteeism through expanded PBIS, restorative practices, mental health services, and family engagement. Goal 4 supports the foundational conditions, facilities quality, staff recruitment and retention, and fiscal stability, necessary to sustain long-term improvement across all goals.
Cabrillo Unified School District is committed to building on demonstrated strengths while addressing areas of greatest need with urgency and accountability, ensuring that all goals, actions, and services remain responsive to every student, particularly those who have been historically underserved.

Cabrillo Unified School District had the following student groups within a school that received the lowest performance level on one or more state indicators on the
2023 Dashboard:

Red on CA Dashboard | Annual Performance DATA 2022-2023

A rigorous review of the 2023 California School Dashboard identifies systemic, localized challenges that Cabrillo Unified School District is actively addressing through targeted LCAP funding. District-wide, our lowest performance tier (Red) was heavily triggered by Chronic Absenteeism, affecting the "All Students" group as well as our English Learners, Hispanic, White, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities subgroups. Furthermore, deep achievement gaps were identified in core academic areas, with English Learners, Hispanic students, and Socioeconomically Disadvantaged student groups performing in the Red tier for both ELA and Math Academic Performance.

At the school-site level, critical interventions are required across our campuses: Alvin S. Hatch Elementary, Half Moon Bay High School, and Manuel F. Cunha Intermediate School all triggered lowest-level performance marks across multiple indicators, including ELA, Math, and Chronic Absenteeism for key student groups. Additionally, localized challenges emerged with the English Learner Progress Indicator (ELPI) falling into the Red tier at El Granada Elementary and Half Moon Bay High School.

To directly combat these findings, our current LCAP explicitly directs supplemental resources toward multi-tiered systems of support (MTSS). This includes expanding targeted literacy intervention, implementing culturally responsive classrooms to bolster school connectivity, and providing dedicated instructional aides to support our English Learners, socioeconomically disadvantaged pupils, and students with exceptional needs in moving out of these historical performance deficits. In addition, this academic school year, all elementary teachers received professional development on the mathematical framework, and we are in the process of adopting a new math curriculum for elementary schools.

1. Schools Within the LEA Receiving the Lowest Performance Level (Red)
The following school sites within Cabrillo Unified School District triggered a Red Performance Level for at least one state indicator for their "All Students" group or a campus-specific student subgroup:

Alvin S. Hatch Elementary School: Chronic Absenteeism, ELA Academic Performance.
El Granada Elementary School: English Learner Progress Indicator (ELPI).
Farallone View Elementary School: Chronic Absenteeism.
Half Moon Bay High School: English Learner Progress Indicator (ELPI).
Kings Mountain Elementary School: Chronic Absenteeism.

2. Student Groups Within the LEA (District-Wide) Receiving the Lowest Performance Level (Red)

All Students: Chronic Absenteeism.
English Learners (EL): College and Career Readiness, ELA Academic Performance, Math Academic Performance, and English Learner Progress Indicator (ELPI).
Hispanic Students: Chronic Absenteeism, ELA Academic Performance, and Math Academic Performance.
Homeless Youth: Chronic Absenteeism, ELA Academic Performance, Math Academic Performance, and Suspension Rates.
Socioeconomically Disadvantaged Students: Chronic Absenteeism, and ELA Academic Performance.
Students with Disabilities (SWD): College and Career Readiness, and Suspension Rates.
White Students: Chronic Absenteeism.

3. Student Group within any School

Alvin S. Hatch Elementary
All Students: Chronic Absenteeism.
English Learners: Chronic Absenteeism, ELA Academic Performance, English Learner Progress Indicator (ELPI).
Hispanic: Chronic Absenteeism, ELA Academic Performance.
Socioeconomically Disadvantaged Students: Chronic Absenteeism, and ELA Academic Performance.
Students with Disabilities (SWD): Chronic Absenteeism, and ELA Academic Performance.
White: Chronic Absenteeism.

El Granada Elementary
English Learners: English Learner Progress Indicator (ELPI).
Socioeconomically Disadvantaged: ELA Academic Performance.
Students with Disabilities (SWD): Chronic Absenteeism, ELA Academic Performance, Math Academic Performance.

Farallone View Elementary
All Students: Chronic Absenteeism.

Half Moon Bay High School

English Learners: College & Career Indicator, ELA Academic Performance, Math Academic Performance, English Learner Progress Indicator (ELPI).
Hispanic: ELA Academic Performance, Math Academic Performance.
Socioeconomically Disadvantaged: ELA Academic Performance.
Students with Disabilities: College and Career Readiness, and Suspension Rate.

Kings Mountain Elementary School
All Students: Chronic Absenteeism.
White: Chronic Absenteeism.

Manuel F. Cunha Intermediate
English Learners: ELA Academic Performance, Math Academic Performance.
Hispanic: ELA Academic Performance, Math Academic Performance, Suspension Rate.
Socioeconomically Disadvantaged: Chronic Absenteeism, ELA Academic Performance, Math Academic Performance, Suspension Rate.
Students with Disabilities: Suspension Rate.

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 continued ELA and ELD Intervention Specialist (TK-8th).

To address chronic absenteeism, CUSD will ensure that our attendance staff at all sites are actively and frequently engaged with families of students 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.

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LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
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As of June 2026, Cabrillo Unified School District (CUSD) has a total of $161,327 unexpended LREBG funding. However, after input from our educational community partners, it remains important to continue to support the well-being of our students as well as academic support in Literacy and Mathematics.

The following goals and actions will be partly funded by the remaining LREBG funds:

LCAP Goal 1 (Academic Achievement) Action 1:
Improve College and Career awareness, readiness, and attainment for all students (Focus on strengthening Literacy and maintaining a strong focus on Mathematics)

LCAP Goal 3 (Whole Child) Action 2:
Social Emotional Support | Provide services promoting social-emotional learning, mental health, and emotional support for students

This action is aligned with the allowable uses of funds under Education Code (EC) Section 32526(c)(2) section C: "Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs."

This action is expected to address our Multi-Tiered System of Support by supporting the whole child and their academic and social needs. For example, supporting students' health needs by providing increased health access at each school site with telehealth, as well as health tech aides, district registered nurse, mental health services, and social-emotional supports.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard results, Cabrillo Unified School District qualifies for both Differentiated Assistance (DA) and Differentiated Technical Assistance (DTA) due to performance outcomes among several student groups.

Cabrillo Unified qualifies for Differentiated Assistance (DA) in Pupil Achievement (LCFF Priority 4) based on English Language Arts and Mathematics outcomes for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. The district also qualifies for DA in Outcomes in a Broad Course of Study (LCFF Priority 8), based on performance in the College and Career Indicator for English Learners, Long-Term English Learners, and Students with Disabilities.

Additionally, Cabrillo Unified qualifies for Differentiated Technical Assistance (DTA) in Pupil Engagement (LCFF Priority 5) due to elevated chronic absenteeism rates among Long-Term English Learners and Socioeconomically Disadvantaged students. These outcomes indicate the need for targeted supports and system-level improvements to increase student engagement and attendance.

Under the Local Control Funding Formula accountability system, districts enter Differentiated Assistance when one or more student groups meet eligibility criteria across state indicators. When performance challenges persist over multiple years, or additional student groups meet criteria, districts may progress to Differentiated Technical Assistance, which provides a deeper level of structured support and collaboration focused on sustainable improvement.

As part of this process, Cabrillo Unified is partnering with the San Mateo County Office of Education to conduct a root cause analysis, strengthen attendance systems, and enhance multi-tiered supports. This work includes improving early identification of attendance concerns, increasing family engagement, and expanding targeted interventions for Long-Term English Learners and Socioeconomically Disadvantaged students.

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English Language Arts Academic Performance

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This goal was developed through ongoing engagement with educational partners, during which stakeholders consistently emphasized the need to accelerate English Language Arts (ELA) achievement for all students and close persistent opportunity and achievement gaps. Feedback from families, staff, and community members highlighted the importance of consistent, standards-aligned instruction and stronger systems of academic support to improve student outcomes.
Based on the 2025 California School Dashboard, ELA performance for Cabrillo Unified School District remains in the Orange performance level overall, with multiple student groups in the Red performance level, including English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students. In contrast, White and Two or More Races student groups remain in the Green performance level, further highlighting significant within-district performance disparities.

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.

In response, the district will focus on strengthening Tier 1 instructional practices, improving instructional coherence across sites, and increasing student engagement to accelerate academic outcomes for identified student groups. These strategies are designed to reduce inequities in access to grade-level instruction and improve proficiency in ELA across all schools.
Actions aligned to this goal specifically address state requirements for LEAs with Red Dashboard indicators and ensure targeted, evidence-based supports are implemented for identified student groups across the district.
The San Mateo County Office of Education continues to provide technical assistance through Improvement Science coaching, supporting district and site teams in analyzing data, identifying root causes of underperformance, developing measurable goals, and implementing research-based instructional strategies to improve ELA outcomes.

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Mathematics Academic Performance
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This goal was confirmed through our engagement with educational partners. The importance of Mathematics Academic Performance was repeatedly emphasized during feedback sessions and throughout survey data. In addition, the need to increase professional development focused on Mathematics best practices in mathematics was highlighted. As we work on increasing Math Academic Performance we will ensure to highlight this as an area of concern and strategically focus on data-driven instruction to improve in the identified groups.

Additionally, Actions 1.1A,1.1E,1.1F,1.2D,1.3A, and 1.3B, in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (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

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This goal was informed by stakeholder engagement, emphasizing the importance of preparing all students for postsecondary success, including college, career, and technical pathways. Feedback highlighted the need to expand access to rigorous coursework, strengthen academic counseling systems, and improve alignment between K–12 instruction and postsecondary expectations.

The 2025 Dashboard indicates that College and Career readiness for Cabrillo Unified School District remains in the Yellow performance level overall; however, significant disparities persist among student groups. English Learners, Long-Term English Learners, Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students all remain in the Orange or Red performance levels, indicating uneven access to college and career readiness opportunities.

In response, the district will expand access to college and career pathways, strengthen academic and postsecondary counseling systems, and increase targeted supports such as credit recovery and academic intervention programs to ensure students remain on track for graduation and postsecondary readiness.

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Chronic Absenteeism

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Through ongoing technical assistance provided by the San Mateo County Office of Education, district and site teams continue to engage in Improvement Science practices, including data analysis, Plan-Do-Study-Act (PDSA) cycles, and systems-level inquiry to address student attendance.

The 2025 California Dashboard identifies chronic absenteeism as an area of concern for Cabrillo Unified School District, with Long-Term English Learners and Socioeconomically Disadvantaged students in the Red performance level. These results indicate the need for strengthened attendance systems, earlier intervention, and more consistent family engagement strategies.

In response, the district is strengthening attendance teams at school sites, improving early warning systems for chronic absenteeism, and expanding family engagement strategies and tiered interventions to improve student attendance and engagement.

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The district continues to monitor School Climate indicators, including suspension rates, to ensure equitable outcomes for all student groups. While overall suspension rates remain in the Green performance level, disparities persist, including higher suspension rates for Students with Disabilities, which remain in the Orange performance level. This is also reflected in the district’s Compliance Improvement Monitoring (CIM) requirements related to disproportionality.

The district continues to receive technical assistance across multiple systems, including accountability, data analysis, multilingual services, and program implementation. These supports are designed to strengthen coherence across initiatives and improve outcomes for all students.

The San Mateo County Office of Education continues to support Cabrillo Unified School District through Improvement Science coaching, data systems development, and targeted technical assistance to strengthen instructional practice, attendance systems, and equitable student outcomes.

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) was 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) was 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) was 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
Parents and Families of(EL Students) | 1.28.2026 @ 5:00 pm	Cabrillo Unified School District implemented a targeted and inclusive approach to family engagement as part of the LCAP development process, with intentional outreach to Spanish-speaking families. A dedicated presentation was developed and delivered in Spanish, ensuring accessibility and meaningful participation. During this session, families were provided with a comprehensive overview of each LCAP goal and corresponding actions. To promote active engagement, participants worked in small groups and rotated through a gallery walk activity, where they were able to reflect on each goal and provide written feedback and suggestions. This structure created an interactive environment that elevated parent voice and encouraged collaboration. We concluded with opportunities for open discussion, and all feedback was shared amongst the group documented and shared with the Superintendent. All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parent and community partners.
CUSD Administrator(Leadership team) | 3.04.2026 @ 2:00 pm	The District engaged site administrators in the development of the Local Control and Accountability Plan (LCAP) through structured, monthly leadership meetings. During these sessions, District staff presented current LCAP goals, proposed actions, and relevant

Educational Partner(s)	Process for Engagement
	student outcome data to build a shared understanding of district priorities and identified areas of need. Administrators were provided with dedicated time to review and analyze data, ask clarifying questions, and participate in collaborative discussions regarding the effectiveness of existing programs and services. As part of this process, site leaders were informed that Cabrillo Unified School District has been identified for Differentiated Assistance (DA) and Direct Technical Assistance (DTA) based on multiple student groups and performance indicators reflected on the California School Dashboard. This context underscored the importance of refining and strengthening actions and services to improve equitable outcomes, particularly for unduplicated student groups. District staff facilitated structured discussions aligned to each of the four LCAP goals, providing administrators with opportunities to offer targeted input. Site leaders contributed feedback grounded in site-specific needs, including recommendations related to instructional supports, intervention systems, student engagement, and family outreach. This collaborative and data-informed approach ensured that site-level perspectives meaningfully informed the development and refinement of the LCAP, resulting in a plan that is responsive to both districtwide priorities and individual school site needs All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parent and community partners.
Parents of (Students with disabilities) | 2.26.2026 @ 5:00pm	After advertising the meeting several times with both email and text messages to parents of students with IEPs, we met in the El Granada Elementary MU. The meeting was lightly attended, and the presenter, Mr. Barnes, went through the LCAP process and looked at the dashboard data.

Educational Partner(s)	Process for Engagement
	All along we were able to interact with questions and discussion, and Mr. Barnes noted the parent concerns. Everything was written down and added to the LCAP stakeholder input sheet. Concerns range from more summer school opportunities for students with disabilities outside the ESY process, and a strong concern with the use of electronic devices at school, mainly chromebooks. All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parent and community partners.
California School Employees Association (CSEA) | 2.25.26 @ 4:30 pm	Employees Association (CSEA) and unit members participated; this group included both CSEA Members and union officials, and others spoke collectively representing both unit members and union officials. The purpose was to gather input for the development of the Local Control and Accountability Plan (LCAP). CSEA members were notified of the meeting through district communication, email, and a calendar invitation to ensure awareness and participation. During the meeting, a PowerPoint presentation outlining the district's LCAP goals, actions, and priorities was shared with the group, including examples of programs and services currently funded through LCAP. The presentation was conducted goal by goal, and after each goal was presented, dedicated time was provided for CSEA representatives to ask questions and provide suggestions. Staff documented the feedback directly on the designated presentation slides and shared the responses with participants in real time to ensure accuracy and transparency. All feedback collected during the meeting was reviewed and considered in the development of the district's LCAP goals, actions, and services. All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parent and community partners.
Cabrillo Unified Teacher Association (CUTA) | 2.11.2026 @ 3:30 pm	Cabrillo Unified School District engaged the Cabrillo Unified Teachers Association (CUTA) and Unit members. Participants included CUTA members and union officials who spoke as officials and others as unit

Educational Partner(s)	Process for Engagement
	members. We gathered input for the development of the Local Control and Accountability Plan (LCAP). CUTA members were notified of the meeting through district communication, email, and a calendar invitation to ensure awareness and participation. During the meeting, a PowerPoint presentation outlining the district's LCAP goals, actions, and priorities was shared with the group. Examples of programs and services currently funded through LCAP were also shared to provide context for the discussion. Throughout the presentation, members were provided opportunities to ask questions and receive clarification. At the conclusion of the presentation, dedicated time was provided for CUTA members to offer feedback and recommendations related to each LCAP goal. All comments and feedback shared during the meeting were documented and reviewed to help inform the development of the district's LCAP goals, actions, and services.All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parent and community partners.
District English Learner Advisory Committee (DELAC) | 01.14.2026 @ 6:00 pm	Cabrillo Unified School District engaged the District English Learner Advisory Committee (DELAC), which is serving as the English Learner Advisory Committee for the LCAP presentation, to gather input for the development of the Local Control and Accountability Plan (LCAP). Families were notified through phone calls and emails to encourage participation. The meeting was held in person to support meaningful engagement and collaboration with English Learner families. During the session, participants reviewed a presentation outlining the district's LCAP goals and priorities Translated to Spanish. Families then participated in an interactive activity where poster charts

Educational Partner(s)	Process for Engagement
	representing the district's four LCAP goals were placed around the room. Parents were invited to rotate among the charts and write their ideas, recommendations, and priorities for each goal. Participants also shared their feedback with the larger group, and staff documented the input. All feedback was reviewed and considered in the development of the LCAP. Written responses to stakeholder comments and questions were provided in both English and Spanish to ensure transparency and equitable access for English Learner All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parent and community partners.
Parent Groups (PTO, SIPA, Boosters) 01.21.2026 @ 10:00 am	Communication about the LCAP Input Sessions were sent to all CUSD families via SchoolMessenger, including an invite to a January meeting specifically for parents and community members, led by Deanna Tower. The open discussion in this virtual meeting, consisting of a small group of parents and one community member centered around the budget, academic support, parent engagement, CAASPP results and ways to motivate students to perform to the best of their abilities on the upcoming assessments. All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parent and community partners.
Special Education Local Plan Area (SELPA) Monthly Meeting | 02.27.2026	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.

Educational Partner(s)	Process for Engagement
Student Group / 02.06, 2026 @ 9::00 am	District coordinated with the Leadership teachers at Half Moon Bay High School to schedule a meeting with the Leadership class, which includes 47 student representatives across all four grade levels. During the session, District presented the LCAP Input Session PowerPoint and facilitated an open discussion to gather student feedback. Student input was documented throughout the session, with a significant portion of the discussion focused on perspectives and feedback related to CAASPP testing. All input was carefully documented during the session and has been reviewed and integrated into the 2026–27 LCAP. This ensures that the plan authentically reflects the needs and aspirations of our parent and community partners.
CUSD Budget Advisory Committee | June 10, 2026	The completed LCAP was presented to the Budget Advisory Committee as a group with broad representation of parents, students, and teaching and support staff, and which serves as the LCAP Parent Advisory Committee for the 2025-26 LCAP process. The superintendent responded in writing to all comments from every stakeholder input sessions as well as the comments from the members of the Budget Advisory Committee.

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 meaningfully engaging a broad and diverse group of educational partners in the development of the Local Control and Accountability Plan (LCAP). Stakeholder input was gathered through multiple engagement opportunities throughout the year, including meetings, presentations, surveys, and interactive feedback sessions designed to ensure inclusive participation and thoughtful dialogue.

Educational partners included site parent leaders, representatives of families of English learners, parents of students with disabilities, classified and certificated staff, bargaining unit representatives, and site and district administrators. Through a series of structured LCAP input meetings and comprehensive surveys, the district collected meaningful qualitative and quantitative data reflecting the perspectives, experiences, and priorities of our school community.

This stakeholder feedback played a critical role in shaping the development of the district's LCAP goals, metrics, actions, and budgeted expenditures. The input ensured alignment with identified student needs, district priorities, and continuous improvement efforts. The actions

outlined below were directly influenced by this community-driven feedback and reflect Cabrillo Unified School District's commitment to transparency, collaboration, and student-centered decision-making.

***Goal 1:

Action 1.1A: Strengthen early literacy and mathematics instruction through expanded coaching, aligned curriculum, and use of benchmark assessment tools (e.g., DIBELS) to monitor student progress.

Action 1.1B: Expand targeted academic interventions, including high-dosage tutoring, before/after school programs, and summer learning opportunities, with an emphasis on early identification and support.

Action 1.1C: Increase access to academic counseling and structured guidance (e.g., A–G requirements, college and career pathways) through expanded counselor availability and proactive student check-ins.

Action 1.1D: Evaluate and enhance credit recovery, elective offerings, and scheduling structures (e.g., tutorial periods) to increase student engagement and academic success.

Action 1.1E: Ensure equitable access to enrichment opportunities (e.g., arts, music, experiential learning, and career technical education pathways) across all school sites.

Action 1.1F: Strengthen instructional practices by providing professional development in culturally responsive teaching, differentiated instruction, and strategies to support struggling learners.

****Goal 2:

Action 2.1A: Expand and refine English Language Development (ELD) programs, including designated and integrated ELD, to accelerate language acquisition and reclassification.

Action 2.1B: Provide targeted interventions and extended learning opportunities (e.g., after-school programs, tutoring, ELPAC preparation) to support English Learners and Long-Term English Learners.

Action 2.1C: Strengthen bilingual and culturally responsive supports, including family engagement opportunities (ELAC/DELAC), parent education, and partnerships (e.g., PUENTE).

Action 2.1D: Increase access to rigorous coursework (e.g., A–G, AP, dual enrollment, CTE pathways) by removing barriers and monitoring participation among unduplicated student groups.

Action 2.1E: Provide professional development for staff focused on effective strategies for multilingual learners, language acquisition, and inclusive instructional practices.

*****Goal 3:

Action 3.2A: Strengthen Multi-Tiered Systems of Support (MTSS) to provide coordinated academic, behavioral, and social-emotional interventions across all grade levels.

Action 3.1B: Expand access to school-based mental health services, counseling, and wellness supports to address student well-being and engagement.

Action 3.1C: Continue implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and trauma-informed approaches to improve school climate.

Action 3.1D: Increase student engagement through expanded extracurricular activities, leadership opportunities, and enrichment programs that build confidence and connection to school.

Action 3.1E: Strengthen attendance systems through improved monitoring, family outreach, and intervention supports to address chronic absenteeism.

*******Goal 4:

Action 4.1A: Improve communication systems to ensure timely, clear, and accessible information for families, including student progress, expectations, and available supports.

Action 4.1B: Expand parent education and leadership opportunities to empower families to support student learning and navigate educational systems.

Action 4.1C: Provide ongoing professional learning for all staff (certificated and classified) focused on student engagement, relationship-building, and inclusive practices.

Action 4.1D: Strengthen systems for staff support, including mentorship, onboarding, and training for substitute teachers and classified staff to ensure consistency and quality of instruction.

Action 4.1E: Enhance student voice and ownership by increasing transparency around assessments (e.g., CAASPP), including purpose, results, and growth indicators.

Conclusion:
By aligning the Local Control and Accountability Plan (LCAP) with comprehensive stakeholder input, Cabrillo Unified School District continues to strengthen a responsive and student-centered educational system. Feedback from families, students, staff, and community partners directly informed the development of these goals and actions, ensuring a focus on equity, access, and continuous improvement

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

Parents and Families of (EL Students) | 1.28.2026 @ 5:00 pm
CUSD Administrator(Leadership team) | 3.04.2026 @ 2:00 pm
Parents of (Students with disabilities) | 2.26.2026 @ 5:00 pm
California School Employees Association (CSEA) | 2.25.26 @ 4:30 pm
Cabrillo Unified Teacher Association (CUTA) | 2.11.2026 @ 3:30 pm
District English Learner Advisory Committee (DELAC) | 01.14.2026 @ 6:00 pm
Parent Groups (PTO, SIPA, Boosters) | 01.21.2026 @ 10:00 am
Student Group / 02.06, 2026 @ 9::00 am
Special Education Local Plan Area (SELPA) Monthly Meeting | 02.27.2026 @10:00 am
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 priority areas being developed in each district's LCAP. The Director of Educational Support Services attended both meetings and provided notes to the district team.

Feedback from Sessions
LCAP Input Meetings 2025–2026

Parents and Families of English Learner Students | January 28, 2026 | 5:00 PM
On January 28, 2026, families of English Learner students gathered to share their priorities for the 2026–2027 LCAP. Parents consistently emphasized the need for earlier and more proactive academic intervention particularly in mathematics at Cunha Intermediate and Half Moon Bay High School — and requested that tutoring and enrichment programs be offered equitably across all school sites rather than

concentrated at select campuses. Families also identified a strong need for expanded counseling services, college and career guidance, and more consistent substitute teacher assignments to protect instructional continuity for English Learner students.
Parents stressed that all teachers and site administrators should receive professional development focused on empathy, cultural responsiveness, and strategies for supporting struggling students and that communications from the district must be clear, timely, and accessible to families whose primary language is not English. Families also requested that ELAC and DELAC representatives receive targeted training to strengthen their capacity to advocate meaningfully in governance processes. Additionally, parents expressed interest in wellness programming that promotes active transportation and healthy habits as extensions of student well-being initiatives.
The themes identified by EL families — early intervention, equitable program access, expanded counseling, culturally responsive instruction, transparent communication, and college and career readiness are directly reflected in Goals 1, 2, and 3 of the 2026–2027 LCAP through actions supporting ELD instruction, academic intervention, family engagement, and student wellness programming.

CUSD Administrator Leadership Team | March 4, 2026 | 2:00 PM
On March 4, 2026, site and district administrators provided strategically informed feedback to guide LCAP development. Participants emphasized the need for a cohesive, districtwide approach to instruction, including expanded math and literacy coaching, curriculum alignment, and the use of common benchmark assessments such as DIBELS to drive data-informed decision-making across all grade levels and school sites. Administrators also expressed strong support for enhancing MTSS structures, identifying the need for a districtwide coordinator, expanded Tier II interventions, dedicated intervention teachers, and increased access to high-dosage tutoring and CAASPP preparation programming.
Administrators prioritized protecting instructional time and strengthening Professional Learning Communities to support collaborative data analysis and continuous improvement. Student wellness was equally emphasized, with administrators calling for continued investment in counseling, wellness centers, PBIS, restorative practices, and trauma-informed supports alongside expanded CTE pathways, dual enrollment, and enrichment opportunities to increase student engagement and college and career readiness. The importance of strengthening attendance monitoring systems and family outreach particularlyarly for student groups most affected by chronic absenteeism was also identified as a critical priority.
Administrator feedback is embedded throughout all four LCAP goals, most directly through Goal 1 actions addressing instructional coaching, curriculum adoption, and early literacy; Goal 2 actions supporting targeted interventions, equitable access, and family engagement; Goal 3 actions addressing MTSS, student wellness, and attendance systems; and Goal 4 actions supporting employee sustainability and professional development.

Parents of Students with Disabilities | February 26, 2026 | 5:00 PM
On February 26, 2026, families of students with disabilities shared candid and deeply personal feedback reflecting their experiences with special education services, general education instruction, and district systems. Parents expressed urgent concern that students with disabilities are not receiving adequate early academic support in ELA and Mathematics, with specific concern raised about limited math intervention at Cunha Intermediate School and insufficient instructional aide support at Farallone View Elementary. Families also raised significant concerns about the overreliance on technology in the classroom questioning whether platforms such as Lexia and Prodigy were replacing rather than supplementing direct instruction — and called for a districtwide initiative to establish a more intentional and balanced approach to technology use.
Parents emphasized that students with disabilities are often underrecognized as a distinct priority group and expressed frustration that this population is frequently served with the same tools designed for general education students rather than receiving tailored and legally mandated supports. Families advocated for expanded Extended School Year (ESY) access, the restoration of a Special Education preschool

option at El Granada Elementary, and comprehensive professional development for all general education teachers and classified staff on supporting neurodivergent learners effectively and compassionately. Digital literacy and mental health education including awareness of the effects of screen overuse on attention, development, and emotional well-being were also identified as areas requiring district-level attention. This feedback is addressed throughout the 2026–2027 LCAP through Goal 1 actions supporting early intervention, balanced instructional practices, and professional development; Goal 2 actions ensuring equitable access and individualized supports for students with disabilities; Goal 3 actions funding MTSS, social-emotional supports, and wellness programming; and Goal 4 actions building staff capacity to effectively serve students with diverse learning needs.

California School Employees Association (CSEA) | February 25, 2026 | 4:30 PM
On February 25, 2026, classified staff and union leadership from CSEA provided frontline feedback grounded in their daily interactions with students and school communities. Participants called for stronger and more efficient attendance monitoring systems, emphasizing that classified staff who often have trusted relationships with students and families can play a meaningful role in early outreach and follow-up when proper systems and protocols are in place. Staff also expressed a strong desire for more engaging, hands-on, and experiential learning opportunities for students, and supported the expansion of trade and career development courses that provide practical, real-world skills beyond the traditional classroom setting.
CSEA members highlighted the critical importance of building a positive, relationship-centered school culture emphasizing that knowing students by name, understanding their backgrounds, and responding to them with empathy and consistency is more effective than punitive or reactive discipline approaches. Participants called for the continued expansion of PBIS and restorative practices across all campuses, and specifically noted that yard duty and campus supervision staff have a meaningful impact on school climate and deserve adequate training, resources, and stability in their roles. The need for professional development designed specifically for classified staff covering PBIS, trauma-informed approaches, and culturally responsive communication was identified as an essential and often overlooked investment.
The priorities identified by CSEA are reflected throughout the 2026–2027 LCAP through Goal 2 actions addressing school climate, student engagement, and attendance reduction; Goal 3 actions funding PBIS implementation, social-emotional supports, and classified staff training; and Goal 4 actions supporting employee sustainability, workforce stability, and professional development for all district staff.

Cabrillo Unified Teachers Association (CUTA) | February 11, 2026 | 3:30 PM
On February 11, 2026, certificated teachers and union leadership from CUTA provided professionally grounded and instructionally detailed feedback. Teachers emphasized the importance of aligning the 2026–2027 LCAP with the findings and recommendations of the WASC accreditation process to ensure that district improvement initiatives are strategically integrated and avoid duplication of effort. Participants also raised concerns about class sizes and the current 25:1 enrollment threshold for adding sections, noting that larger classes limit teachers' ability to differentiate instruction and build meaningful student relationships particularly for unduplicated student groups who require more individualized support.
Teachers expressed concern about the effectiveness of computer-based credit recovery programs such as Edgenuity and called for the district to explore more meaningful, in-person alternatives that prioritize student engagement and relationship-based learning. They also proposed the creation of a structured tutorial period at Cunha Intermediate to allow for targeted academic support without sacrificing core instructional time, and advocated for the expansion of dynamic elective offerings at the high school level as a strategy for improving student attendance and school connectedness. Several important ELD-related concerns were also raised, including the need to ground ELD programming in language acquisition research rather than testing preparation, to carefully consider ELD class composition and section availability, and to monitor Spanish-speaking immersion students who may be at risk of becoming long-term speakers in one language without achieving full biliteracy.

CUTA feedback is embedded across the 2026–2027 LCAP through Goal 1 actions addressing instructional alignment, curriculum adoption, WASC priorities, and culturally responsive professional development; Goal 2 actions supporting equitable course access, ELD program quality, and targeted academic intervention; Goal 3 actions providing tiered student supports; and Goal 4 actions addressing employee sustainability, working conditions, and teacher retention.

District English Learner Advisory Committee (DELAC) | January 14, 2026 | 6:00 PM
On January 14, 2026, DELAC members representing English Learner families across the district provided comprehensive and deeply engaged feedback. DELAC is serving as the English Learner Advisory Committee for the LCAP presentation. The most consistent theme throughout the session was the urgent need for earlier, more sustained, and more data-driven English Language Development instruction beginning in kindergarten and extending through elementary school — with the explicit goal of ensuring students achieve English proficiency before entering middle school and preventing the development of Long-Term English Learner status. Families requested expanded after-school ELD programming, read-aloud initiatives to build fluency and vocabulary, and increased dedicated ELD instructional time that is protected from competing demands within the school day.
DELAC participants called for more engaging and interactive instructional routines across all grade levels and emphasized the importance of teachers actively listening to and communicating with students particularly those who are struggling academically or socially. Families requested ongoing professional development for teachers in ELD strategies and student-centered engagement, alongside extended library hours and access to organizational skill development programs to help English Learner students manage the dual demands of language acquisition and academic content. School safety, anti-bullying efforts, and self-confidence building were also identified as important priorities with families requesting that all students feel genuinely welcomed, respected, and valued by both teachers and school staff.
DELAC's feedback is directly reflected throughout the 2026–2027 LCAP through Goal 1 actions funding early literacy, ELD instruction, and culturally responsive teaching; Goal 2 actions supporting equitable access, unduplicated student achievement, and school climate; Goal 3 actions addressing student wellness, social-emotional learning, and family engagement; and Goal 4 actions building the professional capacity of teachers who serve English Learner populations.

Parent Groups (PTO, SIPA, Boosters) | January 21, 2026 | 10:00 AM
On January 21, 2026, parent representatives from PTOs, SIPA, and Booster Clubs shared broad community-informed feedback reflecting their observations of student experiences across school sites. Parents strongly supported the continuation and expansion of TOSA support in Mathematics and ELA, and raised important questions about the district's collective and coordinated strategy for improving CAASPP scores asking what specific, measurable actions are being taken across all schools rather than at individual sites. Participants also advocated for maintaining and expanding music, art, and elective offerings at the secondary level, standardizing and aligning 7th and 8th grade elective options to high school curriculum, expanding world language instruction beyond 6th grade, and strengthening the district's dual enrollment relationship with the College of San Mateo.
Families highlighted the Boys and Girls Club of the Coastside Academic Success Program as a valuable community partnership and called for stronger alignment between BGCC programming and district academic priorities, including the expansion of the successful after-school reading program at El Granada Elementary to include mathematics and additional subject areas across more sites. Parents raised concerns about teacher turnover and the challenges of retaining educators in a high-cost coastal community, and called for formal and comprehensive new teacher onboarding and mentorship programs including TOSA support to strengthen instructional consistency and school culture.
Improved campus supervision training, structured lunch-time activities, and expanded experiential learning opportunities including career shadowing, field trips, and project-based learning at the upper grade levels were also identified as priorities for increasing student engagement and connectedness.

This feedback is reflected across the 2026–2027 LCAP through Goal 1 actions supporting TOSA positions, instructional alignment, and college and career readiness programming; Goal 2 actions expanding course access, after-school tutoring, and community partnerships; Goal 3 actions addressing school climate, student wellness, and family communication; and Goal 4 actions supporting employee sustainability, teacher retention, and workforce stability.

Student Group | February 6, 2026 | 9:00 AM
On February 6, 2026, student representatives provided candid and solutions-oriented feedback focused primarily on CAASPP assessment engagement and the factors that influence student motivation and performance. Students identified a fundamental disconnect between the importance of CAASPP and their investment in the test — noting that because scores are not attached to course grades, many students perceive the assessment as low-stakes or optional. Participants proposed practical solutions including incentive structures tied to grades or extra credit, school-level competitions to create healthy motivation, and increased teacher enthusiasm and transparency around the purpose and real-world impact of state assessment results on school funding and resources.
Students also raised practical logistical concerns including the negative effect of teachers assigning regular homework immediately following testing sessions, which causes students to rush through the CAASPP to avoid falling behind in other classes. Participants asked that teachers be supported in pausing or adapting lesson plans during testing weeks to reduce student stress and allow for full investment in the assessment. Students also requested more deliberate preparation for the CAASPP testing platform prior to exam windows, noting that unfamiliarity with the software unnecessarily reduces performance by diverting cognitive focus from academic content to navigating an unfamiliar interface.
A significant communication gap was also identified students reported that they rarely see their individual CAASPP results or receive meaningful explanation of what their scores mean for their own academic journey. Students asked for a more transparent, student-centered approach to sharing assessment data so they can understand their performance, recognize their growth, and connect their results to their goals. This feedback is addressed throughout the LCAP through Goal 1 actions supporting assessment preparation, instructional engagement, and professional development; Goal 2 actions improving academic outcomes and equitable access to data; and Goal 3 actions strengthening communication systems for students and families.

Special Education Local Plan Area (SELPA) | February 27, 2026 | 10:00 AM
As part of the 2026–2027 LCAP development process, Cabrillo Unified School District participated in SELPA Administrative Council meetings that addressed all LCFF priority areas through collaborative discussions, data presentations, and shared planning. The Director of Educational Support Services attended these meetings and communicated key findings and information to district leadership to ensure that SELPA priorities were meaningfully incorporated into LCAP planning. Topics reviewed included Compliance and Improvement Monitoring status, annual determination outcomes, and performance indicators related to students with disabilities all of which directly informed the district's goal-setting and action planning process.
The information gathered through SELPA engagement was used to ensure that the 2026–2027 LCAP reflects the district's compliance obligations, continuous improvement commitments, and the specific and legally mandated needs of students with disabilities. This engagement reinforced the district's commitment to treating students with disabilities as a distinct and high-priority student group not simply as a subset of a broader unduplicated pupil category — and to ensuring that LCAP actions provide appropriately differentiated and evidence-based supports for this population.

Stakeholder Engagement and Alignment to LCAP Strategic Priorities

The 2026–2027 Local Control and Accountability Plan has been intentionally designed to reflect the collective voices and shared priorities of Cabrillo Unified School District's diverse educational partner community. Themes that emerged consistently across all engagement sessions including early academic intervention, equitable access to enrichment and counseling, culturally responsive instruction, expanded ELD supports, student wellness, family communication, and professional development for all staff served as the foundation for the goals, actions, and services defined in this LCAP. All actions funded through LCFF supplemental and concentration allocations were selected based on their alignment to stakeholder priorities, evidence of effectiveness, fiscal feasibility, and capacity for successful and sustainable implementation across the district.
Our Strategic Plan, which is aligned to LCAP goals, integrates community feedback and responds to stakeholder-identified priorities across the following four domains: Goal 1:: Academic Improvement; Goal 2:: Focus on Equity; Goal 3:: Whole Child Supports; Goal 4:: 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:
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1. Academic Achievement, Intervention, and Instructional Support

Early Intervention and Academic Support:
Stakeholders consistently emphasized the importance of strengthening early academic supports, particularly in literacy and mathematics. Families, administrators, and teachers requested earlier identification of struggling students, expanded tutoring opportunities, and targeted interventions beginning in elementary grades. There was also strong support for before- and after-school tutoring, summer learning opportunities, and high-dosage intervention supports.

Math and Literacy Instruction:
Parents and staff highlighted the need for stronger math supports at the middle and high school levels, along with improved literacy instruction and increased writing opportunities. Concerns were raised about overreliance on technology and the need to balance digital tools with direct instruction, reading, and hands-on learning experiences.

Counseling and Academic Guidance:
Families emphasized the need for increased counseling support, particularly related to A–G requirements, college readiness, and career pathways. Stakeholders also requested more frequent counselor check-ins and clearer communication regarding graduation requirements and academic planning.

Expanded Enrichment Opportunities:
Stakeholders expressed strong interest in expanding electives, experiential learning opportunities, career technical education (CTE), and hands-on learning experiences to improve engagement and support diverse student interests.

2. English Learner and Unduplicated Student Supports

English Language Development (ELD):

Families and educators requested expanded English Language Development supports, including additional instructional time, after-school programs, and earlier intervention for English Learners. There was also a strong emphasis on improving reclassification rates and providing targeted support for Long-Term English Learners.

Professional Development for Supporting Multilingual Learners:
Stakeholders recommended ongoing professional development for teachers to strengthen strategies for supporting English Learners, including culturally responsive practices, differentiated instruction, and language acquisition strategies.

Family Engagement for English Learners:
Stakeholders emphasized the importance of increasing parent education opportunities and improving communication with multilingual families. There was also strong support for strengthening programs such as ELAC and DELAC to ensure meaningful family participation.

Equitable Access to Opportunities:
Stakeholders advocated for equitable access to enrichment programs, rigorous coursework, and extracurricular opportunities for English Learners and unduplicated student groups.

3. Student Wellness, Engagement, and School Climate

Mental Health and Social Emotional Support:
Stakeholders consistently identified student wellness as a priority, emphasizing the need for expanded counseling services, social-emotional learning, and mental health supports. Administrators and families also highlighted the importance of trauma-informed practices and restorative approaches.

Student Engagement and Motivation:
Students shared feedback related to motivation, particularly regarding assessments such as CAASPP. Students emphasized the need for clearer communication about the purpose of assessments, incentives for participation, and improved testing environments that reduce stress and instructional disruption.

Positive School Climate:
Stakeholders emphasized building positive relationships between staff and students, expanding activities during lunch and after school, and creating opportunities for students to develop confidence and leadership skills.

Attendance and Student Connection:
Staff and families emphasized strengthening attendance systems, improving family outreach, and providing additional supports for students experiencing attendance challenges.

4. Special Education and Inclusive Practices

Early Identification and Intervention:

Families of students with disabilities emphasized the need for earlier academic supports, particularly in literacy and mathematics, and additional staffing support where feasible.

Balanced Technology Use:
Stakeholders expressed concerns regarding overuse of technology and requested increased emphasis on direct instruction, reading, and writing to support student learning outcomes.

Inclusive Practices and Staff Training:
Stakeholders requested additional professional development for general education staff to support neurodiverse learners and inclusive classroom practices.

Program Expansion and Equity:
Families requested expanded summer learning opportunities, preschool services, and additional support structures for students with disabilities, while also emphasizing equitable access to services and representation in district planning.

5. Family Engagement and Communication

Clear and Timely Communication:
Families emphasized the importance of clear, timely communication regarding student progress, academic expectations, and available supports.

Parent Education Opportunities:
Stakeholders requested expanded training opportunities for parents to better support their children academically, emotionally, and socially.

Strengthening School Partnerships:
Parents and community members expressed interest in strengthening partnerships with community organizations, including after-school programs and college partnerships.

Transparency in Student Progress:
Stakeholders requested improved access to assessment results, academic progress data, and guidance for understanding reports.

6. Professional Development and Staff Support

Teacher Professional Development:
Stakeholders emphasized the importance of ongoing professional development focused on culturally responsive teaching, supporting struggling learners, and differentiated instruction.

Classified Staff Training:
Classified staff requested targeted professional learning opportunities, including PBIS, student engagement strategies, and relationship-building practices.

Staff Recruitment and Retention:
Stakeholders expressed interest in strengthening onboarding and mentorship for new teachers and supporting staff retention across the district.

Substitute Teacher Consistency:
Families and staff highlighted the importance of consistent substitute coverage and training to maintain instructional continuity.

7. Expanded Learning and Enrichment Opportunities

Before and After School Programs:
Stakeholders emphasized the need to expand tutoring, enrichment, and academic support opportunities beyond the regular school day.

Experiential and Hands-On Learning:
Families and staff requested expanded field trips, project-based learning, and experiential learning opportunities to increase student engagement.

Extracurricular Opportunities:
Stakeholders requested expanded lunch activities, after-school programs, and student leadership opportunities.

8. College and Career Readiness

Career Pathways and Exposure:
Stakeholders emphasized expanding career exploration opportunities, including job shadowing, partnerships with community organizations, and career technical education pathways.

College Readiness and A–G Awareness:
Families requested improved communication regarding graduation requirements and college readiness pathways.

Secondary Electives and Pathways:
Stakeholders requested expanded elective offerings, world language opportunities, and stronger alignment between middle and high school programs.

9. Data, Accountability, and Continuous Improvement

Assessment Awareness and Engagement:
Students and staff emphasized the need to improve communication around assessments such as CAASPP, including the purpose, results, and growth indicators.

Data-Informed Decision Making:

Administrators emphasized using benchmark data, progress monitoring, and intervention systems to guide instruction and supports.

Equity Monitoring:
Stakeholders highlighted the importance of monitoring outcomes for English Learners, students with disabilities, and unduplicated student groups to ensure equitable access and outcomes.

The Cabrillo Unified School District's 2026–2027 Local Control and Accountability Plan reflects a strong commitment to collaboration, transparency, and continuous improvement. Through meaningful engagement with families, students, staff, bargaining units, administrators, and community partners, the district gathered valuable input that directly shaped the goals, actions, and services outlined in this plan.

Stakeholders consistently emphasized the importance of strengthening early literacy and mathematics, expanding academic interventions, supporting English Learners and students with disabilities, improving communication and family engagement, enhancing student wellness, and ensuring equitable access to enrichment and college and career opportunities. These priorities are reflected in the district's four LCAP goals: Academic Improvement, Focus on Equity, Whole Child Supports, and District Sustainability.

This alignment ensures that the LCAP serves as a living plan focused on improving student outcomes and supporting the needs of all learners. Cabrillo Unified School District remains committed to ongoing collaboration, monitoring progress, and refining actions to ensure every student has access to high-quality instruction, meaningful support, and opportunities for success.

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.

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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, vision, and strategic priorities. This year-long process has involved robust engagement with parent groups, parent-staff governance committees, district leadership, and surveys. We have communicated transparently that the feedback collected will directly shape our new Local 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 the basic services and a 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.

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CA Dashboard | English Language Arts Performance
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School sites within our LEA
None Identified

Student Groups within the LEA
*Hispanic
*English Learners
*Socioeconomically Disadvantaged
*Students with Disabilities

Student Groups within any school within the LEA

A. Hatch Elementary School
**English Learners
**Students with Disabilities

C. Half Moon Bay High School
**All Students
**Students with Disabilities
**Socioeconomically Disadvantaged
**Hispanic or Latino

D. Manuel F. Cunha Intermediate
**English Learners
**Socioeconomically Disadvantaged
**Students with Disabilities
**Long-Term English Learners
**Hispanic or Latino

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.

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CA Dashboard - Mathematics Performance
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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
None Identified

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

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

B. Hatch Elementary School
**Students with Disabilities

C. Manuel F. Cunha Intermediate
**English Learners
**Students with Disabilities
**Socioeconomically Disadvantaged

To improve outcomes in Mathematics for English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities, Cabrillo Unified School District will implement targeted, evidence-based interventions that provide additional instructional time and individualized academic support. These supports will include small-group instruction, high-dosage tutoring, after-school programs, and expanded summer learning opportunities designed to reinforce priority math concepts and skills.

Through these layered supports, the district aims to accelerate learning and improve outcomes across identified student groups while ensuring equitable access to grade-level standards. A continued emphasis will be placed on the effective implementation of the adopted mathematics curriculum, with a focus on ensuring strong Tier 1 instruction as the foundation for all students.
In addition, CUSD is exploring the adoption of a new TK–5 mathematics curriculum. If adopted, this will be paired with comprehensive professional development to ensure consistent implementation and strengthen instructional practices across elementary grade levels.

CUSD will also strengthen the use of data-driven instruction to monitor student progress in both English Language Arts and Mathematics. Ongoing formative and summative assessments will be used to inform instructional decisions, identify learning gaps, and guide timely intervention. Teachers will receive professional learning on data analysis practices to support targeted instruction and effective intervention strategies.

Structured data collaboration time, including data meetings and professional learning communities, will provide teachers opportunities to analyze student learning, share effective instructional practices, and refine instruction. In addition, principals will facilitate and align site-based professional development to address identified grade-level and school-wide instructional needs, ensuring continuous improvement in teaching and learning practices across the district.

****
CA Dashboard - College and Career Readiness
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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

*English Learners
*Long-Term English Learners

*Students with Disabilities

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

N/A

In response to the 2025 California School Dashboard results, Cabrillo Unified School District recognizes College and Career Readiness as a critical area for continued improvement, particularly for English Learners, Long-Term English Learners, and Students with Disabilities, who are currently performing in the Red performance level on the College and Career Indicator.

The district will continue to implement targeted actions outlined in this LCAP to increase access to rigorous coursework, strengthen academic counseling supports, and expand college and career pathway opportunities for identified student groups. Credit recovery programs at the high school level will remain an important strategy to support students in staying on track for graduation and postsecondary readiness.

In addition, the district will strengthen communication systems with families and staff to ensure that students are aware of and supported in accessing available pathways and interventions. These efforts will be sustained through ongoing collaboration with educational partners and continuous monitoring of student progress to ensure equitable access to college and career readiness opportunities for all students.

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%	2023-2024 Data UC/CSU "a-g" requirements *All Students 37% *English Only 75% *English Learner 1% *White 51% *Hispanic 32% *Students with Disabilities 4% *Socio-Economically	2024-2025 Data UC/CSU "a-g"requirements *All Students 31% *English Only 61% *English Learner 7% *White 44% *Hispanic 49% *Students with Disabilities 19% *Socio-Economically	UC/CSU "a-g" requirements *All Students 44% *English Only 50% *English Learner 17% *White 51% *Hispanic 37% *Students with Disabilities 8% *Socio-Economically	*All Students = -7%% *English Only =17% *English Learner -4=% *White= 15% *Hispanic =18% *Students with Disabilities= 17% *Socio-Economically Disadvantaged=16 %

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		source: PowerSchool CA Dashboard College and Career Indicator *31.7% prepared out of 271 students source: CA Dashboard	Disadvantaged 27% source: PowerSchool CA Dashboard College and Career Indicator *36.1% prepared out of 294 students source: CA Dashboard	Disadvantaged 31% source: PowerSchool CA Dashboard College and Career Indicator source: CA Dashboard	Disadvantaged 21% source: PowerSchool CA Dashboard College and Career Indicator *37.7% prepared out of total 2 students source: CA Dashboard	
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) End of Year Data Students demonstrating proficiency at grade level. Kindergarten: 47% 1st Grade: 48% 2nd Grade: 59% 3rd Grade: 55% source: DIBELS 8 Data	2025-2026 Dibels 8th (Reading Data) Mid Year Data Students demonstrating proficiency at grade level. Kindergarten: 45% 1st Grade: 39% 2nd Grade: 38% 3rd Grade: 53% source: DIBELS 8 Data	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) End of Year Data Students demonstrating proficiency at grade level. Kindergarten | increased by 6% 1st Grade | decreased by -11% 2nd Grade | increased by -15% 3rd Grade | increased by 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						source: DIBELS 8 Data
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% 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%	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% ENGLISH LEARNERS 3rd - 9% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - 18% 7th - 13% 11th - 8% WHITE 3rd - 59% 7th - 61% 11th -73%	24-2025 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 41% 7th - 40% 11th - 35% ENGLISH ONLY 3rd - 63% 7th - 59% 11th -46% ENGLISH LEARNERS 3rd - 2% 7th - 0% 11th - 8% SPECIAL EDUCATION 3rd -15% 7th - 9% 11th -4% WHITE 3rd - 64% 7th - 63% 11th -45%	ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 50% 7th - 46% 11th - 47% ENGLISH ONLY 3rd - 69% 7th - 65% 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	ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - -3% 7th - 0% 11th - -6% ENGLISH ONLY 3rd - 0% 7th - 0% 11th - -10% ENGLISH LEARNERS 3rd - -1% 7th - 0% 11th - +2% SPECIAL EDUCATION 3rd - +9% 7th - +2% 11th - -1% WHITE 3rd - -7% 7th - -5% 11th - -25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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	HISPANIC LATINO 3rd - 23% 7th - 21% 11th - 22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 32% 7th - 13% 11th -18% MATHEMATICS ALL STUDENTS 3rd - 47% 7th - 29% 11th - 30% ENGLISH ONLY 3rd - 64% 7th - 44% 11th - 42% ENGLISH LEARNERS 3rd - 7% 7th - 0% 11th - 6% SPECIAL EDUCATION 3rd - 29% 7th - 9%	HISPANIC LATINO 3rd - 20% 7th - 22% 11th - 22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 19% 7th - 17% 11th -17% MATHEMATICS ALL STUDENTS 3rd - 35% 7th - 33% 11th - 21% ENGLISH ONLY 3rd - 52% 7th - 54% 11th - 29% ENGLISH LEARNERS 3rd - 7% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - 15% 7th - 14%	3rd - 37% 7th - 31% 11th - 30% SOCIOECONOMICALLY DISADVANTAGED 3rd - 22% 7th - 32% 11th - 28% MATHEMATICS 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%	HISPANIC LATINO 3rd - -11% 7th - -3% 11th - -2% SOCIOECONOMICALLY DISADVANTAGED 3rd - +3% 7th - -9% 11th - -5% MATHEMATICS ALL STUDENTS 3rd - -10% 7th - +2% 11th - -5% ENGLISH ONLY 3rd - -7% 7th - +4% 11th - -11% ENGLISH LEARNERS 3rd - -8% 7th - 0% 11th - 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd -12% 7th -28% 11th -16% SOCIOECONOMICALLY DISADVANTAGED 3rd - 28% 7th - 14% 11th -11%	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%	11th - 4% WHITE 3rd - 56% 7th - 57% 11th -33% HISPANIC LATINO 3rd -18% 7th -12% 11th -8% SOCIOECONOMICALLY DISADVANTAGED 3rd - 17% 7th - 15% 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%	SPECIAL EDUCATION 3rd - -7% 7th - +10% 11th - -2% WHITE 3rd - -12% 7th - -2% 11th - -13% HISPANIC LATINO 3rd - +6% 7th - -16% 11th - -8% SOCIOECONOMICALLY DISADVANTAGED 3rd - -11% 7th - +1% 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	Data is not available at this point in time	26.5% of students scoring Level 4 on the English Language Proficiency Assessment for California (ELPAC) Summative	-1.87% students scoreing level 4 on the English Language Prifieciency Assessment for California ELPAC Summative) Source ELPAC

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2024-2025 Data 18 CTE Pathways Completers Source CALPADS Report 3.19	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 CTE programs of study baseline data will be available 2024-2025 source: PowerSchool SIS	2023-2024 37% of students completed UC a-g 14 CTE Pathway Completers source: CTE Completers | CALPADS Report 3.19 source: PowerSchool SIS	2024-2025 *30.92% completed UC/CSU A-G Requirements 11 graduated students completed CTE Pathway (4.42%) Last year the % students completed both UC a-g units, and CTE Program of study was not calculated properly source: CALPADS	6% of students will complete both UC a-g units and CTE programs of study source: PowerSchool SIS	Decrease of 7% 2023/2024 data was not reported 11 graduated students completed CTE Pathway (4.42%)

Goal Analysis [2025-26]

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.

Goal 1: Academic Achievement and College and Career Readiness
Cabrillo Unified School District continues to prioritize academic achievement, early literacy, and college and career readiness for all students. An analysis of baseline data compared to Year 2 outcomes indicates areas of growth as well as continued opportunities for improvement.

A–G Completion and College and Career Readiness (Metric 1.1)
The percentage of 12th-grade students completing UC/CSU A–G requirements decreased slightly from the baseline of 38% to 31% in Year 2, indicating a 7-percentage point decline. While overall performance declined, several student groups demonstrated improvement during this period.

Hispanic students increased from 31% at baseline to 37% in Year 2
Students with Disabilities increased from 2% to 8%

- Socioeconomically Disadvantaged students increased from 15% to 21%

Despite these gains, English Learners remained below overall district performance, and some student groups experienced declines. These findings indicate the need for continued focus on expanding access to rigorous coursework, strengthening academic counseling, and monitoring student progress toward graduation and college eligibility.
Early Literacy – DIBELS (Metric 1.2)

Early literacy outcomes showed overall improvement from baseline to Year 2:
Kindergarten increased from 39% to 54% (+15 percentage points)
First grade increased from 50% to 65% (+15 percentage points)
Second grade increased from 53% to 68% (+15 percentage points)
Third grade increased from 49% to 64% (+15 percentage points)

These consistent gains across K–3 demonstrate positive progress in foundational literacy skills. Continued focus on early literacy instruction, intervention, and coaching will support sustaining this growth.
CAASPP English Language Arts (Metric 1.3)
CAASPP ELA performance showed mixed results when comparing baseline to Year 2:

3rd Grade decreased from 44% to 41% (-3 percentage points)
7th Grade remained stable from 40% to 40%
11th Grade decreased from 41% to 35% (-6 percentage points)

While overall performance declined slightly, some student groups demonstrated improvement:
Hispanic students increased in 3rd grade from 31% to 37%

Students with Disabilities increased in 11th grade from 5% to 11%
English Learners increased in 11th grade from 6% to 8%
Achievement gaps remain across student groups, indicating the need to strengthen Tier I instruction, targeted interventions, and progress monitoring.
CAASPP Mathematics (Metric 1.3)

Mathematics performance also reflected mixed outcomes
3rd Grade decreased from 45% to 35% (-10 percentage points)
7th Grade increased slightly from 31% to 33% (+2 percentage points)
11th Grade decreased from 26% to 21% (-5 percentage points)

Some subgroup growth was observed:

English Learners in 3rd grade increased from 15% to 21%
Students with Disabilities in 11th grade increased from 6% to 12%
Socioeconomically Disadvantaged students showed slight gains in 7th and 11th grades
These results indicate a continued need to strengthen mathematics instruction and expand targeted supports.

English Learner Progress (Metric 1.4)
The percentage of students scoring Level 4 on the ELPAC declined from the baseline of 15% to 12.06% in Year 2, representing a 2.94-percentage point decrease. This decline suggests the need to strengthen designated and integrated English Language Development and expand support for multilingual learners.
Career Technical Education (Metric 1.5 & 1.6)
Career Technical Education pathway completion increased, with 18 CTE pathway completers reported in Year 2. Additionally, 11 students completed both A–G requirements and a CTE pathway, demonstrating continued progress toward college and career readiness opportunities.

Overall, Cabrillo Unified School District demonstrated strong growth in early literacy and positive gains among several student groups, particularly Hispanic students and Students with Disabilities. However, declines in A–G completion, CAASPP performance in select grade levels, and ELPAC Level 4 outcomes indicate continued areas of focus.

In response to this data, the district will continue to:
**Strengthen early literacy and mathematics instruction across all grade levels
** targeted academic interventions to support students with diverse learning needs
** access to A–G coursework and enhance academic counseling supports
** English Learner services and accelerate reclassification rates
** Career Technical Education (CTE) pathways and opportunities
** professional development to reinforce strong Tier 1 instruction
** implementing data-driven instructional improvement practices

These actions reflect stakeholder feedback and demonstrate Cabrillo Unified School District's continued commitment to strengthening academic outcomes, promoting equity, and ensuring all students have access to high-quality learning opportunities.

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 major material differences in the overall allocation of LCFF funds designated for increased or improved services. However, adjustments were made throughout the year to strategically align expenditures with student needs and maximize available supplemental funding sources. While certain actions reflected lower-than-planned expenditures, services and supports for students were maintained and, in several cases, expanded through the use of alternative grant funding, operational efficiencies, and strategic resource alignment.

In some instances, funds originally budgeted for expanded elective and Advanced Placement (AP) course offerings were adjusted due to lower enrollment trends and staffing changes, resulting in fewer course sections at the middle and high school levels. Savings generated through these adjustments were redirected to provide targeted academic interventions, additional instructional aide support, expanded after-school academic assistance, and supplemental services for English Learners, socio-economically disadvantaged students, foster youth, and students with disabilities who continue to demonstrate lower performance on CAASPP assessments.

Goal 1 – Academic Improvement
Action 1.1 – College and Career (LCAP and LREBG)

Variance: $110,195 overspent; Planned expenditures of $1,235,000 resulted in estimated actual expenditures of $1,345,195. This variance was primarily due to the district strategically offsetting a portion of staffing and program costs through alternative grant funding sources that were scheduled to expire during the 2025–2026 school year. By leveraging these one-time grant funds, Cabrillo Unified School District was able to reduce the draw on LCAP supplemental funds while fully maintaining college and career readiness programming, including counseling supports, pathway development, career exploration opportunities, and student access initiatives.

The resulting savings allowed the district to redirect LCAP resources toward targeted academic intervention services and additional supports for unduplicated student groups, while continuing to maintain the intended level of college and career programming districtwide.

Action 1.2 – Early Literacy

Variance: $177,098 underspent

Planned expenditures of $222,000 resulted in estimated actual expenditures of $44,902. Although this variance appears significant, all planned Early Literacy programming, professional development, and instructional supports were fully implemented during the school year. The district was able to utilize Big Lift funding and other supplemental one-time grant resources to cover professional development and literacy implementation costs that had originally been budgeted through LCAP funds.

As a result, expenditures charged to the LCAP were substantially reduced without reducing services to students. This variance reflects the district's strategic and fiscally responsible use of available grant funding streams to preserve supplemental and concentration funds for additional student support needs. Students continued to receive literacy intervention, evidence-based reading instruction, teacher training, and early literacy supports as planned.

Action 1.3 – Culturally Responsive Classrooms

Variance: $234,815 underspent prior to summer school adjustments

Planned expenditures of $610,000 resulted in estimated actual expenditures of $375,185. However, the district anticipates an additional estimated $231,000 in summer school expenditures associated with this action, bringing the adjusted estimated actual expenditure total closer to $606,185.

The variance within the core instructional program reflects the fact that many instructional materials, curriculum resources, and professional development investments supporting culturally responsive classroom implementation were substantially completed during the prior academic year. As a result, those expenditures did not need to be duplicated during the current cycle. Additional materials and supplemental resources were also supported through alternative funding sources outside of the LCAP.

Summer school programming represented a significant investment under this action and demonstrated the district's continued commitment to providing inclusive, culturally responsive, and academically supportive extended learning opportunities for all students, particularly unduplicated pupils who benefit from additional instructional time and targeted intervention supports.

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

Effectiveness of Actions Toward Goal 1: Academic Achievement and College and Career Readiness

The actions implemented under Goal 1 have demonstrated mixed effectiveness in supporting student achievement and college and career readiness.

Early Literacy Supports: Actions such as K–3 targeted literacy instruction, teacher coaching, and progress monitoring have been effective, as evidenced by consistent growth in DIBELS proficiency across all grades: Kindergarten (+15 percentage points), 1st grade (+15), 2nd grade (+15), and 3rd grade (+15). This indicates that early literacy initiatives are positively impacting foundational reading skills.

College and Career Readiness Initiatives: Efforts to increase A–G course completion and expand access to CTE pathways have shown partial effectiveness. While some student groups, including Hispanic students, Students with Disabilities, and socioeconomically disadvantaged students, experienced gains in A–G completion, overall 12th-grade completion declined from 38% to 31% compared to the baseline. CTE participation increased, with 18 pathway completers and 11 students completing both A–G and CTE, demonstrating progress in providing multiple pathways to postsecondary readiness.

ELA and Mathematics Support Actions: Interventions aimed at improving ELA and math proficiency have yielded mixed results. Some grade levels and subgroups showed improvement (e.g., 3rd-grade Hispanic ELA, 11th-grade Students with Disabilities math), while overall CAASPP performance in select grades declined compared to baseline, indicating that these actions have been partially effective but require refinement and targeted supports.

English Learner Supports: Actions intended to accelerate English Language Development, including designated and integrated ELD instruction, have shown limited effectiveness, as reflected in the decrease in students scoring Level 4 on the ELPAC from 15% to 12.06%. This suggests a need for increased focus on differentiated supports and reclassification efforts.

Summary: Overall, the district's actions have been most effective in early literacy and expanding career pathways. Progress in academic achievement for secondary students and English learners has been partial, highlighting the need to enhance Tier I instruction, targeted interventions, and supports for access to rigorous coursework.

The district will continue to refine and expand actions to ensure equitable outcomes for all students. Strengthening Tier 1 instruction remains a critical priority. Ensuring students receive the highest quality instruction the very first time reduces the need for remediation and accelerates achievement for all learners. To this end, the district is increasing professional development focused on evidence-based strategies in literacy, mathematics, and ELD to address the specific needs of diverse student populations. Emphasis on Tier 1 instruction, coupled with ongoing coaching and support, is essential for sustainable progress toward academic goals and equity.

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.

Based on an analysis of the most recent student achievement data, stakeholder feedback, and evaluation of the 2025–2026 implementation cycle, Cabrillo Unified School District has refined Goal 1 actions to strengthen academic outcomes, improve instructional coherence, and accelerate progress for all student groups, with a continued emphasis on English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and students performing below grade level.

Strengthened English Learner Supports
While progress was observed in select English Learner outcomes, current data indicate an ongoing need to improve English Language Arts and Mathematics achievement, increase academic language proficiency, and strengthen reclassification outcomes. For 2026–2027, the district will enhance both designated and integrated English Language Development (ELD) instruction through expanded academic language supports, increased collaboration between classroom teachers and EL specialists, and improved alignment of instructional practices across grade levels. Professional development will focus on evidence-based strategies that promote language acquisition within rigorous, standards-aligned core instruction and support long-term academic success for English Learners.

Expanded Early Literacy Implementation
Although early literacy initiatives demonstrated positive growth in foundational skills across several primary grade levels, implementation data revealed inconsistencies across sites and classrooms. In response, the district will continue expanding structured literacy practices and strengthening Tier 1 instruction in Transitional Kindergarten through Grade 3. Additional intervention supports, progress monitoring systems,

instructional coaching, and professional learning aligned to the science of reading will be implemented to ensure consistent, high-quality literacy instruction and early intervention across all elementary schools.

Refined Mathematics Instruction and Intervention Supports
Mathematics performance data identified persistent achievement gaps, particularly within middle school grades and among student groups performing below grade level. To address these needs, the district will refine mathematics instructional practices through increased collaboration time for teachers, expanded intervention opportunities, and targeted professional learning focused on conceptual understanding, mathematical discourse, and rigorous Tier 1 instruction. The district will also strengthen the use of data-informed instructional practices to better identify and respond to student learning needs. Add a Math Teacher on Special Assignment to support the rollout of the new adopted math Curriculum.

Expansion of Targeted Academic Interventions and MTSS
Building upon successful intervention structures implemented during prior years, the district will expand targeted academic supports across all grade spans through increased small-group instruction, intervention blocks, and improved coordination of Multi-Tiered Systems of Support (MTSS). The district will continue strengthening systems for progress monitoring and data analysis to ensure interventions are responsive, timely, and aligned to individual student needs. These efforts are intended to improve student achievement outcomes while increasing consistency in intervention implementation across schools.

Strengthening Tier 1 Instruction Through Instructional Monitoring and Support
To ensure consistent implementation of high-quality instructional practices, the district will expand and align regular site and classroom visits focused on monitoring and supporting culturally responsive teaching practices, rigorous standards-aligned instruction, and strong Tier 1 supports. Instructional leadership teams will utilize classroom walkthroughs, collaborative feedback processes, and ongoing coaching cycles to support instructional improvement and strengthen student engagement and learning outcomes across all schools.

Increased College and Career Readiness Supports
To further improve college and career readiness outcomes, the district will expand student access to A–G coursework, strengthen academic counseling systems, and increase opportunities for Career Technical Education (CTE), Advanced Placement (AP), and dual enrollment participation. The district will also strengthen systems for early identification of students requiring academic support to ensure proactive intervention and individualized planning beginning in middle school and continuing through graduation.

Enhanced Data-Driven Decision Making and Assessment Systems
The district will continue refining data systems and collaborative structures to support timely, informed, and student-centered decision-making. Quarterly data reviews, site-based collaboration cycles, and targeted action planning processes will be implemented to monitor progress and adjust instructional supports as needed. In addition, the district will develop and implement districtwide benchmark assessments to strengthen the cycle of inquiry process and provide consistent measures of student progress across schools. These assessments will support teams in analyzing performance trends, identifying instructional needs, and making responsive instructional adjustments. Collectively, these systems will strengthen alignment between resources, instructional practices, and student outcomes.

These refinements reflect Cabrillo Unified School District’s ongoing commitment to continuous improvement, equitable access, and high-quality instruction for all students. Through strengthened Tier 1 instruction, expanded targeted supports, improved instructional coherence,

and intentional use of student performance data, the district remains focused on improving outcomes and ensuring all students are provided the support necessary for academic success.

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
1.1	College and Career (LCAP and LREBG)	Improve College and Career awareness, readiness, and attainment for all students 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 LCAP and LREBG Action. Research consistently demonstrates that comprehensive college and career counseling significantly improves student outcomes, with participants showing higher high school graduation rates and increased post-secondary enrollment. In addition to counseling services, research shows that targeted professional development for teachers and systematic	$1,698,361.00	Yes

Action #	Title	Description	Total Funds	Contributing
		elimination of barriers for students are equally critical for success. Studies indicate that when educators receive training in equity and cultural competence, they create more inclusive learning environments that support achievement across diverse populations. Research also demonstrates that removing institutional barriers, such as providing flexible scheduling, credit recovery options, and extended learning opportunities, dramatically increases student engagement and course completion rates. When students receive this multi-layered support, combining counseling, skilled instruction, and barrier removal, they develop a better understanding of higher education pathways, navigate application processes more effectively, and identify available financial aid opportunities, ultimately leading to improved post-secondary outcomes. Metric being used to monitor the action: Metric 1.1 LREBG Funds supporting this action: $463,631 per year through 2027–28		
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 1.2F | Participate in the K-3rd Big Lift Inspiring Program (BLIS) to increase summer learning opportunities for our At-Promise Students	$222,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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
****

Cabrillo Unified School District (CUSD) is deeply committed to ensuring equitable academic outcomes by systematically dismantling barriers to student success. To address documented achievement disparities, Goal 2 explicitly concentrates resources and strategic interventions on at-promise student groups, specifically focusing on English Learners, students receiving Special Education services, Hispanic/Latinx students, and socio-economically disadvantaged youth. This initiative was directly shaped by community engagement sessions, stakeholder surveys, and rigorous data analysis. Recent California Assessment of Student Performance and Progress (CAASPP) metrics and English Learner Progress Indicator (ELPI) data revealed significant, concerning achievement gaps within our multilingual student populations. In response to this clear data and community feedback, CUSD has developed a targeted, standards-aligned framework that prioritizes language proficiency, literacy, and mathematics through foundational services and proven classroom best practices.

To achieve these goals, CUSD is implementing comprehensive, high-impact language acquisition programs designed to accelerate academic and linguistic proficiency. Language support will be embedded into the daily instructional schedule across all core academic disciplines. The district is expanding its existing support structures to offer specialized, small-group interventions tailored specifically to the unique needs of our at-promise students, while simultaneously offering extended learning opportunities through supplemental after-school and summer school programs to prevent learning loss.

Recognizing that instructional equity begins with educator readiness, CUSD will provide continuous, data-driven professional development for staff throughout the school year. Training will focus heavily on culturally responsive pedagogy, targeted instructional differentiation, advanced formative assessment techniques, and designated multilingual strategies. This professional growth will be sustained through interactive of workshops, dedicated instructional coaching, and structured opportunities for peer collaboration. By equipping educators with these advanced pedagogical tools and actionable skills, CUSD aims to elevate the educational trajectory of our identified subgroups and significantly improve the overall academic outcomes for all student populations

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
Half Moon Bay High School

Student Groups within any school within the LEA with Reds on the Dashboard

English Learner Progress
Half Moon Bay High School

English Learner
Alvin S. Hatch Elementary
Manuel F. Cunha Intermediate
Half Moon Bay High School

Students with Disabilities
Alvin S. Hatch Elementary
El Granada Elementary
Manuel F. Cunha Intermediate
Half Moon Bay High School

Socially Economically Disadvantaged
Manuel F. Cunha Intermediate
Half Moon Bay High School

Hispanic/Latinx
Manuel F. Cunha Intermediate
Half Moon Bay High School

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% 11th - 6%	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% 7th - 54%	2024-2025 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 2024-2025 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 41%	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% 11th -62%	ENGLISH LANGUAGE ARTS | CAASPP Change in % Proficient and Above ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd: Decreased by 3% 7th: No change 11th: Decreased by 6% ENGLISH ONLY 3rd: Decreased by 7% 7th: No change 11th: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 - 50%	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	7th - 40% 11th - 35% ENGLISH ONLY 3rd - 63% 7th - 59% 11th -46% ENGLISH LEARNERS 3rd - 2% 7th - 0% 11th - 8% SPECIAL EDUCATION 3rd -15% 7th - 9% 11th -4% WHITE 3rd - 64% 7th - 63% 11th -45% HISPANIC LATINO 3rd - 20% 7th - 22% 11th - 22% SOCIOECONOMICALLY DISADVANTAGED 3rd - 19% 7th - 17%	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 ALL STUDENTS	ENGLISH LEARNERS 3rd: Decreased by 1% 7th: No change 11th: Increased by 2% SPECIAL EDUCATION 3rd: Increased by 2% 7th: Increased by 2% 11th: Decreased by 1% WHITE 3rd: Decreased by 7% 7th: Decreased by 5% 11th: Decreased by 25% HISPANIC/LATINO 3rd: Decreased by 11% 7th: Decreased by 3% 11th: Decreased by 2% SOCIOECONOMICALLY

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% source: CAASPP ELPAC 2022-2023 16.5% Level 4 on ELPAC	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%	11th -17% MATHEMATICS ALL STUDENTS 3rd - 35% 7th - 33% 11th - 21% ENGLISH ONLY 3rd - 52% 7th - 54% 11th - 29% ENGLISH LEARNERS 3rd - 7% 7th - 0% 11th - 0% SPECIAL EDUCATION 3rd - 15% 7th - 14% 11th - 4% WHITE 3rd - 56% 7th - 57% 11th -33% HISPANIC LATINO 3rd -18% 7th -12% 11th -8%	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 3rd - 34%	DISADVANTAGED 3rd: Increased by 3% 7th: Decreased by 9% 11th: Decreased by 5% MATHEMATICS | CAASPP – Percent Proficient and Above ALL STUDENTS 3rd: Decreased by 10% 7th: Increased by 2% 11th: Decreased by 11% ENGLISH ONLY 3rd: Decreased by 7% 7th: Increased by 4% 11th: Decreased by 11% ENGLISH LEARNERS 3rd: Decreased by 8% 7th: No Change 11th: Decreased by 6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 2023-2024 14.18% Level 4 on ELPAC source: ETS RFEP 2024-25 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status 56.5% source: Dataquest source: Dataquest	SOCIOECONOMICALLY DISADVANTAGED 3rd - 17% 7th - 15% 11th -12% source: CAASPP ELPAC 2024-2025 12.06% Level 4 on ELPAC source: ETS RFEP 2025-26 "Ever-ELs" by Years as EL and Reclassification (RFEP) Status Data will be produced in June 2026 source: Dataquest source: Dataquest	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%	SPECIAL EDUCATION 3rd: Increased by 7% 7th: Increased by 10% 11th: Decreased by 2% WHITE 3rd: Decreased by 12% 7th: Decreased by 2% 11th: Increased by 13% HISPANIC/LATINO 3rd: Increased by 6% 7th: Decreased by 16% 11th: Decreased by 8% SOCIOECONOMICALLY DISADVANTAGED 3rd: Decreased by 11% 7th: Increased by 1% 11th: Increased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						ELPAC – % Scoring Level 4 (Highest Level) Decreased by 4.4% RFEP (Reclassification Rate – Ever-ELs) 2023–2024: 54% 2024–2025: 56.5% Change: Increased by 2.5% source: Dataquest
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 Honors, Athletics and Electives	2022-2023 Electives offered: 27 course offerings available	2023-2024 Electives offered at HMBHS: AP courses: 17 Elective courses: 13 Total: 30 course offerings available	2024-2025 Electives Offered at HMBHS: AP courses: 17 Elective courses: 12 Total: 29 course offerings available	2025/2026 increase the Participation of At-Promise Students in Advanced Placement (AP) and Honors Courses, Interscholastic Athletics, and Electives offered by 5%. 32 course offerings available	The number of AP/elective sections increased 7%
2.3	Discipline data in secondary schools (Suspension & Expulsion Rates.	2022-2023 Discipline data in secondary schools (Suspension & Expulsion Rates).	2023-2024 Discipline data in secondary schools (Suspension & Expulsion Rates)	2024-2025 Discipline data in secondary schools (Suspension & Expulsion Rate)	2025-2026 Discipline Data in secondary schools (Suspension & Expulsion Rates).	Suspension and expusion rates have both declined below the target percentage. This is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Suspension Rate: 2022-23: 2.70% Expulsion Rate 2022-23: 0.14% Source: DataQuest	Suspension Rate: 2023-24: 2.6% Expulsion Rate 2023-24: 0.10% Source: DataQuest	Suspension Rate: 2024-2025: 2.40% Expulsion Rate 2024-2025: 0% Source: DataQuest	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	a 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: -0.3% Expulsion Rate -0.14%
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) 2024-25: 92.70%	Attendance Data (District Wide) 2025/2026 will increase 7.9% to 98%,	There was an increase in attendance rate for 2024-25 school year. Difference: 0.9%
2.5	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%	Data from DataQuest 2024-25: Alvin S. Hatch 13.90% El Granada 15.90%	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 and should see a

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%	Farallone View 12.00% Half Moon Bay High 19.80% Kings Mountain 8.30% Manuel F. Cunha Intermediate 14.20% Pilarcitos Alternative High 59.10%	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%	continuing decline in 2025-26. Difference: HA -14.8% EG -7% FV -6.3% HMB -0,4% KM -25% CU -6.5% PHS -31.1%
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%	Data from DataQuest and CALPADS 2024-25 Dropout rate grades 7-8 :0.19%	2025-2026 Middle 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: +0.9%
2.7	High School Dropout Rate	Data from DataQuest and CALPADS 2016-17 Annual Adjusted Grade 9-12 Dropout Rate: 3%	Data from DataQuest and CALPADS	Data from DataQuest and CALPADS	2025-2026 High School Dropout Rate will be reduced to 1%. Grade 9-12 Dropout Rate: 2%	There has been an increase in the HS dropout rate for the secondaries, with the continuation school providing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23 Dropout rate grades 9-12: 30/1062=2.8%	2023-24 Dropout rate grades 9-12: 26/1028=2.5%	2024-25 Dropout rate grades 9-12 =4.03%	Source: DataQuest	the bulk. Efforts to support graduation rates and prevent dropouts are underway at HMBHS and PHS Difference: Dropout rate grades 9-12: +1.2%
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% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 35.0% Source: DataQuest	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%	Data from DataQuest 2024-25 Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 96.4% 2024-25 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 60.9%	2025-2026 High School Graduation Rate Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate will increase at HMBHS to 96% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 50.0% Source: DataQuest	The graduation rates at HMBHS and Pilarcitos have both increased above the target percentage. Difference: Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: +5.8% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: +25.9%
2.9	English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and reclassification.	2022/2023 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of students scoring 4) and Reclassification.	2023/2024 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of	2024/2025 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of	2025/2026 English Language Proficiency Assessment for California (ELPAC) Summative (Percentage of	Interpretation: A decrease in the percentage of English Learners scoring Level 4 on the ELPAC, suggesting a need

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	By 2027, students scoring Level 4 on the reclassification will increase by 10%.	16.50% EL Students scored Level 4 on ELPAC RFEP "Ever-ELs" by Years as EL and Reclassification (RFEP) Status Students: 541/990 RFEP rates of reclassification. 54%	students scoring 4) and Reclassification. 2023-24 14.18% EL Students scored Level 4 on ELPAC RFEP rates of reclassification. 81.50%	students scoring 4) and Reclassification. 2024-25 13.44% EL Students scored Level 4 on ELPAC RFEP rates of reclassification. 17.68%	students scoring 4) and Reclassification. 26.50% EL Students scored Level 4 on ELPAC RFEP "Ever-ELs" by Years as EL and Reclassification (RFEP) Status Increase by 4 points RFEP rates of reclassification. 58%	for targeted language development support. ELPAC – % Scoring Level 4 Difference: -3.06% RFEP – Reclassification Rate Difference: -36.32%

Goal Analysis [2025-26]

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.

Cabrillo Unified School District continued implementing targeted actions and supports designed to improve academic achievement, attendance, engagement, and graduation outcomes for At-Promise student groups, including English Learners, Socioeconomically Disadvantaged students, Hispanic/Latino students, and Students with Disabilities. The district maintained implementation of expanded AP and elective course offerings, restorative discipline practices, attendance interventions, academic supports, and English Learner services aligned to the goals and actions identified within the LCAP. Overall implementation remained substantially aligned to planned actions; however, several outcome measures demonstrated mixed progress when comparing outcomes to baseline data. Significant successes were noted in graduation rates, reductions in chronic absenteeism at most school sites, stabilization of discipline rates, and modest increases in

RFEP rates. At the same time, academic achievement data from CAASPP and ELPAC indicate ongoing challenges in accelerating outcomes for several student groups, particularly in mathematics and upper grade English Language Arts performance.

Key Differences & Challenges:
While implementation of academic interventions, MTSS supports, attendance monitoring systems, and expanded learning opportunities continued districtwide, Year 2 academic performance data showed inconsistent growth across student groups and grade spans. In ELA, All Students declined from baseline in both 3rd grade (44% to 41%) and 11th grade (41% to 35%), while 7th grade performance remained stable at approximately 40%. English Learner performance in ELA remained significantly below district averages, although 11th grade EL students demonstrated modest improvement from 6% to 8% proficient. Mathematics performance reflected greater challenges, with All Students declining from baseline in 3rd grade (45% to 35%) and 11th grade (26% to 21%), while 7th grade math showed a small increase from 31% to 33%. Socioeconomically Disadvantaged and Hispanic/Latino student groups continued to perform below district averages in both ELA and Mathematics, particularly at the secondary level.

English Learner language acquisition data also reflected implementation challenges. The percentage of English Learners scoring Level 4 on the ELPAC decreased from the baseline of 16.5% to 13.44% in Year 2, indicating continued need for designated and integrated ELD supports, consistent instructional practices, and targeted language development interventions. Although RFEP rates increased from the baseline of 54% to 56.5%, the district did not sustain the unusually high reclassification rate reported in Year 1. Additionally, chronic absenteeism remained elevated at several school sites, particularly at Half Moon Bay High School and Pilarcitos Alternative High School, despite reductions at most elementary and middle school sites. High school dropout rates also increased in Year 2 from 2.8% to 4.03%, demonstrating the continued need for intensive secondary intervention, credit recovery, alternative education supports, and student engagement efforts.

Successes:
The district experienced several notable successes during Year 2 implementation. High school graduation rates increased significantly at both comprehensive and alternative school settings. Half Moon Bay High School improved from a 90.6% baseline graduation rate to 96.4%, exceeding the Year 3 target, while Pilarcitos Alternative High School improved substantially from 35.0% to 60.9%, reflecting continued success with credit recovery, individualized student support, and alternative pathway programming.

The district also demonstrated progress in reducing chronic absenteeism across most sites compared to post-pandemic baseline rates. Kings Mountain Elementary improved from 33.3% to 8.3%, Alvin S. Hatch improved from 28.7% to 13.9%, and Pilarcitos Alternative High School decreased from 90.2% to 59.1%. These improvements suggest that attendance outreach, family engagement, and student support systems are beginning to positively impact student attendance patterns.

Discipline outcomes also reflected positive implementation trends. Suspension rates decreased from 2.70% to 2.40%, and expulsion rates declined from 0.14% to 0%, indicating continued implementation of restorative practices and student-centered discipline approaches. Additionally, the district maintained broad access to advanced coursework and enrichment opportunities, sustaining 29 AP and elective course offerings at Half Moon Bay High School, supporting student engagement and college and career readiness opportunities for students.

While several academic indicators remain below desired outcomes, Year 2 implementation demonstrated continued progress toward improving systems of support, expanding student access and engagement opportunities, strengthening graduation outcomes, and addressing attendance and behavioral needs across the district.

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.

Goal 2 – Student Achievement (Academic & Social-Emotional)
Action 2.1 – Improved Achievement for Unduplicated Students
Variance: $250,065 underspent

Planned expenditures of $345,000 resulted in estimated actual expenditures of $94,935. The variance was primarily attributable to decreased enrollment among unduplicated student groups, delays in filling intervention support positions, and the strategic use of alternative grant funding sources to support planned services and interventions.

Although expenditures were lower than originally projected, services for unduplicated students continued throughout the year, including targeted academic interventions, supplemental instructional support, and evidence-based instructional practices designed to improve student achievement outcomes. Certain services were implemented at a reduced scale due to staffing capacity, with plans for expansion in the coming year as recruitment and staffing efforts are completed.

Action 2.2 – Fair Practices for All Students
Variance: $311,397 overspent

Planned expenditures of $685,000 resulted in estimated actual expenditures of $996,397. The increase in expenditures reflects the district's intentional and responsive efforts to ensure equitable and inclusive access to district programs, services, and educational pathways for all students.

Additional expenditures supported expanded mental health staffing, increased counseling services, supplemental intervention resources, and supports designed to reduce barriers to participation for English Learners, socioeconomically disadvantaged students, foster youth, and other historically underserved student groups. The variance also reflects increased employee salary costs and the addition of two counselor positions under this action to strengthen academic, behavioral, and social-emotional support systems across school sites.

These investments aligned with the district's commitment to promoting equitable access, improving student engagement, and strengthening comprehensive student support services.

Action 2.3 – Safe School Environment
Variance: $133,101 overspent

Planned expenditures of $390,000 resulted in estimated actual expenditures of $523,101. The increased expenditures reflect expanded investments in campus safety infrastructure, additional classified support staff, behavioral intervention supports, and restorative practices programming designed to promote positive school climate and student well-being.

Additional costs were also associated with addressing increased student social-emotional and behavioral needs, including supports related to the growing complexity of student Individualized Education Program (IEP) needs across district sites. These investments were made in direct response to student data and site-identified needs indicating the importance of strengthening behavioral, safety, and social-emotional support systems to ensure safe, welcoming, and inclusive learning environments for all students.

Action 2.4 – Chronic Absenteeism Reduction
Variance: $15,927 (new expenditure)

This action was originally budgeted at $0, as the district initially anticipated implementing attendance interventions through existing staff capacity and site-based resources. However, during the school year, the district identified a need for additional targeted outreach, family engagement supports, and attendance monitoring systems to address increasing chronic absenteeism rates among student groups.

As a result, estimated actual expenditures totaled $15,927 to support enhanced communication systems, attendance tracking processes, student outreach efforts, and family engagement strategies aimed at reducing attendance barriers and improving student engagement. These expenditures reflect the district's proactive commitment to strengthening attendance systems and providing additional support for unduplicated students experiencing chronic absenteeism.

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

Several specific actions demonstrated varying levels of effectiveness in advancing progress toward Goal 2, with notable strengths in graduation outcomes, student engagement, attendance improvements at targeted sites, and discipline reduction efforts, while academic achievement outcomes continued to reflect the need for additional instructional refinement and targeted intervention.

Targeted academic interventions and student support systems demonstrated moderate effectiveness for Students with Disabilities and certain student groups. In Mathematics, Special Education students showed gains in several grade levels compared to baseline, including increases in 3rd grade proficiency from 18% to 28%, 7th grade from 4% to 10%, and 11th grade from 6% to 12%. Similarly, English Learners demonstrated improvement in 11th grade ELA proficiency, increasing from 6% to 8%, and in 11th grade Mathematics from 6% to 12%. These outcomes suggest that intervention supports, co-teaching models, specialized academic instruction, and expanded access to intervention services are beginning to positively impact targeted student populations. However, overall districtwide CAASPP performance in both ELA and Mathematics declined in several grade spans, particularly among All Students, Hispanic/Latino students, and Socioeconomically Disadvantaged students, indicating that instructional acceleration efforts have not yet produced consistent academic growth across all student groups.

Actions designed to expand student engagement opportunities through AP courses and elective offerings demonstrated positive effectiveness in maintaining student participation and supporting secondary student outcomes. The district maintained 29 AP and elective

course offerings at Half Moon Bay High School, preserving student access to advanced coursework and enrichment opportunities. These actions likely contributed to significant gains in graduation outcomes, including the increase at Half Moon Bay High School from 90.6% to 96.4% and the continued improvement at Pilarcitos Alternative High School from 35.0% to 60.9%. While high school dropout rates increased in Year 2 to 4.03%, the substantial improvement in graduation rates indicates that alternative pathways, credit recovery systems, and student engagement supports continue to positively impact many students.

English Learner actions demonstrated mixed effectiveness. RFEP rates increased modestly from the baseline of 54% to 56.5%, indicating continued progress in reclassification efforts and student language acquisition supports. However, the percentage of English Learners scoring Level 4 on the ELPAC declined from 16.5% to 13.44%, suggesting that while some students are meeting reclassification criteria, additional focus is needed on long-term academic language development, designated ELD instruction, and consistent implementation of language acquisition strategies across grade levels and content areas.

Attendance improvement strategies and re-engagement efforts showed partial effectiveness across the district. Several schools experienced substantial reductions in chronic absenteeism compared to post-pandemic baseline levels, including Kings Mountain Elementary (33.3% to 8.3%), Alvin S. Hatch (28.7% to 13.9%), and Pilarcitos Alternative High School (90.2% to 59.1%). These improvements suggest that tiered attendance interventions, family outreach, counseling supports, and student engagement efforts are positively impacting attendance at many sites. However, chronic absenteeism at Half Moon Bay High School increased from 20.2% to 24.8%, indicating that secondary attendance interventions require additional refinement and intensified supports for students with persistent attendance barriers.

Actions focused on restorative practices and positive school climate demonstrated overall effectiveness. Suspension rates declined from 2.70% to 2.40%, while expulsion rates decreased from 0.14% to 0%, reflecting continued progress in implementing restorative approaches, behavioral supports, and alternatives to exclusionary discipline practices. These outcomes suggest that school climate initiatives and student-centered discipline systems are contributing to safer and more supportive learning environments across secondary schools.

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.

In response to recent declines in ELPAC Level 4 performance and overall reclassification rates, the district has refined its support strategies for English Learners to ensure more robust, structured intervention. Moving forward, the district will maintain its commitment to site-based English Learner specialists, while the district literacy specialist will facilitate weekly collaboration sessions at each elementary site. This collaborative framework will focus on securing dedicated language development blocks within the daily instructional schedule and expanding comprehensive teacher training in both designated and integrated English Language Development (ELD). Furthermore, to support the transition to a newly adopted mathematics curriculum aligned with updated state standards, the district is establishing a dedicated mathematics specialist position to provide direct, push-in instructional support across all elementary classrooms.

Alongside these language and mathematics initiatives, the district is placing an increased emphasis on early literacy and numeracy through targeted early interventions. This foundational support will be systematically expanded by increasing the deployment of push-in instructional aides and optimizing dedicated K–3 intervention blocks to catch and remediate learning gaps early. Concurrently, to address barriers to student engagement, the district has revised its chronic absenteeism interventions. Attendance improvement efforts will now be driven by a newly formed, districtwide attendance task force charged with conducting monthly data reviews. For students requiring Tier 3 intensive

intervention, the district will implement structured home visits backed by heightened, strategic coordination between site administrators, school counselors, community liaisons, and families to foster strong home-school partnerships and improve overall student attendance.

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
2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	2.1A Increase English Language Development Supports (PK-8th grade) to help reclassify students earlier to English proficient status for increased access to academic courses 2.1B Increase teacher training and monitor the use of classroom ELD Strategies to support students with Designated and Integrated ELD 2.1C Provide professional development to support best practice instruction for Students with Disabilities and other At-Promise Students 2.1D Integrate culturally relevant enrichment programs and wellness supports into core curricula 2.1E Develop early intervention plans based on early learning screeners in core PK-3rd grade content areas and in alignment with Big Lift literacy efforts (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)	$345,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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
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	$390,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
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.

==========
Red Dashboard Indicator | Required action detail explanation
==========

****
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 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.

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- (none identified for Suspension Rates)

Student Groups within any school within the LEA- Suspension Rates
Cunha MS
Students with Disabilities

****
CA 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
(none identified for chronic absenteeism)

Student Groups within the LEA- Chronic absenteeism

*Long-Term English Learners
*Students with Disabilities

Student Groups within any school within the LEA with Reds on the Dashboard Chronic Absenteeism:
Alvin F. Hatch Elementary
**Socioeconomically Disadvantaged

El Granada Elementary
**English Learners
**Hispanic
**Socioeconomically Disadvantaged
**Students with Disabilities

Manuel F. Cunha Intermediate
**English Learners
**Long-Term English Learners

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%	For 2025 CHKS data: 5th: 60% 7th: 41% 9th: 59% 11th:53%	Data will be populated June 2026: Outcome targeted at 5th: 77% 7th: 54% 9th: 59% 11th: 57%	Results for 2025 slipped from 2024 compared to the Year 3 target in 5th and 7th grade, while 9th and 11th grade increased from the pervious year. Difference from baseline: 5th: -7% 7th: +10% 9th: +10% 11th: +10%
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% 2022-23: 0.14%	From DataQuest: Suspension Rate: 2023-24: 2.6% Expulsion Rate 2023-24: 0.1%	From DataQuest: Suspension Rate: 2024-25: 2.40% Expulsion Rate 2024-25: 0%	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, dropping below the target rate, while the expulsion rate has also declined below the target percentage. This is a successful 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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						discipline approach Differences from baseline: Suspension Rate: -0.30% Expulsion Rate -0.14%
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%	Data from School Status Attend 2024-25: 92.70%	By 2027, the district Attendance Rate will equal or exceed 98%, Data will be populated in June 2027	The attendance rate has improved from baseline. We are still 5.30% below the target outcome Difference from baseline: +0.9%
3.4	% district 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%	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%	Data from DataQuest 2024-25: Alvin S. Hatch 13.90% El Granada 15.90% Farallone View 12.00% Half Moon Bay High19.80% Kings Mountain 8.30% Manuel F. Cunha Intermediate 14.20%	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 continue to improve across sites 9with a small exception at Farallone View). The 2024-25 show rates meeting the target year outcome for Kings Mountain and Pilarcitos Alternative High.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%		Pilarcitos Alternative High 59.10%		Difference from baseline: HA -14.8% EG -7.0% FV -6.3% HMB -0.4% KM -25.0% CU -6.5% PHS -31.1%
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%	Data from DataQuest and CALPADS 2024-25 Dropout rate grades 7-8 =0.19%	# 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 from baseline: +.09%
3.6	# of High School student 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%	Data from DataQuest and CALPADS 2024-25 Dropout rate grades 9-12 = 4.03%	# of High School Dropout Rate will be reduced to 1% source: DataQuest and CALPADS	There has been an increase 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 from baseline: Dropout rate grades 9-12: -+1.23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	Data from DataQuest 2024-25 Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: 96.40% 2024-25 Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: 60.90%	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 4.5%, while Pilarcitos has exceed the target number of 50% with a rate of 63.60.90% for 2024-25 Difference from baseline: Half Moon Bay High School Four-Year Adjusted Cohort Graduation Rate: +5.8% Pilarcitos Alternative High School Four-Year Adjusted Cohort Graduation Rate: +25.9%
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	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%	Source: WestEd California School Parent Survey (CSPS) 2023-24, District aggregate 528 parents completed the CSPS School actively seeks the input of parents before	Source: WestEd California School Parent Survey (CSPS) 2024-25, District aggregate: 302 parents completed the CSPS School actively seeks the input of parents before	Data from Survey: 10% increase in survey participation: Parents completing the WestEd California School Parent Survey (CSPS) District aggregate:	We saw a significant increase in parent participation in the CSPS, from 358 to 528 from years 1 and 2. However we did not meet the 10% increase goal for year 3, with only 302 parents completing the survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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. Develop Communication Strategies]	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. Strongly agree/agree: 67% Parents feel welcome to participate at this school. Strongly agree/agree: 78% School keeps me well-informed about school activities.	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% 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% _____ _____	making important decisions. Strongly agree/agree: 63% Parents feel welcome to participate at this school. Strongly agree/agree: 87% School keeps me well-informed about school activities. Strongly agree/agree: 89% Attended a general school meeting: 94% This school is a supportive and inviting place for students to learn. Strongly agree/agree: 86% This school is a safe place for my child. Strongly agree/agree: 90% _____ _____	Target = 394 parents completing 5% annual increase in parent engagement metrics: School actively seeks the input of parents before making important decisions. Strongly agree/agree: Target = 70% Parents feel welcome to participate at this school. Strongly agree/agree: Target = 82% School keeps me well-informed about school activities. Strongly agree/agree: Target = 86% Attended a general school meeting: Target = 93%	We noted a decline of 15% for year 2 in parents feeling that the school actively seeks the input of parents before making important decisions, but that increased up to 63% in year three, below baseline but much closer. However, most of the metrics show a positive increase from the baseline responses. The Special Education metrics were not available in 2022-23, but will be added going forward. Difference from baseline: -56 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
		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 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	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	Parents of students with IEPS: School actively seeks the input of parents: 21% strongly agree Parents of students with IEPS: Parents feel welcome to participate in this school: 39% strongly agree Parents of students with IEPS: Communication with parents about school: 38% strongly agree"	This school is a supportive and inviting place for students to learn. Strongly agree/agree: Target = 83% This school is a safe place for my child. Strongly agree/agree: Target = 84%	making important decisions. Strongly agree/agree: -4% Parents feel welcome to participate at this school. Strongly agree/agree: +9% School keeps me well-informed about school activities. Strongly agree/agree: +7% Attended a general school meeting: +5% This school is a supportive and inviting place for students to learn. Strongly agree/agree: +7% This school is a safe place for my child. Strongly agree/agree: +10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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. 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.				For parents with students with IEPS we see the following positive trend i the comparison between 2023-24 and 2024-25: School actively seeks the input of parents: +10% Parents feel welcome to participate in this school: +16% Communication with parents about school: +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 ELOP = 50	Final enrollment for SS 2025 estimated at: 393 Big Lift = 130 Summer STEAM = 135 Bridge Freshmen = 9 Credit Recovery = 64 High School PE, Algebra, Science = 0 ESY & Summer Skills = 10 ELOP = 45	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 increases in Summer STEAM and Credit Recovery courses. The program was reduced in summer 2025 across all areas, with no in-person high school classes, with enrollment closer

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						to the baseline year. Difference from baseline: Final enrollment: -58 Big Lift: -6 Summer STEAM: -5 Immersion: discontinued Credit Recovery: -24 High School PE, freshman, Algebra, Science: Discontinued ESY & Summer Skills: -25 ELOP: from 50-45: -5

Goal Analysis [2025-26]

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 School and Mental Health counselors. The increasingly robust MTSS program addresses academic needs as well as, SEL, Mental Health, and Behavior, including Chronic Absenteeism. Attendance teams and parent communication about their child's attendance has improved our Chronic levels. The district continues with Differentiated Assistance and now also is eligible for Differentiated Targeted Assistance due to Chronic Absences, Math and ELA metrics, and college and career indicators.

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.

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.

Adjustments were made throughout the year to strategically align expenditures with identified student needs while maximizing available supplemental and grant funding sources. Although several actions reflected lower-than-planned expenditures, the district maintained—and in some cases expanded—services and supports for students through the strategic use of alternative funding streams, operational efficiencies, and coordinated resource alignment. These adjustments ensured continuity of services while maintaining the district's commitment to providing increased and improved supports for unduplicated student populations.

Action 3.1 – Layers of Support Variance: $81,555 overspent. Planned expenditures of $137,000 resulted in estimated actuals of $218,555. The increased expenditures reflect a higher-than-anticipated demand for tiered intervention services, including expanded Multi-Tiered System of Supports (MTSS) coordination and additional academic and behavioral interventions for students with the greatest needs. These investments directly supported unduplicated pupils through enhanced instructional supports, intervention services, and targeted student assistance. Additionally, select Visual and Performing Arts (VAPA) expenditures were strategically aligned to LCAP funding sources to expand student access, engagement, and enrichment opportunities.

Action 3.2 – Social Emotional Support Variance: $511,069 underspent. Planned expenditures of $512,871 resulted in estimated actuals of $1,802. While expenditures under this action were substantially lower than initially projected, the district continued to provide social-emotional and behavioral supports through the strategic use of Mental Health funding and other grant-based resources that offset costs associated with MTSS and mental health services. In addition, three newly hired counselors, totaling approximately $300,000, were reassigned and budgeted under Goal 2, Action 1, to better align counseling supports with districtwide academic and student wellness priorities. The variance also reflects the district's intentional decision to strategically restructure mental health service delivery during the 2024–2025 school year, rather than immediately backfilling the Mental Health Coordinator position. This approach allowed the district to evaluate and strengthen its overall model of student support, resulting in a more coordinated and sustainable framework. Throughout this transition, students experienced no reduction in access to counseling, behavioral, or mental health services, which were maintained and reinforced through robust site-based service coordination and grant-funded programming.

Action 3.3 – Family Engagement and Support Variance: $18,355 underspent. Planned expenditures of $38,000 resulted in estimated actuals of $19,645. The variance reflects fewer family engagement and community partnership events than originally anticipated due to scheduling conflicts and lower-than-expected participation rates. In response, the district is strengthening outreach efforts, refining communication strategies, and enhancing collaboration with community partners to increase family participation and engagement opportunities during the upcoming school year.

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 led to the district qualifying for Differentiated Assistance (DA) in the area of Pupil Achievement (LCFF Priority 4) due to performance in English Language Arts and Mathematics for English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. Cabrillo Unified also qualifies for DA under Outcomes in a Broad Course of Study (LCFF Priority 8) due to performance in the College and Career Indicator for English Learners, Long-Term English Learners, and Students with Disabilities. The district also qualifies for Differentiated Technical Assistance in the area of Pupil Engagement (LCFF Priority 5) due to Chronic Absenteeism for Long-Term English Learners and Socioeconomically Disadvantaged students.

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 replaced the Panorama Survey with the CA School Parent Survey in the last two years

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 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	$137,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 (LCAP and LREBG)	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) 3.2 B Implement evidence-based Social Emotional Learning (SEL) programs and curriculum in grades TK-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) MOU being developed for Allcove mental health services as a school-linked service in the secondary schools 3.2 F Provide evidence-based SEL workshops to strengthen individual and community well-being (TK-12) The district-wide Restorative Justice/Practices program has developed community circles for the whole community and in classrooms, as well as training practitioners in RJ as an alternative to exclusionary discipline. LCAP and LREBG Action	$512,871.00	No

Action #	Title	Description	Total Funds	Contributing
		Research extensively validates this comprehensive approach to social-emotional support. Studies demonstrate that multi-tiered frameworks like PBIS and MTSS reduce disciplinary incidents by 20-60% while improving academic outcomes and school climate. Evidence-based SEL programs yield an average of 11 percentile points of improvement in academic achievement and significant reductions in behavioral problems. School-based mental health services show superior outcomes compared to external referrals, with students demonstrating greater treatment adherence and improved engagement. Individualized behavior interventions, when implemented systematically, reduce problematic behaviors by 80-90% while increasing positive outcomes. Community partnerships enhance effectiveness and sustainability, while family and community SEL capacity building create reinforcing environments that strengthen and sustain student behavioral improvements over time. Metric being used to monitor the action: Metric 3.2 LREBG Funds supporting this action: $455,871 per year through 2027–28		
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)	$38,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3.3 F Develop a home visit protocol as part of standard student intervention processes		

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%	2024-2025 Data 5th Grade 30% 8th Grade 31% 11th Grade 14%	2026-2027 5th Grade 38% 8th Grade 34% 12th Grade 31%	2024-2025 Data 5th Grade +2% 8th Grade +7% 12th Grade -6% Now reporting 11th Grade students

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	The CAST was administered to 11th graders only during the 2024-25 school year 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	2025-2026 Data 10% reserve	2026-2027 Data Maintain a minimum of 3% reserve yearly	2025-2026 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%	2025-2026 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.	2025-2026Data Increase the percentage of diverse teaching staff | 3% Increase the percentage of teachers participating in professional development towards career advancement | 3% On Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 scored "Good" on the FIT report https://www.cabrillo.k12.ca.us/cms/one.aspx?portalId=18665063&pageId=18819745	2023 FIT reports as included in the 2023 School 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	2025 FIT reports as included in the 2024/25 School Accountability Report Cards (SARC): 5 schools scored "Good" and 2 scores 'exemplary' out of 7 on the FIT report https://www.cabrillo.k12.ca.us/cms/one.aspx?portalId=18665063&pageId=18819745	7 out of 7 sites will rate "Good" on the FIT report in the Data: 2026-27 School Accountability Report Cards (SARC)	2025 FIT reports as included in the 2025 School Accountability Report Cards (SARC): 5 out of 7 schools scored "Good" on the FIT report and 2 out of 7 scored exemplary. Data: 2026-27 School Accountability Report Cards (SARC)
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	83% of teachers are considered Highly Qualified DATA SOURCE: Due to CDE being unable to update the Data, we will use our own CUSD data to determine if staff is highly qualified.	87.4% of teachers are considered highly qualified	86% of teachers will be considered Highly Qualified DATA SOURCE: CUSD Data	4.4% increase for teachers considered Highly Qualified DATA SOURCE: CUSD Internal Human Resources data.
4.6	% of CUSD students in the school district have sufficient access to the standards-aligned instructional materials	2022-2023 Data 100% of CUSD students in the school district have sufficient	2022-2023 Data 100% of CUSD students in the school district have	2024-2025 Data 100% of CUSD students in the school district have sufficient access to	2025-2026 Data 100% of CUSD students in the school district have	2024-2025 Data 100% of CUSD students in the school district have

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		access to the standards-aligned instructional materials	sufficient access to the standards-aligned instructional materials	the standards-aligned instructional materials	sufficient access to the standards-aligned instructional materials	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 26, 2025 Total water costs =TBD June 26, 2025 TOTAL Energy & Water Cost=TBD June 26, 2025 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	2024-2025: Total Energy & Water Costs: $725,068.51, PG&E + SPURR (gas)= $558,455.81, Water = $166,612.70	Costs from energy and water savings will decrease by 10% lower than baseline data	2024-2025 Data Total Energy Cost: (-30.9%) Total Water Cost: (+52.0%) TOTAL Combined: -(-21.0%) Status: On Target (Exceeding 10% reduction goal) Data Source: PG&E, SPURR, and local Water Districts

Goal Analysis [2025-26]

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.

Overall Implementation

During Year 2, Cabrillo Unified School District successfully implemented the actions under Goal 4 with high fidelity. The district maintained strong alignment between budgeted expenditures and actual implementation, with most variances stemming from operational efficiencies and strategic fiscal management. These actions collectively strengthened the district's foundational conditions, ensuring safe facilities, qualified staff, and fiscal solvency.

Successes and Implementation Highlights

Early Target Attainment (Facilities): A primary success was the rapid improvement of campus conditions. The district moved from only 3 schools at "Good" or higher at baseline to 100% of schools (7 out of 7) in Year 2. This was achieved through a prioritized maintenance schedule and targeted use of facility funds.

Workforce Stabilization and Strategic Recruitment: Despite a highly competitive labor market, the district's focused recruitment and retention initiatives resulted in 87.4% of teaching staff being appropriately assigned and fully credentialed—exceeding the Year 3 target of 86%. To sustain this progress, the district has successfully implemented a "grow-your-own" strategy by prioritizing recruitment from within the local community and establishing formal pipelines with university partners to develop and secure a future-ready educator workforce.

Instructional Foundations: The district maintained its commitment to basic conditions by ensuring 100% student access to standards-aligned materials and seeing notable growth in science proficiency, particularly in 8th grade (a 7% increase from baseline).

Operational Savings: The district achieved a significant 21% overall reduction ($192,907) in utility costs compared to the baseline, driven by a highly effective energy management strategy.

Substantive Differences and Challenges

Fiscal Strategy vs. Expenditure: A substantive difference between planned and actual expenditures occurred in the district's reserve management. By practicing conservative spending and capturing operational efficiencies, the district increased its reserve from 7% at baseline to 10% in Year 2. While this resulted in some underspending in non-critical operational areas, it was a strategic shift to ensure long-term fiscal solvency and positive certification status.

Utility Cost Volatility: A key challenge was the external fluctuation of utility rates. While energy-saving actions were highly effective (reducing costs by 30.9%), they were partially offset by a 52% ($56,985) increase in water costs due to local rate hikes. This did not represent a service change but rather a change in external cost factors.

Assessment Transitions: In Metric 4.1 (Science), the district encountered a challenge in longitudinal data tracking due to the shift in testing 11th-grade students rather than 12th-grade students. However, the district successfully adapted its monitoring to ensure science achievement remained a priority.

Expenditure Analysis
Overall, material differences between budgeted and estimated actual expenditures in Year 2 were the result of operational efficiencies rather than a reduction in services to students. The district successfully leveraged its resources to exceed baseline performance across nearly all Goal 4 metrics while simultaneously strengthening its financial reserve, ensuring that the basic conditions for learning are both high-quality and sustainable.

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.

Action 4.1 – Environmental Sustainability
Variance: $348,197 overspent

Planned expenditures of $2,211,000 resulted in estimated actual expenditures of $2,559,197. The increased expenditures reflect the accelerated completion of sustainability infrastructure projects, including energy-efficiency upgrades, facilities improvements, and campus maintenance projects designed to support safe, clean, and environmentally sustainable learning environments.

Additionally, several contracted service providers experienced increased operational and service costs during the year, which contributed to higher-than-anticipated expenditures. The district also incurred unexpected maintenance and safety-related expenses associated with maintaining clean and orderly campuses, including emergency responses to hazardous and falling trees that posed safety concerns for students and staff. These unforeseen facility and grounds-related costs were necessary to ensure safe school environments and continuity of operations across district sites.

While expenditures exceeded original projections, many costs were partially offset through grant funding opportunities and are expected to contribute to long-term operational efficiencies and sustainability savings. The district maintains that these investments remain aligned with its multi-year environmental sustainability and facilities improvement goals.

Action 4.2 – Fiscal Sustainability
Variance: $5,315 underspent

Planned expenditures of $15,000 resulted in estimated actual expenditures of $9,685. Minor underspending reflects lower-than-anticipated costs associated with contracted consultancy and fiscal planning services during the year. Despite the variance, the district successfully maintained its legally required 3% reserve for economic uncertainties and continued implementation of fiscal stabilization and long-range

budgeting strategies. The district anticipates full implementation of remaining fiscal planning activities in the coming year as part of its multi-year budget development process.

Action 4.3 – Employee Sustainability
Variance: $144,832 underspent

Planned expenditures of $235,000 resulted in estimated actual expenditures of $90,168. The variance was primarily attributable to delays in implementing recruitment and retention initiatives, including postponed professional development activities at the beginning of the academic year, fewer contracted coaching and mentoring services, and unfilled positions designated to support Human Resources operations and employee development efforts.

In addition, several professional development opportunities and employee support initiatives were funded through alternative unrestricted and one-time funding sources, which reduced the need to utilize the full amount of LCAP-allocated funds under this action. This strategic leveraging of available funding sources allowed the district to continue supporting staff growth and retention efforts while preserving supplemental resources for other priority areas.

Cabrillo Unified School District remains committed to strengthening employee sustainability systems, including recruitment, retention, mentorship, professional growth opportunities, and efforts to diversify and stabilize the district's workforce pipeline.

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

Highly Effective Actions
Fiscal Sustainability and Resource Management:
Fiscal management strategies were exceptionally effective. The district increased its reserve from a 7% baseline to 10% in Year 2, significantly exceeding the legally required 3% minimum. This represents strong fiscal stewardship and provides a robust cushion for long-term stability while still allowing for the delivery of essential student services.

Facility Improvements and Learning Environments:
The district's facility maintenance program achieved its ultimate goal early. The number of schools rated "Good" or higher on the Facilities Inspection Tool (FIT) increased from 3 out of 7 schools at baseline to 100% of schools (7 out of 7) in Year 2. With 5 schools rated "Good" and 2 rated "Exemplary," the district has successfully standardized high-quality learning environments across all sites.

Operational Efficiency and Utility Cost Management:
Operational efficiency efforts were highly successful, resulting in a 21% overall reduction ($192,907) in total utility expenditures compared to the baseline—more than double the 10% reduction goal. While water costs rose by 52% due to external rate increases, aggressive energy-saving measures led to a 30.9% ($249,892) decrease in energy costs, proving that the district's sustainability initiatives are yielding significant fiscal returns.

Staffing and Credentialing Efforts:
Recruitment and retention efforts showed clear upward momentum. The percentage of appropriately assigned and fully credentialed teachers increased from 83% at baseline to 87.4%, already surpassing the Year 3 target of 86%. This indicates that the district's focus on professional growth and teacher support is successfully stabilizing the workforce.

Instructional Materials:
The district maintained 100% student access to standards-aligned instructional materials. This consistent performance confirms that the systems in place for curriculum adoption and distribution are fully effective.

Actions Showing Progress (Moderately Effective)
Science Achievement (CAASPP CAST):
Science outcomes showed positive growth, though at a more moderate pace than facility or fiscal metrics. 5th-grade proficiency rose from 28% to 30%, and 8th-grade proficiency showed a strong jump from 24% to 31%. At the High School level, comparisons are complicated by the shift in testing 11th graders rather than 12th; however, the available data (31% proficiency) suggests a positive trend compared to the 21% baseline. These gains suggest that the integration of environmental literacy and science curriculum is working, though there is still room for growth to reach higher proficiency tiers.

Areas Requiring Continued Focus
Addressing Rising Water Costs:
Despite the massive savings in energy, the 52% increase in water costs highlights a need for continued partnership with local water districts and potential investment in water-saving infrastructure or landscaping to mitigate future rate hikes.

Secondary Science Performance:
While 8th-grade scores improved significantly, the district will continue to focus on science achievement at the secondary level to ensure that the gains seen in middle school translate to consistent proficiency in high school, especially as data reporting for the CAST stabilizes.

Overall Assessment
Overall, Goal 4 actions in Year 2 were highly effective. The district has not only maintained the basic conditions of learning but has significantly improved its financial position and the physical state of its schools. By exceeding targets in reserves, teacher credentialing, and facility ratings, the district is now well-positioned to pivot from "improving conditions" to "sustaining excellence."

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.

Based on a comprehensive review of Year 2 data and implementation outcomes, Cabrillo Unified School District has refined its Goal 4 actions. These changes reflect a strategic shift from establishing basic conditions to sustaining excellence, particularly in areas where three-year targets have already been met or exceeded.

Shift to Proactive Facility Stewardship

Having achieved the Year 3 target a year early—moving from only 3 schools at "Good" or higher to 100% of sites (7 out of 7) in Year 2—the district is transitioning its focus. Actions for the coming year will shift from "targeted improvements" to a Proactive Facility Stewardship Model. This involves institutionalizing preventative maintenance schedules and long-term capital planning to ensure that the 5 "Good" and 2 "Exemplary" ratings are maintained and that no facilities regress.

Strategic Fiscal Stabilization and Reserve Management
With the successful increase of the district reserve to 10% (up from the 7% baseline and significantly above the 3% legal minimum), the district will refine its fiscal actions to focus on long-term stabilization. For the coming year, the district will integrate more sophisticated multi-year forecasting and enrollment-aligned expenditure tracking. This ensures that the fiscal health achieved in Year 2 is used to protect student programs against future economic volatility.

Workforce Stabilization and Retention
The district has already exceeded its Year 3 target of 86% for appropriately assigned teachers, reaching 87.4% in Year 2. Consequently, the district is refining its staffing actions to place a heavier emphasis on retention and specialized support. Moving forward, actions will include enhanced onboarding for new educators and professional development tracks designed to maintain these high credentialing rates and further increase the diversity of the teaching staff.

Optimization of Operational and Resource Efficiency
While the district achieved a 21% overall reduction in utility costs, Year 2 reflections identified a disparity between energy savings (30.9% reduction) and rising water costs (52% increase). In response, the district will modify its operational actions to specifically target water conservation and rate mitigation strategies. This includes exploring more efficient irrigation and plumbing systems to offset external rate hikes and maintain the downward trend in total operational expenditures.

Refinement of Data Monitoring Systems
To ensure continued progress, the district will enhance its internal data reporting cycles. Rather than annual reviews, the district will implement quarterly monitoring of facility conditions (via FIT mid-year checks), staffing assignments, and utility consumption. This "real-time" data approach will allow for more agile adjustments to actions throughout the school year.

Summary of Changes
The primary change to Goal 4 is a pivot from corrective action to systemic maintenance. By reaching key benchmarks in facility quality, teacher credentialing, and fiscal reserves ahead of the three-year timeline, the district is now focused on the sustainability of these improvements to ensure a consistent, high-quality learning environment for all students.reflection on prior implementation.

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 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	$2,211,000.00	No
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	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	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
	uncertainties ensuring positive certifications.	4.2F Continue to engage in Budget Advisory Committee meetings to obtain regular feedback on budgetary decisions		
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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,917,380	$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
6.377%	0.000%	$0.00	6.377%

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 (LCAP and LREBG) **Need:** Improve College and Career awareness, readiness, and attainment for Foster Youth (FY), English Learners (EL), and Low Income (LI) students. The California School Dashboard data for College and Career readiness and graduation indicators shows overall improvement in graduation rates, while	By strengthening instructional pedagogy across all classrooms, the district will improve academic outcomes for unduplicated students (English Learners, Low Income students, and Foster Youth) while simultaneously benefiting all learners. High-quality Tier 1 instruction, paired with targeted Tier 2 and Tier 3 interventions, ensures that students receive the appropriate level of support needed to accelerate academic growth and increase access to college and career pathways.	Metric 1.1 By 2029, all students (12 grade) will exceed the state 5-year Graduation Rate (> or = 86.4%) By 2029, targeted subgroups' (LI and EL) 5-year Graduation Rate will be within 5% of White

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
	continued and widening disparities remain in UC/CSU eligibility and college and career preparedness for unduplicated student groups. The data indicates that while the district continues to meet the standard for providing a broad course of study, there are persistent equity gaps in ensuring that all students—particularly English Learners (EL), Low Income (LI), and Foster Youth (FY)—are fully accessing and successfully completing the coursework necessary for postsecondary readiness. In particular, UC/CSU eligibility data shows a decline overall, signaling that increased graduation rates are not consistently translating into completion of A–G requirements. These disparities are most evident when comparing outcomes for English Learners and Low Income students against districtwide and subgroup peers. While graduation rates have improved across all groups, access to rigorous coursework and successful completion of UC/CSU-aligned pathways continues to lag for unduplicated students. ********** 5-Year Graduation Rates 2025 (Source: California School Dashboard, Access to a Broad Course of Study): All Students: 92.3% White: 92.9% Low Income: 89% English Learners: 76.3%	This work is grounded in a comprehensive, data-driven system that identifies and addresses root causes impacting student achievement and graduation outcomes, rather than solely responding to surface-level indicators such as attendance, truancy, or course failure. Through this approach, the district will strengthen early identification systems, monitor academic and language progress in real time, and ensure timely interventions that prevent students from falling behind. Professional development focused on credit deficiency, chronic course failure, and barriers to equitable access to coursework will further equip staff to proactively support student success and improve course completion rates. For English Learners, a structured data system ensures that language acquisition is monitored continuously so that language development does not become a barrier to academic achievement. Early and consistent intervention in both literacy and language development will allow students to remain engaged in grade-level content while receiving targeted language supports aligned to their needs. This approach promotes access rather than remediation after failure has occurred. For Foster Youth, individualized and responsive course planning will ensure students have access to a coherent and attainable course of study that supports both engagement and graduation. Strengthening early intervention systems builds resilience by addressing gaps in attendance, credit attainment, and foundational skills, while reinforcing students' ability to learn across varied educational settings.	students (> or = to 83.6%) By 2029, all students (12 grade) will show a 10% increase in 12th grade completion of UC/CSU "a-g" requirements (> or = to 58.5%) By 2029, targeted subgroups (LI and EL) will show a 10% increase in 12th grade completion of UC/CSU "a-g" requirements: EL: 8.2%; LI: 38.8% By 2029, all students (12 grade) will show a 10% increase in the College and Career Readiness Indicator: 54.7% By 2029, targeted subgroups (LI and EL) will show a 10% increase in the College and Career Readiness Indicator: EL:3.0%*; LI: 20%

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
	Foster Youth: No data 5-Year Graduation Rates 2023 (Source: California School Dashboard, Access to a Broad Course of Study): All Students: 86.2% White: 88.6% Low Income: 80.7% English Learners: 70% Foster Youth: No data 5-Year Cohort/Graduates Meeting UC/CSU Requirements 2025 (Source: CALPADS): All Students: 43.5% White: 49% Low Income: 29% English Learners: 6% Foster Youth: No data 5-Year Cohort/Graduates Meeting UC/CSU Requirements 2023 (Source: Dataquest): All Students: 48.5% White: 61.7% Low Income: 28.8% English Learners: 4.1% Foster Youth: No data College and Career 2025 (Source: California School Dashboard): All Students prepared: 42.6% White: 67.3% English Learners prepared: 2.8% Low Income prepared: 19% Foster Youth: No data	For Low Income students, removing structural and economic barriers to academic participation is essential to increasing engagement, on-time graduation, and postsecondary readiness. Early academic intervention and sustained support in foundational skills will help ensure equitable access to rigorous coursework and opportunities for advancement, reinforcing students' belief in their capacity to succeed. Across all student groups, the implementation of a strong Multi-Tiered System of Supports (MTSS), combined with ongoing professional learning in equity, cultural competency, and implicit bias, will ensure that instruction and intervention systems are responsive, flexible, and student-centered. This systemic approach strengthens the district's ability to meet students where they are and support them toward graduation and postsecondary success. These actions are implemented on an LEA-wide basis because all schools serve unduplicated student populations and require consistent systems of support, instructional expectations, and intervention frameworks. Early investments in foundational skills and sustained academic support from early grades through high school ensure that students build the confidence, skills, and readiness necessary for college, career, and life success. As a result of these actions, English Learners, Foster Youth, and Low Income students are expected to demonstrate increased graduation	

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
	College and Career 2023 (Source: California School Dashboard): All Students prepared: 31.7% White: 44.7% English Learners prepared: 0% Low Income prepared: 16.1% Foster Youth: No data ********** Analysis of the Data: District graduation rates have improved significantly from 86.2% in 2023 to 92.3% in 2025, with gains observed across all student groups, including Low Income and English Learners. These improvements indicate that more students are successfully completing high school and meeting graduation requirements. However, UC/CSU eligibility data reflects a decline in overall performance, decreasing from 48.5% to 43.5% districtwide. White students also declined significantly from 61.7% to 49%, while Low Income students remained relatively stable and English Learners showed a slight increase. This suggests that although more students are graduating, fewer are completing the A–G sequence required for UC/CSU eligibility. College and Career readiness outcomes increased districtwide from 31.7% to 42.6%,	rates, improved academic performance, and greater readiness for postsecondary pathways, supported by a learning environment where students are seen, valued, and equipped to succeed. 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 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	

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
	with the largest gains among White students. However, English Learners and Low Income students remain significantly below district averages, indicating persistent access and opportunity gaps in college and career pathways. While the district continues to meet the “Broad Course of Study” standard, the data suggests that access alone is not sufficient to ensure equitable outcomes. The widening gap between graduation rates and UC/CSU eligibility highlights the need for stronger alignment between coursework, academic supports, and A–G completion pathways. These findings underscore the continued need for targeted and intensive interventions for Foster Youth, English Learners, and Low Income students. Interventions should focus on increasing access to and successful completion of A–G coursework, strengthening credit recovery systems, and ensuring early identification and support for students at risk of not meeting UC/CSU eligibility requirements. Continued focus on these areas will ensure that improved graduation rates translate into meaningful college and career readiness outcomes for all student groups. **Scope:** LEA-wide	participation in courses of high interest and value to students	
1.2	**Action:** Early Literacy	By increasing instructional pedagogy that can benefit our unduplicated students (English Learners (EL), Low income (LI), and foster youth	Metric 1.2

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: Early Literacy: Expand early literacy efforts for broader academic readiness The CAASPP data for English Language Arts (ELA) in 2024/2025 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 2024/2025) *3rd Grade: 41% *7th Grade: 40% *11th Grade: 35% Socioeconomically Disadvantaged (LI): *3rd Grade: 19% *7th Grade: 17% *11th Grade: 17% English Learners (EL): *3rd Grade: 2% *7th Grade: 0% *11th Grade: 8%	(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 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	By 2029, 75% of K-3rd grade students will demonstrate a 10% increase on the Dibels Assessment (June 2028-2029)

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	Foster Youth: No Data because we had no Foster Youth students to report Analysis of the Data: The 2024/2025 CAASPP ELA data indicate that All Students demonstrate relatively stable proficiency across grade levels, with 3rd grade at 41%, 7th grade at 40%, and 11th grade at 35%. While overall performance remains fairly consistent, a gradual decline is evident at the secondary level, particularly by 11th grade. English Learners (EL) continue to demonstrate the most significant performance gaps compared to their peers. EL students are performing at 2% in 3rd grade, 0% in 7th grade, and 8% in 11th grade, compared to All Students at 41%, 40%, and 35%, respectively. The most critical gap is evident in 7th grade, where EL students show 0% proficiency, indicating a severe need for intensified early literacy and ongoing language development supports that extend beyond the elementary grades into middle and high school. Socioeconomically Disadvantaged (Low Income) students also demonstrate persistent achievement gaps. LI students perform at 19% in 3rd grade, 17% in 7th grade, and 17% in 11th grade, compared to All Students at 41%, 40%, and 35%. The largest gap is in 3rd grade, where LI students are 22 percentage points below their peers, indicating that foundational literacy skills are not being fully	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.) 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. **********	

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	developed in the early grades and that these gaps remain relatively consistent through high school. English Learners and Low Income students both show a pattern of early and sustained underperformance in ELA, suggesting that current instructional supports and intervention systems are not yet sufficient to close foundational literacy gaps. These trends highlight the need for stronger alignment between early literacy instruction, targeted intervention systems, and consistent progress monitoring across grade levels. These disparities underscore the urgent need to strengthen Tier 1 instruction in early literacy, while also expanding targeted Tier 2 and Tier 3 interventions that are responsive to language development and skill acquisition needs. Ensuring that interventions are timely, data-driven, and sustained across grade spans is critical to improving long-term academic outcomes. EL Students: Continue to demonstrate significantly lower proficiency across all grade levels, with particularly critical needs in middle school where proficiency drops to 0%, indicating a need for stronger language acquisition supports and earlier intervention. LI Students: Show consistent underperformance across all grade levels, with the largest gap in early elementary grades, suggesting that foundational literacy support	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. 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.	

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	must begin earlier and be more consistently reinforced. Foster Youth Students: No data is available due to the absence of reported Foster Youth students. The data clearly indicate that English Learners and Low Income students remain significantly behind their peers in ELA proficiency across all tested grade levels. Without targeted, sustained intervention beginning in the early grades and continuing through secondary school, these gaps are likely to persist and impact graduation readiness and postsecondary access. To address these disparities, Cabrillo Unified School District will continue to strengthen early literacy instruction, expand data-driven intervention systems, and ensure that EL and LI students receive timely, differentiated support aligned to their specific academic and language development needs. **Scope:** LEA-wide	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 **Need:** Culturally Responsive Classrooms: Promote meaningful, relevant, and respectful instruction for all students	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.	Metric 1.3 By 2029, current gaps existing among 3rd, 7th, and 11th grade student subgroups will decrease

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	********** All Students: (CAASPP DATA Proficient and Above for ELA 2024/2025) *3rd Grade: 41% *7th Grade: 40% *11th Grade: 35% English Learners (EL): *3rd Grade: 2% *7th Grade: 0% *11th Grade: 8% Socioeconomically Disadvantaged (LI): *3rd Grade: 19% *7th Grade: 17% *11th Grade: 17% Foster Youth: No Data because we had no Foster Youth students to report California Dashboard English Learner Progress Key Findings: Key Recommendations and Achievement Gap Analysis: The CAASPP data reveal critical disparities that highlight the urgent need for culturally responsive instruction. With English Learners showing 0% proficiency in grades 7 and 11	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 1.3F | Monitor instruction to ensure teaching affirms and includes multicultural and multilingual backgrounds	by 10% in CAASPP ELA/Math

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	and socioeconomically disadvantaged students declining from 32% to 18% proficiency, current instructional approaches may inadvertently marginalize students' cultural and linguistic assets. The consistent performance of the general population (41-46%) alongside the dramatic underperformance of specific subgroups suggests that instruction lacks cultural alignment with diverse learners' needs. Key recommendations include integrating students' cultural assets into academic instruction, implementing comprehensive academic language development that builds on home languages, and establishing culturally sustaining assessment practices that allow multiple demonstrations of learning. Opportunities for Growth: Significant opportunities exist to transform these achievement patterns through professional development in cultural competence that will helps educators examine biases and develop culturally sustaining pedagogy. Creating a community-centered curriculum that incorporates family and community expertise while maintaining high academic standards can validate students' cultural wealth. Additionally, establishing authentic family and community partnerships as co-educators, along with amplifying student voice in curriculum and instructional decisions, can create learning environments where all students' cultural and linguistic assets are valued and leveraged for academic success.	********** * Addressing Targeted Needs Through Schoolwide Implementation: The 2024/2025 CAASPP data reveals persistent achievement disparities that necessitate a comprehensive, schoolwide approach to culturally responsive instruction. English Learners continue to demonstrate critically low proficiency rates (2% in grade 3, 0% in grade 7, and 8% in grade 11), while Socioeconomically Disadvantaged students show declines across grade levels (from 32% to 19% in grade 3, 27% to 17% in grade 7, and 18% to 17% in grade 11). These trends indicate a need to strengthen instructional practices that are responsive to students' cultural and linguistic backgrounds. In response, the district is implementing schoolwide strategies designed to ensure equitable access to high-quality instruction for all students. A schoolwide approach is necessary because these achievement gaps are rooted in systemic instructional practices that impact all learning environments. Key actions include ongoing professional development in cultural competence and implicit bias, integration of diverse perspectives and community knowledge into core curriculum, targeted academic language development across content areas, and the use of inclusive assessment practices that provide multiple opportunities for students to demonstrate learning. Opportunities for Sustained Growth:	

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	These approaches represent pathways to prevent achievement gaps through culturally responsive initial instruction rather than requiring increasingly intensive interventions over time. New data is belowAll Students: **Scope:** LEA-wide	The district has a significant opportunity to improve outcomes through the consistent and intentional implementation of culturally responsive practices across all schools. Strengthening partnerships with families and communities as active contributors to the educational process, incorporating student voice into instructional planning, and developing curriculum that reflects students' identities and experiences will enhance engagement and relevance while maintaining high academic expectations. This coordinated, schoolwide approach promotes consistency in instructional practices, reduces reliance on isolated interventions, and builds collective capacity among educators. By embedding culturally responsive instruction into the core of teaching and learning, the district is establishing sustainable systems that support academic success for all students while narrowing achievement gaps over time.	
2.1	**Action:** Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction **Need:** Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction. ********** ENGLISH LANGUAGE ARTS | CAASPP Proficient and Above	Improving Outcomes for Unduplicated Students Through High-Quality Instruction and Tiered Support By strengthening instructional pedagogy and implementing evidence-based practices, Cabrillo Unified School District aims to systematically elevate academic achievement for all students, with a dedicated emphasis on our unduplicated student populations, including English Learners, low-income students, and foster youth. Ensuring access to high-quality, rigorous instruction serves as a foundational benefit for all learners, and these targeted investments are strategically designed to	Metric 2.1 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

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	2024-2025 Data ENGLISH LANGUAGE ARTS CAASPP Proficient and Above ALL STUDENTS 3rd - 41% 7th - 40% 11th - 35% ENGLISH LEARNERS (EL) 3rd - 2% 7th - 0% 11th - 8% SOCIOECONOMICALLY DISADVANTAGED (LI) 3rd - 19% 7th - 17% 11th -17% Foster Youth (FY): No Data because we had no Foster Youth students to report Chronic Absentee Data (CA Dashboard) 2024 2025 FY: No data to report FY: No data to report LI: Chronic Absenteeism is 18.7% LI: Chronic Absenteeism is 21.1% EL: Chronic Absenteeism is 18.5% EL: Chronic Absenteeism is 18.6% Analysis of the data:	guarantee equity and access across all campus sites. The district maintains that this comprehensive approach represents the most effective and fiscally responsible utilization of funds to support our unduplicated student groups, as the scheduled actions directly address their distinct needs through a structured Multi-Tiered System of Supports (MTSS) framework. By utilizing this data-driven model, the district will deliver synchronized Tier 1 universal, Tier 2 targeted, and Tier 3 intensive interventions specifically designed to maximize academic success, close persistent opportunity gaps, and expand future college and career pathways for every student. 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. 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	

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	There is a correlation between chronic absenteeism and academic progress when comparing CAASPP data and Chronic absenteeism data. **Scope:** LEA-wide	2.1D Integrate culturally relevant enrichment programs and wellness supports into core curricula 2.1E Develop early intervention plans based on early learning screeners in core PK-3rd grade content areas and in alignment with Big Lift literacy efforts 2.1F Maintain interpretation and translation services for Non-English speaking families (e.g., maintenance of school community relations assistants) To maximize the impact of our Multi-Tiered System of Supports (MTSS), Cabrillo Unified School District will designate its unduplicated student populations—specifically English Learners, low-income students, and foster youth—as the highest priority for targeted interventions. The district will deploy a comprehensive suite of student-centered resources, including structured after-school academic interventions, robust summer school programming, holistic wrap-around services, and dedicated social-emotional learning (SEL) supports. Because all school sites benefit inherently from the elevated academic success of unduplicated student groups, these initiatives will be implemented on a districtwide basis, ensuring that high-quality, equity-centered instruction and integrated support systems are uniformly accessible across all campuses. The overall efficacy of these systemic interventions will be rigorously monitored utilizing	

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		Metric 2.3 from LCAP Goal 2, which tracks the percentage of English Learners, low-income students, and foster youth who meet or exceed proficiency standards on state English Language Arts (ELA) and mathematics assessments. To complement these state-reported outcomes and maintain a highly adaptive learning environment, the district will simultaneously analyze site-level metrics, including routine formative assessments, universal benchmark data, and continuous progress monitoring tools. This strategic combination of summative state data and real-time local analytics ensures that our educational frameworks remain proactive, responsive, and precisely tailored to the evolving needs of our student population throughout the academic year.	
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 2024 (Source: California School Dashboard, Access to a Broad Course of Study): All Students: 89.4% White: 93.3% Low Income: 86.5% English Learners: 76.3% Foster Youth: No data	By refining instructional pedagogy to specifically support unduplicated student populations—including English Learners, low-income students, and foster youth—Cabrillo Unified School District will drive increased academic achievement across the entire student body through the uniform application of educational best practices that benefit all learners. To systematically address the distinct needs of these unduplicated pupils, the district will provide a robust framework of Tier 1 universal, Tier 2 targeted, and Tier 3 intensive interventions and supports, ultimately expanding post-secondary college and career opportunities. Central to this equitable approach is the intentional removal of traditional barriers to Advanced Placement (AP) and Honors courses, ensuring that historically underserved students have full access to high-quality, rigorous educational experiences and advanced extracurricular	Metric 2.2 By 2029, CUSD will show a 10% increase in participation of Unduplicated Students in Advanced Placement (AP) Courses.

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	5-Year Graduation Rates 2025 (Source: California School Dashboard, Access to a Broad Course of Study): All Students: 92.3% White: 92.9% Low Income: 89% English Learners: 76.3% Foster Youth: No Data College and Career 2024 (Source: California School Dashboard): All Students prepared 36.1% White: 57.8% English Learners prepared: 2.7% Low Income prepared: 17.9% Foster Youth: No data College and Career 2025 (Source: California School Dashboard): All Students prepared 42.6% White: 67.3% English Learners prepared: 2.8% Low Income prepared: 19% Foster Youth: No data By increasing Advanced Placement (AP) and honors course opportunities, interscholastic athletics, and electives for our At-Promised students, we can ensure fair practices for all our students. These efforts will enhance academic achievement for all students and expand college and career pathways.	opportunities. This intentional shift not only challenges students academically and prepares them for higher education, but it also directly closes persistent achievement gaps while fostering a deep sense of campus belonging and promoting a well-rounded academic foundation. For low-income students, this targeted strategy is designed to dismantle the financial, institutional, and social barriers that frequently restrict access to advanced coursework and enrichment activities, thereby maximizing their academic performance, school engagement, and long-term career prospects. Concurrently, for foster youth, the district's objective is to deliver critical institutional stability and a nurturing learning environment tailored to mitigate the unique trauma and disruptions they face. By maintaining a sharp focus on these intersecting areas of need, the district aims to cultivate a genuinely inclusive and equitable educational ecosystem that holistically supports both the academic success and personal growth of every student. 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-	

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	We continue to see improvement in graduation rate and UC/CSU eligibility, but large gaps remain for our EL students in particular. AP enrollment is declining due to both a decline in enrollment at HMBHS and a slight reduction in singleton AP courses offered due to scheduling conflicts. Ethnic sub-group representation shows a gap between White and Hispanic students, based on their percentage of the school population, which is 41.6% and 50.8%, respectively. AP Enrollment by Ethnicity (College Board) 2022-2023 White: 170 Hispanic: 77 Asian: 12 Other: 35 Total: 300 2023-2024 White: 130 Hispanic: 62 Asian: 7 Other: 38 Total: 237 2024-2025 White: 142 Hispanic: 60 Asian: 5 Other: 21 Total: 228	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 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)	

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	Scope: LEA-wide		
2.3	**Action:** Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners **Need:** The 2025 California School Dashboard metrics reveal concerning chronic absenteeism rates within our English Learner and socioeconomically disadvantaged student populations, as well as across several other vulnerable demographic subgroups within the general student population. This data underscores an urgent operational need for Cabrillo Unified School District to deploy targeted, data-driven attendance interventions that directly confront these systemic absenteeism gaps, thereby safeguarding student engagement and improving overall academic success. The suspension rate for EL and LI students was similar to the district average. The Foster Youth data from CALPADS for 2022-23, 2023-24 and 2024-25 show 0 students for Cabrillo Unified. Data from CA School Dashboard for Cabrillo Unified, 2025	This action directly addresses the persistently high rates of chronic absenteeism and disciplinary suspensions among English Learners (EL) and low-income (LI) students, as reflected in the most recent California School Dashboard metrics. In direct response to these systemic disparities, the district has strengthened its Multi-Tiered System of Supports (MTSS) framework by expanding elementary school counseling staff, maintaining dedicated secondary counseling positions, broadening youth-led leadership opportunities, and embedding restorative community-building practices across all campuses. Concurrently, the district has prioritized meaningful family engagement by expanding targeted home visits, offering personalized one-on-one parent meetings, and optimizing communication strategies specifically designed for the families of English Learners, foster youth, and low-income students. These integrated, data-driven efforts are strategically designed to cultivate a safe, inclusive, and supportive school climate. Educational research consistently demonstrates that such preventative, student-centered environments foster higher student engagement, improve daily attendance, and significantly reduce suspension rates. By investing heavily in these proactive support structures, the district is systematically closing historic equity gaps while maximizing the	Metric 2.3 By 2029, reduce exclusionary discipline by 10% in secondary schools, increasing Restorative Justice practices in all sites

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	All Students: 14% Chronically Absent/ improved by 1.4% English Learners (EL): 18.6% Chronically Absent / increased by 0.1% Socioeconomically Disadvantaged (LI): 21.1% Chronically Absent/ increased by 2.3% Data from CUSD SIS for all students: Suspension Rate: 2022-2023: 2.70% 2023-2024: 2.6% 2024-2025: 2.4% Suspension Rate 2025 EL: 2.1%, 1% decline Suspension Rate 2025 LI: 2.6%. a 0.9% decline **Scope:** LEA-wide	fiscal impact and efficiency of its local funding allocations. Ultimately, this comprehensive approach represents a high-leverage and strategic deployment of resources that responds directly to identified academic needs and invaluable community input gathered through educational partner engagement. The district's overarching objective is to accelerate language development and academic proficiency for English Learners, dismantle institutional barriers faced by socioeconomically disadvantaged pupils, and provide essential stability to foster youth. By establishing these robust foundations, the district aims to enhance long-term college and career readiness, ensuring that all students—regardless of background—experience school as an environment where they feel seen, supported, and fully empowered to succeed. 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	

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		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 the implementation of student safety protocols to guide campus security efforts The overall efficacy of this action will be monitored utilizing the chronic absenteeism metrics for English Learners, foster youth, and low-income students as outlined in LCAP Goal 2, with progress evaluated annually through state-reported California School Dashboard data. To complement this annual assessment, Cabrillo Unified School District will generate monthly and quarterly internal reports to proactively monitor attendance trends and suspension rates among these target student groups. This continuous analytical review empowers the district to pivot in real time, deploying immediate interventions and supports rather than relying retrospectively on end-of-year data, thereby cultivating a highly responsive framework to improve student outcomes.	

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		A rigorous analysis of this data indicates that chronic absenteeism disproportionately impacts English Learner and low-income students, populations that often lack external resources to compensate for lost instructional time. To mitigate these gaps, the district will prioritize robust family engagement, targeted communication, and parent education regarding the critical role of daily school attendance. These efforts will be executed through broad-scale family engagement events and parent organizations, alongside highly targeted, individualized interventions—such as structured home visits and one-on-one meetings—for families whose students have reached Tier 2 or Tier 3 truancy levels. Furthermore, the data underscores a critical, demonstrated need for the development and expansion of viable alternatives to suspension. While continuing to expand existing intervention alternatives for alcohol, tobacco, and other drug violations, the district will accelerate its systemic implementation of restorative practices. The shift to restorative justice models aims to address the root causes of behavioral infractions, keep vulnerable students connected to the classroom, and replace exclusionary discipline with instructive, community-building solutions.	
3.3	**Action:** Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships **Need:**	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 1, Tier 2, and Tier 3 interventions, we address the specific needs of unduplicated pupils, as identified	Metric 3.3 By 2029, implement a plan for home-school connectedness demonstrating a 10%

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	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, 7th, 9th, and 11th grades. 2022-23 CHKS Elementary Survey Response Rates, 5th Grade Alvin S. Hatch Elementary 0% El Granada Elementary 24% Farallone View Elementary 10% Kings Mountain Elementary 91% Manuel F. Cunha Intermediate 7th Grade: 95% Half Moon Bay High 9th Grade 92% 11th Grade 87% Pilarcitos Alternative High (Continuation) 11th grade No data 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	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 academically and personally. This strategic use of funds maximizes the impact of our educational	increase as shown in parent/family surveys Target is California Healthy Kids Survey school connectedness data: 57% School connectedness 70% Academic motivation 57% Caring Adult Relationship 65% Schools perceived as Safe or Very Safe

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
	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 ---------- Update on Healthy Kids Survey 2023-24 Cabrillo Unified School surveyed a total of students in grades 5th, 7th, 9th, and 11th grades. 2023-24 CHKS Elementary Survey Response Rates, 5th Grade Alvin S. Hatch Elementary 18% El Granada Elementary 43% Farallone View Elementary 19% Kings Mountain Elementary 100%	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 benefit by increasing academic outcomes using best-practice instruction.	

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
	Manuel F. Cunha Intermediate 7th Grade: 92% Half Moon Bay High 9th Grade 74% 11th Grade 68% Pilarcitos Alternative High (Continuation) 11th grade 61% _____ Update on Healthy Kids Survey 2024-25 Cabrillo Unified School surveyed a total of 546 students in grades 5th, 7th, 9th, and 11th grades. 2024-25 CHKS Elementary Survey Response Rates, 5th Grade Alvin S. Hatch Elementary 47% El Granada Elementary 13% Farallone View Elementary 18% Kings Mountain Elementary 100% Manuel F. Cunha Intermediate 7th Grade: 76% Half Moon Bay High 9th Grade 88% 11th Grade 75% Pilarcitos Alternative High (Continuation) 11th grade	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) Analysis of the Data Survey completion data for 5th grade made strong gains at Hatch but a shortfall at El Granada: Unlike the secondary surveys, the 5th grade survey requires opt-in parent parent permission. Pilarcitos dropped significantly, while HMBHS improved for the 2024-25 school year. 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:	

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
	17% A summary of the 4 Healthy Kids Survey themes is demonstrated below. School connectedness 53% (-9%) Academic motivation 66% (-7%) Caring Adult Relationship 58% (-20%) Schools perceived as Safe or Very Safe 61% (-22%) We have seen a decrease in the four themes from 2023-24 to 2024-25. Using CA Healthy Kids (students responding strongly agreeing or agreeing to their self-perception on their academic motivation): English Learners in 7th grade perform 6% less than non-English Learners using the Academic Motivation English Learners in 9th grade perform 15% better than non-English Learners using the Academic Motivation English Learners in 11th grade perform 9% less than non-English Learners in Academic Motivation The positive trend continues for EL students Foster Youth: We had no Foster Youth in the survey **Scope:**	District-wide social-emotional learning curriculum District-wide Positive Behavior Intervention System (PBIS) system of support. Strong supervision Restorative practices implement district-wide 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. 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.	

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
	LEA-wide	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, FY, and LI students within your educational community. 3.3 F Develop a home visit protocol as part of standard student intervention processes	

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	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2026-27 Total Planned 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	30,066,772	1,917,380	6.377%	0.000%	6.377%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,180,000.00	$919,232.00	$0.00	$0.00	$7,099,232.00	$3,642,232.00	$3,457,000.00

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 (LCAP and LREBG)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$1,438,361.00	$260,000.00	$1,235,000.00	$463,361.00			$1,698,361.00	
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 Disadvantaged; White	No			All Schools Specific Schools: Hatch ES Farallone View ES Kings Mountain ES El Granada ES Cunha Intermedia	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
							te Half Moon Bay High School Pilarcitos High School									
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 (LCAP and LREBG)	All	No			All Schools	3 Years	$455,871.00	$57,000.00	$57,000.00	$455,871.00	$0.00	$0.00	$512,871.00	
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 increasing Employee Sustainability by 3%: Create systems to recruit, retain, and support highly qualified and diverse staff	All	No			All Schools	3 Years	$0.00	$235,000.00	$235,000.00				$235,000.00	

2026-27 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
30,066,772	1,917,380	6.377%	0.000%	6.377%	$3,525,000.00	0.000%	11.724 %	**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 (LCAP and LREBG)	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	
2	2.3	Safe School Environment:	Yes	LEA-wide	English Learners Foster Youth	All Schools	$390,000.00	

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 (%)
		Promote positive, safe, and welcoming campuses that engage all learners			Low Income			
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	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,635,871.00	$6,294,694.00

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 (LCAP and LREBG)	Yes	$1,235,000	$1,345,195
1	**1.2**	Early Literacy	Yes	$222,000.00	$44,902
1	**1.3**	Culturally Responsive Classrooms	Yes	$610,000.00	$375,185
2	**2.1**	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	Yes	$345,000.00	$94,935
2	**2.2**	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	Yes	$685,000.00	$996,397
2	**2.3**	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	Yes	$390,000.00	$523,101
2	**2.4**	Increase staff, family and community engagement strategies to reduce chronic absenteeism.	No	$0.00	$15,927
3	**3.1**	Layers of Support	No	$137,000.00	$218,555
3	**3.2**	Social Emotional Support Provide services promoting social-emotional	No	$512,871.00	$1,802

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)
		learning, mental health, and emotional support for students (LCAP and LREBG)			
3	**3.3**	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	Yes	$38,000.00	$19,645
4	**4.1**	Environmental Sustainability	No	$2,211,000.00	$2,559,197
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	$9,685
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	$90,168

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,034,349	$3,525,000.00	$3,399,360.00	$125,640.00	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 (LCAP and LREBG)	Yes	$1,235,000.00	$1,345,195		
1	1.2	Early Literacy	Yes	$222,000.00	$44,902		
1	1.3	Culturally Responsive Classrooms	Yes	$610,000.00	$375,185		
2	2.1	Improved Achievement for Unduplicated Students: Increased academic outcomes using best practice instruction	Yes	$345,000.00	$94,935		
2	2.2	Fair Practices For All Students: Provide equitable and inclusive access to district programs and pathways	Yes	$685,000.00	$996,397		
2	2.3	Safe School Environment: Promote positive, safe, and welcoming campuses that engage all learners	Yes	$390,000.00	$523,101		
3	3.3	Family Engagement and Support: Provide culturally competent resources to students and families by strengthening community partnerships	Yes	$38,000.00	$19,645		

2025-26 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)
30,022,767	$2,034,349		6.776%	$3,399,360.00	0.000%	11.323%	$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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 1 Outcome for 2025–26 and 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 32627(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

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MEMORANDUM

MEETING DATE: June 11, 2026
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 2026-27

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 2026-27, 2027-28, and 2028-29.

Per Education Code 42103 and 42127 (I), a public hearing must be held to receive input and discuss the proposed 2026-27 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

CUSD Proposed Budget for Fiscal Year 2026-27

FISCAL ANALYSIS

The financial data presented in the CUSD 2026-2027 Proposed Budget is derived from historical data, analysis of future trends, and consideration of state, federal, and local economic indicators.

RECOMMENDATION

The 2026-27 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 a vote of approval at the upcoming Board meeting on June 18, 2026.

Prepared by: *Holly Lynne*

CUSD

Cabrillo Unified School District

2026-27 Proposed Budget and Public Hearing

Jennifer Marsh,Chief Business Officer

Governing Board Meeting

June 11, 2026

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AGENDA

- Final revision and review of the 2025-26 operating budget - Estimated Actuals
- Review the 2026-27 Proposed Budget for CUSD
- Review Multi-Year Projections
- Fiscal Outlook

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Interim Snapshot: Financial Stability & Prudent Management

FINANCIAL DATA ROOTED IN

Actuals Through April 30, 2026

Rooted in real year-end performance estimates.

TRACKING TOWARD LONG-TERM GOALS

11.3% Current Reserve

Safely exceeding the State minimum and building toward the District's long-term fiscal goals.

THE BOTTOM LINE



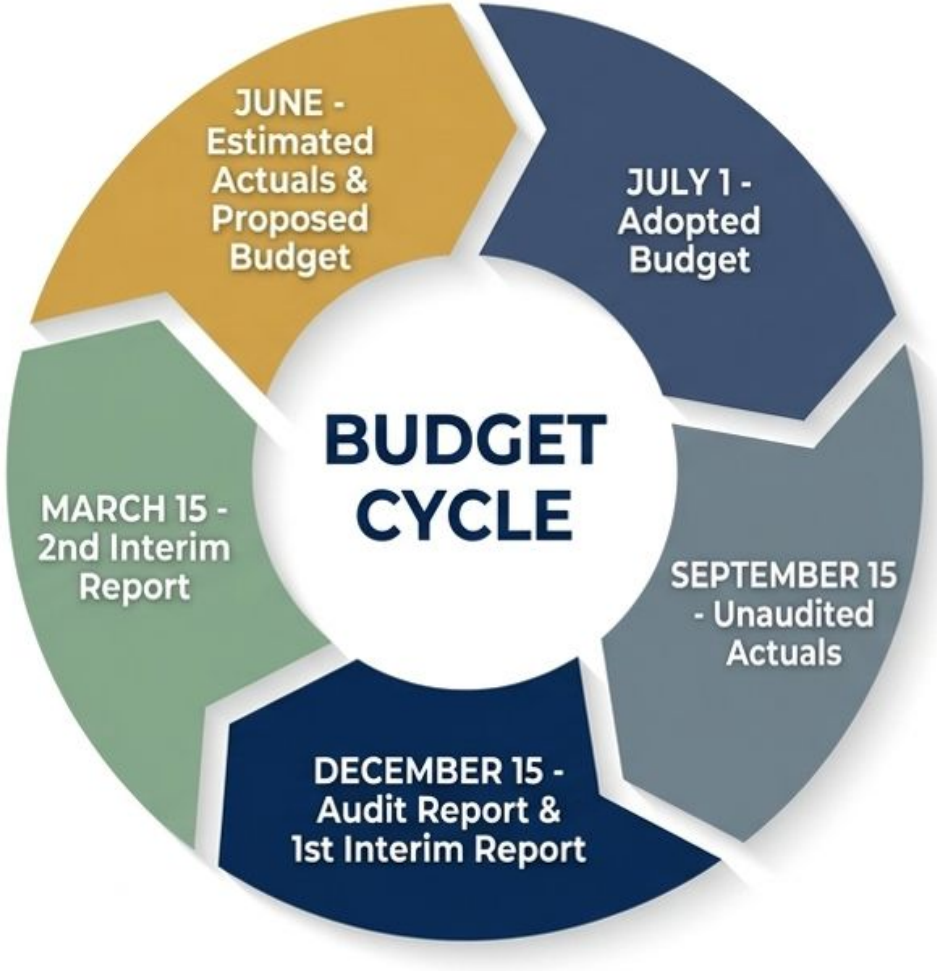
Positive Certification

On track to meet all financial obligations for the current and next two years.

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Navigating the Annual Budget Cycle

- Details changes to the 2025-26 Adopted Budget based on actual financial data through April 30, 2026.
- Provides revised projections for the remainder of the fiscal year.
- Mandates statutory certification of the District's ability to meet financial obligations.
- Presents the 2026-27 Proposed Budget, with final Board adoption scheduled for June 18, 2026.



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2025-26 Revenues
General Fund - Unrestricted

REVENUES	Adopted Budget	First Interim	Second Interim	Estimated Actuals	Variance	Variance (%)
LCFF Revenue	$37,431,804	$37,119,782	$37,119,782	$36,962,785	-$156,997	-0.4%
Federal Revenue	$0	$0		$0	$0	0.0%
Other State Revenue	$565,463	$560,207	$710,082	$710,082	$0	0.0%
Other Local Revenue	$611,932	$632,252	$632,252	$835,556	$203,304	32.2%
					$0	
TOTAL REVENUES	$38,609,199	$38,312,241	$38,462,116	$38,508,423		

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2025-26 Expenditures
General Fund - Unrestricted

EXPENDITURES	Adopted Budget	First Interim	Second Interim	Estimated Actuals	Variance	Variance (%)
Certificated Salaries	$13,693,538	$13,859,800	$14,576,434	$14,708,642	$132,208	0.9%
Classified Salaries	$3,839,578	$4,151,513	$4,537,571	$4,675,361	$137,790	3.0%
Employee Benefits	$6,971,105	$7,162,570	$7,506,470	$7,556,329	$49,859	0.7%
Books and Supplies	$483,781	$493,084	$489,165	$508,704	$19,539	4.0%
Services & Other Operating Expenditures	$3,501,797	$3,350,816	$3,394,553	$3,691,168	$296,615	8.7%
Capital Outlay	$0	$24,794	$24,794	$24,794	$0	0.0%
Other Outgo excluding Indirect Costs	$59,468	$59,468	$59,468	$59,468	$0	0.0%
Other Outgo Indirect Costs	-$52,324	-$52,324	-$53,318	-$53,318	$0	0.0%
TOTAL EXPENDITURES	$28,496,943	$29,049,721	$30,535,137	$31,171,148		

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2025-26 Other Financing Sources/Uses General Fund - Unrestricted

OTHER FINANCING SOURCES/USES	Adopted Budget	First Interim	Second Interim	Estimated Actuals	Variance	Variance (%)
Transfers In	$0	$0	$3,388,000	$3,505,298	$117,298	3.5%
Transfers Out	$300,000	$313,091	$313,091	$312,952	-$139	0.0%
Contributions	$8,807,146	$9,470,918	$10,167,608	$10,232,837	$65,229	0.6%
TOTAL, OTHER FINANCING SOURCES/USES	$9,107,146	$9,784,009	$7,092,699	$7,040,491		

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2025-26 Fund Balance
General Fund - Unrestricted

FUND BALANCE	Adopted Budget	First Interim	Second Interim	Estimated Actuals	Variance
Beginning Fund Balance	$2,197,596	$2,197,596	$2,197,596	$2,197,586	-$10
Audit Adj/Restatements	$0	$0	$0	$0	$0
Ending Balance	$3,202,706	$1,676,107	$3,031,876	$2,494,370	-$537,506
Components of Ending Fund Balance					
Revolving Cash	$25,000	$25,000	$25,000	$25,000	$0
Stores	$0	$0	$0	$28,976	$28,976
Assigned	$0	$0	$0	$0	$0
Reserve for Economic Uncertainties	$1,447,052	$1,622,471	$1,698,981	$1,749,614	$50,633
Unassigned/Unappropriated Amount	$1,730,654	$28,636	$1,307,895	$690,780	-$617,115

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Other Fund Balances

FUND		2025-26 ENDING BALANCE
08	Student Activity Fund	$102,644.00
11	Adult Education Fund	$74,205.00
12	Child Development Fund	$35,915.00
13	Cafeteria Fund	$190,574.00
14	Deferred Maintenance	$272.00
17	Special Reserve	$4,109,247.00
21	Building Fund	$49,925,737.00
25	Capital Facilities Fund	$3,456,523.00
40	Capital Outlay Fund	$0.00

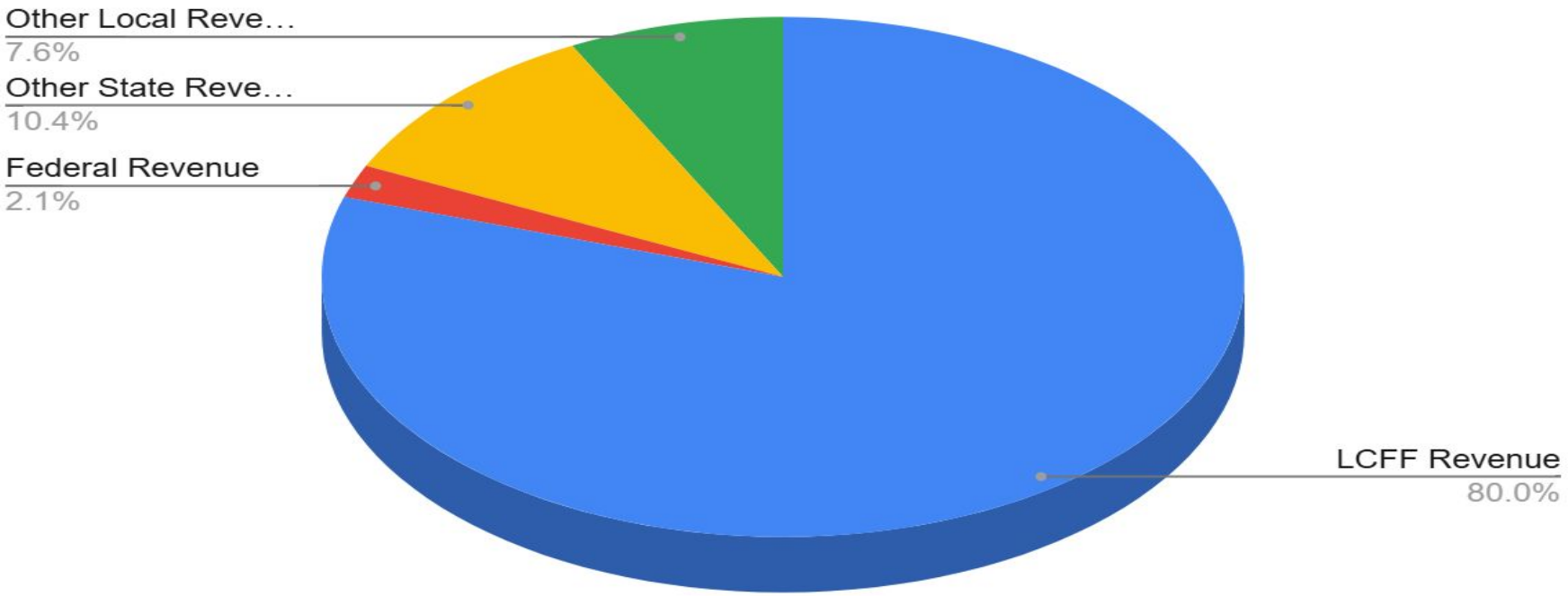
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2026-27 Proposed Budget - Revenue

2026-27 PROPOSED BUDGET - REVENUES				
	UNRESTRICTED	**RESTRICTED**	**TOTAL**	**DETAIL**
LCFF Revenue	$37,821,923	$3,082,000	$40,903,923	Property Taxes, LCFF Apportionment, Education Protection Act
Federal Revenue	$0	$1,053,300	$1,053,300	Special Education Grants,Title I, Title II, Title III, Migrant Education, Perkins Grant, Dept of Rehab
Other State Revenue	$710,336	$4,613,706	$5,324,042	Lottery, Special Education funding, One-time funding, ELO-P
Other Local Revenue	$732,252	$3,134,265	$3,866,517	Parcel Taxes, Big Lift, PTO/CEF, Donations
TOTAL REVENUES	**$39,264,511**	**$11,883,271**	**$51,147,782**	

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Proposed Budget Revenues



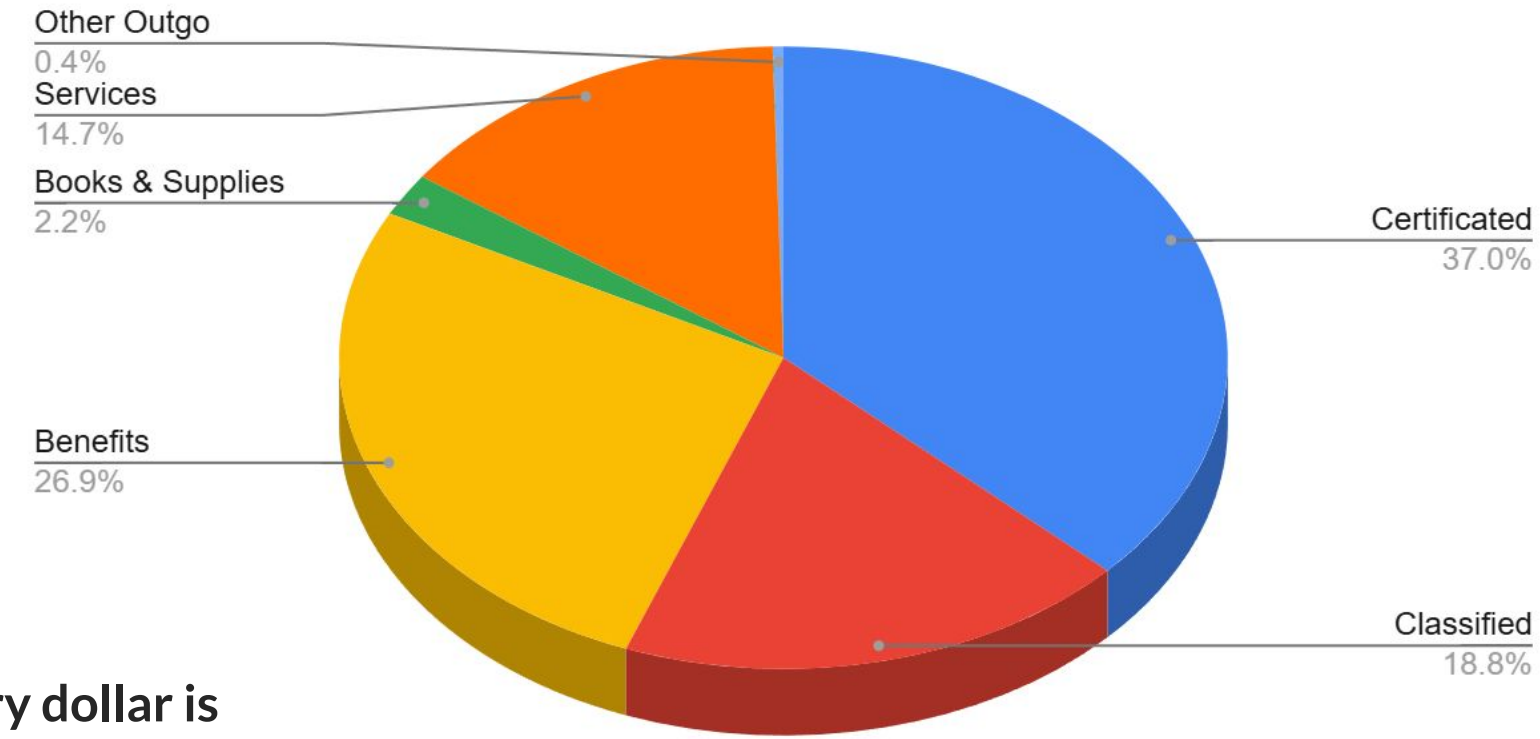
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2026-27 Proposed Budget Expenditures

2026-27 PROPOSED BUDGET - EXPENDITURES				
	UNRESTRICTED	**RESTRICTED**	**TOTAL**	**DETAIL**
Certificated Salaries	$14,621,788	$4,573,068	$19,194,856	Teachers, Student Support, Supervisors and Administrators
Classified Salaries	$4,840,823	$4,898,421	$9,739,244	Instructional Support, Technical, Supervisors and Administrators
Employee Benefits	$7,837,286	$6,121,604	$13,958,890	STRS, PERS, Medicare, Health and Welfare, UI, Workers' Comp
Books and Supplies	$378,210	$769,201	$1,147,411	Approved Textbooks, Books, Reference Materials, Supplies, Equipment under $5000
Services & Other Operating Expenditures	$3,131,080	$4,511,589	$7,642,669	Insurance, Operations, Consulting Services, Legal Services, Repairs, Leases
Capital Outlay	$0	$6,619	$6,619	Equipment (over $5,000)
Other Outgo excluding Indirect Costs	$59,468	$170,000	$229,468	Payments for County School placements
Other Outgo Indirect Costs	-$145,112	$111,966	-$33,146	Interfund transfers of Indirect Costs
			$0	
TOTAL EXPENDITURES	**$30,723,543**	**$21,162,468**	**$51,886,011**	

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Proposed Budget Expenditures



82¢ of every dollar is invested directly into our educators, staff, and the benefits that support them.

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2026-27 Governor's Budget: What Matters for Schools

Positive Developments

- LCFF Cost of Living Adjustment (COLA): **2.41%**
- Significant increase in Special Education funding statewide (approximately **40% increase** over prior funding levels)
- Continued funding for Transitional Kindergarten expansion
- Ongoing support for Expanded Learning Opportunities Program (ELOP)
- State reserves remain available to help manage economic uncertainty

Areas to Monitor

- Potential future mandate for paid Pregnancy Disability Leave and associated district costs
- Continued enrollment declines in many California school districts
- Federal funding uncertainty and potential grant reductions
- Rising costs for health benefits, utilities, insurance, and special education services

Key Takeaway

The Governor's Budget provides stability for school districts in 2026-27, but long-term fiscal sustainability will continue to require careful monitoring of enrollment trends and expenditure growth.

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Student Support and Professional Development Discretionary Block Grant

Funding

May Revision increases the total state investment to $5.0 billion one-time

- Proposal distributes the grant on a per-ADA basis, using 2025-26 P-2 data
- Funding allocated to COEs, school districts, charter schools, and state special schools
- SSC estimates $936.98 per ADA, if distributed per ADA
- June 30, 2030, expenditure deadline

Potentially $2,155,054 for CUSD -(not included in Proposed Budget)

Allowable Uses

Fully discretionary with certain statewide priorities highlighted for use of the funds

- Professional development
- Dual enrollment and career pathways
- Teacher recruitment and retention
- Rising costs

CAUTION

The total state investment may change

- The Legislature has suggested other methodologies for allocating the funds, such as including UPP in the formula
- The Legislature has also suggested restricting the use of at least some of the funds

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SSC School District and Charter School Financial Projection Dartboard
2026-27 Governor's Budget

This version of the School Services of California Inc. (SSC) Financial Projection Dartboard is based on the 2026-27 Governor's Budget proposal. SSC has updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. SSC has also updated the Local Control Funding Formula (LCFF) factors. SSC relies on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS

Factor	2025-26[1]	2026-27[2]	2027-28	2028-29	2029-30
Department of Finance Statutory COLA	2.30%	2.41%	3.06%	3.34%	3.14%

LCFF GRADE SPAN FACTORS FOR 2026-27

Entitlement Factors per ADA*	TK-3	4-6	7-8	9-12
2025-26 Base Grants	$10,256	$10,411	$10,719	$12,423
Statutory COLA of 2.41%	$247	$251	$258	$299
2026-27 Base Grants	$10,503	$10,662	$10,977	$12,722
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	$1,092	–	–	$331
2026-27 Adjusted Base Grants[3]	$11,595	$10,662	$10,977	$13,053
Transitional Kindergarten (TK) Add-On[4]	$5,679	–	–	–

*Average daily attendance (ADA)

OTHER PLANNING FACTORS

Factors		2025-26	2026-27	2027-28	2028-29	2029-30
California CPI		3.37%	3.08%	2.75%	2.68%	2.74%
California Lottery	Unrestricted per ADA	$190.00	$190.00	$190.00	$190.00	$190.00
	Restricted per ADA	$82.00	$82.00	$82.00	$82.00	$82.00
Mandate Block Grant (District)	Grades K-8 per ADA	$39.09	$40.03	$41.25	$42.63	$43.97
	Grades 9-12 per ADA	$76.48	$78.32	$80.72	$83.42	$86.04
Mandate Block Grant (Charter)	Grades K-8 per ADA	$20.52	$21.01	$21.65	$22.37	$23.07
	Grades 9-12 per ADA	$58.21	$59.61	$61.43	$63.48	$65.47
Interest Rate for Ten-Year Treasuries		4.23%	4.36%	4.50%	4.40%	4.50%
CalSTRS Employer Rate[5]		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate[4]		26.81%	26.40%	26.90%	26.10%	25.30%
Unemployment Insurance Rate[6]		0.05%	0.05%	0.05%	0.05%	0.05%
Minimum Wage[7]		$16.90	$17.40	$17.90	$18.40	$18.90

STATE MINIMUM RESERVE REQUIREMENTS FOR 2026-27

Reserve Requirement	District ADA Range
The greater of 5% or $90,000	0 to 300
The greater of 4% or $90,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and higher

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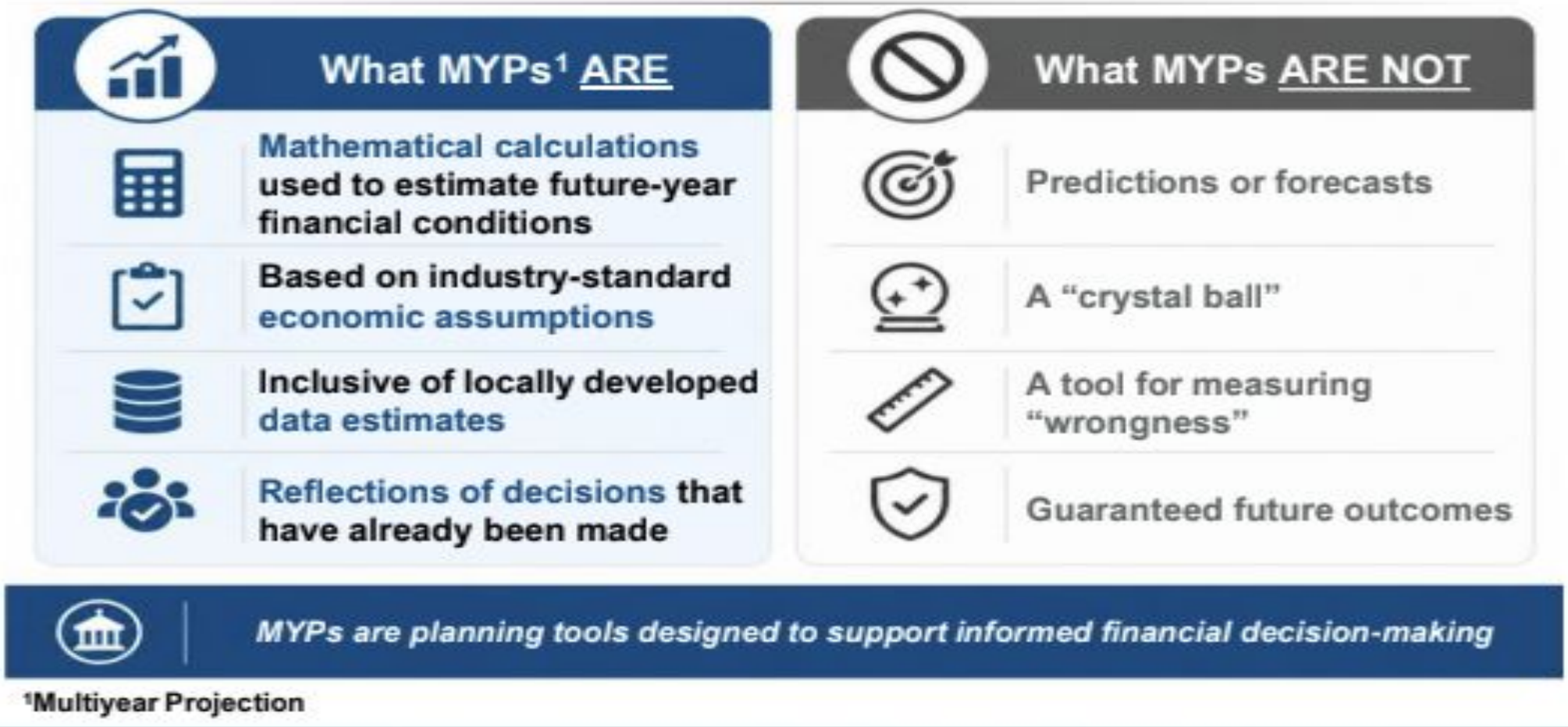
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Key Budget Assumptions

Governor's Assumptions	2026-27	2027-28	2028-29
COLA-Cost of Living Adjustment	2.41%	3.06%	3.34%
Consumer Price Index - CPI	3.08%	2.75%	2.68%
CalPERS Employer Rate	26.40%	26.90%	26.10%
CalSTRS Employer Rate	19.10%	19.10%	19.10%
Unemployment Rate	0.05%	0.05%	0.05%
District's Assumptions	**2026-27**	**2027-28**	**2028-29**
Enrollment	2485	2457	2416
Funded ADA	2339.23	2300	2266.07
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 %	33.00%	33.37%	33.11%

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Multi-Year Projections



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The Future Horizon: Multi-Year Assumptions

Projections are anchored in reliable data from School Services of California (SSC) and will dynamically adjust as underlying factors change.

Property Taxes

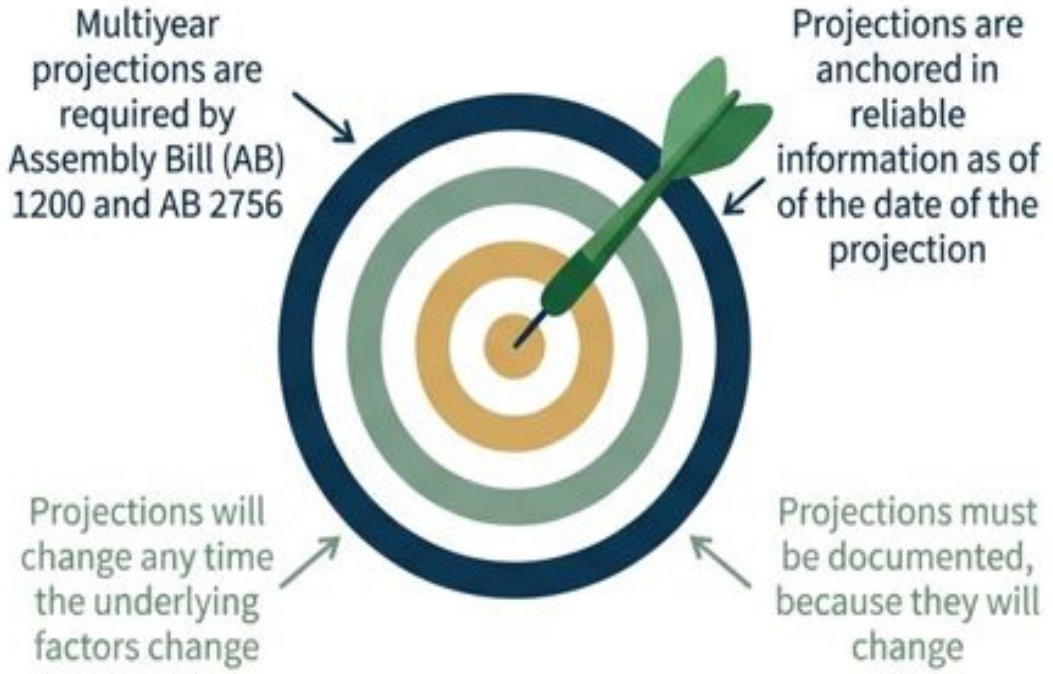
Projected 3.0% increase annually for 2026-27 and 2027-28.

Salaries

2% annual increase for Step and Column progression.

Benefits

Incorporating annual adjustments in employer STRS and PERS contributions.



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CABRILLO UNIFIED SCHOOL DISTRICT - MYP- PROPOSED BUDGET 2026-27 - UNRESTRICTED ONLY			
	2026-27	2027-28	2028-29
Total Revenues:	39,264,511	40,619,899	41,788,590
Total Expenditures	30,723,543	31,324,041	31,897,789
Net Increase (Decrease)	8,540,968	9,295,858	9,890,801
FUND BALANCE RESERVES:			
Beginning Fund Balance	2,494,370	1,614,212	1,627,223
Net Increase (Decrease)	8,540,968	9,295,858	9,890,801
Transfers In (From Fund 40)	0	0	0
Transfers Out (To Fund 13)	(288,279)	(300,000)	(300,000)
Contributions to Restricted Programs	(9,132,847)	(8,982,847)	(8,982,847)
Net Increase (Decrease) to Fund Balance	**(880,158)**	**13,011**	**607,954**
ENDING FUND BALANCE:	**1,614,212**	**1,627,223**	**2,235,177**
COMPONENTS OF THE ENDING FUND BALANCE			
NONSPENDABLE: Revolving Cash	25,000	25,000	25,000
COMMITTED:	0	0	
ASSIGNED:	0	0	0
UNASSIGNED: AVAILABLE RESERVES			
3% Required Reserve	**1,565,229**	**1,594,489**	**1,617,672**
Undesignated Fund Balance	**23,983**	**7,734**	**592,504**
TOTAL AVAILABLE RESERVES AS A PERCENTAGE:			
TOTAL AVAILABLE GENERAL FUND RESERVES	1,614,212	1,627,223	2,235,176
ADD FUND 17 RESERVES	4,109,247	4,109,247	4,119,247
TOTAL AVAILABLE RESERVES IN DOLLARS:	5,723,459	5,736,470	6,354,423
TOTAL AVAILABLE RESERVES AS A PERCENTAGE	10.97%	10.85%	11.78%

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The Safety Net: Reserves for Economic Uncertainties



Definition:

REU is the required savings kept in the General Fund to ensure stability during unexpected events. It acts as the “rainy-day fund” protecting core programs.

The Baseline:

California State mandate requires a minimum of 3% of total General Fund expenditures.

The Reality:

3% is a statutory floor, not a ceiling for optimal financial health.

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The Safety Net: Unified Reserve for Economic Uncertainties (REU)

Revenues: $51.1M | Expenditures: $52.1M



STATE MINIMUM: 3.00%

BOARD POLICY TARGET: 16.00%

Total REU Balance: $5,723,459

+

GENERAL FUND (01)

$1,614,212

$3,031,876 Balance

SPECIAL RESERVE (17)

$4,109,247

$4,072,683 Balance

While below the 16% local target, the combined 10.97% reserve easily clears the 3% state mandate, ensuring complete fiscal stability.

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Cabrillo USD Fiscal Outlook

Strengths

- Positive certification maintained
- Community-funded (Basic Aid) district supported primarily by local property taxes
- Property tax revenues remain stable and continue to grow
- Special Education funding increases may help reduce General Fund contributions
- Healthy reserve levels and Special Reserve Fund balance
- Multi-year staffing adjustments aligned with enrollment

Challenges

- Enrollment projected to continue declining
- Salary and benefit costs continue to increase faster than inflation
- Special education costs remain a significant budget pressure
- One-time funding sources are diminishing
- Ongoing facilities, technology, and infrastructure needs

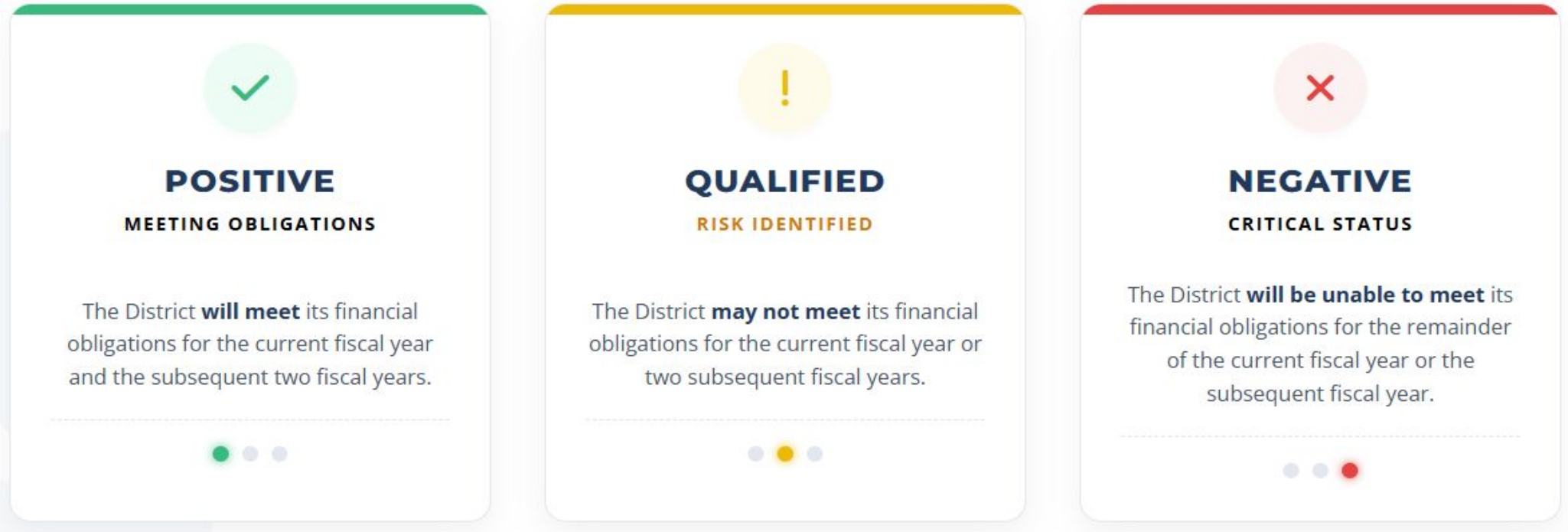
District Strategy

• Staff to enrollment • Maximize restricted funding sources • Utilize vacancies and attrition
• Monitor revenues conservatively • Preserve reserves for stability • Evaluate operational efficiencies

"The proposed budget reflects a balanced approach that maintains educational programs while positioning the District for long-term fiscal stability."

Overview of Certification

Definitions & Standards



Next Steps:

The Governing Board will be asked to adopt the proposed budget with a positive certification on June 18, 2026.

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Cabrillo Unified School District

Thank you!

QUESTIONS?

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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

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 2026-27 Budget.

A hard copy of the proposed Budget will be available for public examination from June 5, 2026, to June 11, 2026, between the hours of 8:00 a.m. and 4:00 p.m. at the District Office, located at 498 Kelly Avenue, Half Moon Bay, CA 94019. You may also view it on our website at www.cabrillo.us

Any stakeholder interested in the Cabrillo Unified School District 2026-27 budget may appear before the Cabrillo Unified School District Board of Trustees and speak to the proposed budget for fiscal year 2026-2027 or any item therein.

The Budget will be presented for adoption at the Regular Governing Board meeting on Thursday, June 18, 2026, at 6:00 p.m.

CUSD 2026-27 Budget Public Hearing

Thursday, June 11, 2026, 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 29th, 2026

ANNUAL BUDGET REPORT:

July 1, 2026 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: 06/05/2026

Public Hearing:

Place: Cunha Intermediate School - Library
Date: 06/11/2026
Time: 6:00 PM

Adoption Date: 6/18/2026
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 (2025-26) 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:	06/18/2026	
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: 2025-26 Estimated Actuals	2026-27 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	
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		S
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	G	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		GS
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	G	
ICR	Indirect Cost Rate Worksheet	G	

L	Lottery Report	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	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	36,962,785.00	2,103,156.00	39,065,941.00	37,821,923.00	3,082,000.00	40,903,923.00	4.7%
2) Federal Revenue		8100-8299	0.00	1,289,147.00	1,289,147.00	0.00	1,053,300.00	1,053,300.00	-18.3%
3) Other State Revenue		8300-8599	710,082.00	5,693,940.00	6,404,022.00	710,336.00	4,613,706.00	5,324,042.00	-16.9%
4) Other Local Revenue		8600-8799	835,556.00	6,308,696.00	7,144,252.00	732,252.00	3,134,265.00	3,866,517.00	-45.9%
5) TOTAL, REVENUES			38,508,423.00	15,394,939.00	53,903,362.00	39,264,511.00	11,883,271.00	51,147,782.00	-5.1%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	14,708,642.00	4,785,445.00	19,494,087.00	14,621,788.00	4,573,068.00	19,194,856.00	-1.5%
2) Classified Salaries		2000-2999	4,675,361.00	4,938,559.00	9,613,920.00	4,840,823.00	4,898,421.00	9,739,244.00	1.3%
3) Employee Benefits		3000-3999	7,556,329.00	6,179,442.00	13,735,771.00	7,837,286.00	6,121,604.00	13,958,890.00	1.6%
4) Books and Supplies		4000-4999	508,704.00	1,571,224.00	2,079,928.00	378,210.00	769,201.00	1,147,411.00	-44.8%
5) Services and Other Operating Expenditures		5000-5999	3,691,168.00	6,335,418.00	10,026,586.00	3,131,080.00	4,511,589.00	7,642,669.00	-23.8%
6) Capital Outlay		6000-6999	24,794.00	2,812,383.00	2,837,177.00	0.00	6,619.00	6,619.00	-99.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	59,468.00	170,000.00	229,468.00	59,468.00	170,000.00	229,468.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(53,318.00)	43,906.00	(9,412.00)	(145,112.00)	111,966.00	(33,146.00)	252.2%
9) TOTAL, EXPENDITURES			31,171,148.00	26,836,377.00	58,007,525.00	30,723,543.00	21,162,468.00	51,886,011.00	-10.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			7,337,275.00	(11,441,438.00)	(4,104,163.00)	8,540,968.00	(9,279,197.00)	(738,229.00)	-82.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	3,505,298.00	0.00	3,505,298.00	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	312,952.00	0.00	312,952.00	288,279.00	0.00	288,279.00	-7.9%
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	(10,232,837.00)	10,232,837.00	0.00	(9,132,847.00)	9,132,847.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,040,491.00)	10,232,837.00	3,192,346.00	(9,421,126.00)	9,132,847.00	(288,279.00)	-109.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			296,784.00	(1,208,601.00)	(911,817.00)	(880,158.00)	(146,350.00)	(1,026,508.00)	12.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,197,586.00	5,443,123.00	7,640,709.00	2,494,370.00	4,234,522.00	6,728,892.00	-11.9%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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)			2,197,586.00	5,443,123.00	7,640,709.00	2,494,370.00	4,234,522.00	6,728,892.00	-11.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,197,586.00	5,443,123.00	7,640,709.00	2,494,370.00	4,234,522.00	6,728,892.00	-11.9%
2) Ending Balance, June 30 (E + F1e)			2,494,370.00	4,234,522.00	6,728,892.00	1,614,212.00	4,088,172.00	5,702,384.00	-15.3%
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	28,975.55	0.00	28,975.55	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	4,234,522.00	4,234,522.00	0.00	4,088,172.00	4,088,172.00	-3.5%
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	690,780.45	0.00	690,780.45	23,983.00	0.00	23,983.00	-96.5%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,749,614.00	0.00	1,749,614.00	1,565,229.00	0.00	1,565,229.00	-10.5%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	8,434,998.73	(6,630,191.81)	1,804,806.92				
1) Fair Value Adjustment to Cash in County Treasury		9111	134,323.00	0.00	134,323.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	25,000.00	0.00	25,000.00				
d) with Fiscal Agent/Trustee		9135	43,540.00	0.00	43,540.00				
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	94,444.00	94,444.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	28,975.55	0.00	28,975.55				
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	2025-26 Estimated Actuals			2026-27 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)	
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			8,666,837.28	(6,535,747.81)	2,131,089.47				
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	821,559.62	53,546.64	875,106.26				
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			821,559.62	53,546.64	875,106.26				
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)			7,845,277.66	(6,589,294.45)	1,255,983.21				
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	488,672.00	0.00	488,672.00	469,560.00	0.00	469,560.00	-3.9%
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	35,452,742.00	0.00	35,452,742.00	36,330,992.00	0.00	36,330,992.00	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	2025-26 Estimated Actuals			2026-27 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			36,962,785.00	0.00	36,962,785.00	37,821,923.00	0.00	37,821,923.00	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	2,103,156.00	2,103,156.00	0.00	3,082,000.00	3,082,000.00	46.5%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			36,962,785.00	2,103,156.00	39,065,941.00	37,821,923.00	3,082,000.00	40,903,923.00	4.7%
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	579,441.00	579,441.00	0.00	578,618.00	578,618.00	-0.1%
Special Education Discretionary Grants		8182	0.00	14,386.00	14,386.00	0.00	14,354.00	14,354.00	-0.2%
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	157,352.00	157,352.00	0.00	149,086.00	149,086.00	-5.3%
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		164,084.00	164,084.00		107,433.00	107,433.00	-34.5%
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		174,961.00	174,961.00		44,343.00	44,343.00	-74.7%
Title III, Immigrant Student Program	4201	8290		25,596.00	25,596.00		11,250.00	11,250.00	-56.0%
Title III, English Learner Program	4203	8290		49,201.00	49,201.00		46,002.00	46,002.00	-6.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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, 3182, 4037, 4123, 4124, 4126, 4127, 5630	8290		32,195.00	32,195.00		10,000.00	10,000.00	-68.9%
Career and Technical Education	3500-3599	8290		14,882.00	14,882.00		15,165.00	15,165.00	1.9%
All Other Federal Revenue	All Other	8290	0.00	77,049.00	77,049.00	0.00	77,049.00	77,049.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	1,289,147.00	1,289,147.00	0.00	1,053,300.00	1,053,300.00	-18.3%
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		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	123,687.00	0.00	123,687.00	123,336.00	0.00	123,336.00	-0.3%
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		721,087.00	721,087.00		822,924.00	822,924.00	14.1%
After School Education and Safety (ASES)	6010	8590		127,019.00	127,019.00		127,019.00	127,019.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		935.00	935.00		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		473,517.00	473,517.00		473,517.00	473,517.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		378,494.00	378,494.00		378,494.00	378,494.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		75,000.00	75,000.00		50,000.00	50,000.00	-33.3%
All Other State Revenue	All Other	8590	161,395.00	3,750,388.00	3,911,783.00	162,000.00	2,594,252.00	2,756,252.00	-29.5%
TOTAL, OTHER STATE REVENUE			710,082.00	5,693,940.00	6,404,022.00	710,336.00	4,613,706.00	5,324,042.00	-16.9%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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	2,094,246.00	2,094,246.00	0.00	2,098,143.00	2,098,143.00	0.2%
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	70,331.00	0.00	70,331.00	57,058.00	0.00	57,058.00	-18.9%
Interest		8660	300,000.00	0.00	300,000.00	350,000.00	0.00	350,000.00	16.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	190,031.00	0.00	190,031.00	0.00	0.00	0.00	-100.0%
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	275,194.00	4,214,450.00	4,489,644.00	325,194.00	1,036,122.00	1,361,316.00	-69.7%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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%
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			835,556.00	6,308,696.00	7,144,252.00	732,252.00	3,134,265.00	3,866,517.00	-45.9%
TOTAL, REVENUES			38,508,423.00	15,394,939.00	53,903,362.00	39,264,511.00	11,883,271.00	51,147,782.00	-5.1%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	11,465,671.00	3,205,904.00	14,671,575.00	11,429,231.00	3,161,731.00	14,590,962.00	-0.5%
Certificated Pupil Support Salaries		1200	643,231.00	1,161,398.00	1,804,629.00	708,338.00	1,057,769.00	1,766,107.00	-2.1%
Certificated Supervisors' and Administrators' Salaries		1300	2,163,079.00	359,554.00	2,522,633.00	2,208,148.00	334,081.00	2,542,229.00	0.8%
Other Certificated Salaries		1900	436,661.00	58,589.00	495,250.00	276,071.00	19,487.00	295,558.00	-40.3%
TOTAL, CERTIFICATED SALARIES			14,708,642.00	4,785,445.00	19,494,087.00	14,621,788.00	4,573,068.00	19,194,856.00	-1.5%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	42,610.00	1,317,193.00	1,359,803.00	68,030.00	1,559,745.00	1,627,775.00	19.7%
Classified Support Salaries		2200	1,367,918.00	2,253,959.00	3,621,877.00	1,547,292.00	2,148,375.00	3,695,667.00	2.0%
Classified Supervisors' and Administrators' Salaries		2300	835,993.00	211,100.00	1,047,093.00	839,658.00	214,710.00	1,054,368.00	0.7%
Clerical, Technical and Office Salaries		2400	1,396,086.00	366,568.00	1,762,654.00	1,452,336.00	350,736.00	1,803,072.00	2.3%
Other Classified Salaries		2900	1,032,754.00	789,739.00	1,822,493.00	933,507.00	624,855.00	1,558,362.00	-14.5%
TOTAL, CLASSIFIED SALARIES			4,675,361.00	4,938,559.00	9,613,920.00	4,840,823.00	4,898,421.00	9,739,244.00	1.3%
EMPLOYEE BENEFITS									
STRS		3101-3102	2,651,739.00	2,822,690.00	5,474,429.00	2,750,652.00	2,830,492.00	5,581,144.00	1.9%
PERS		3201-3202	1,250,329.00	1,265,176.00	2,515,505.00	1,356,526.00	1,302,943.00	2,659,469.00	5.7%
OASDI/Medicare/Alternative		3301-3302	576,637.00	448,224.00	1,024,861.00	592,322.00	422,443.00	1,014,765.00	-1.0%
Health and Welfare Benefits		3401-3402	2,651,416.00	1,414,228.00	4,065,644.00	2,681,550.00	1,349,164.00	4,030,714.00	-0.9%
Unemployment Insurance		3501-3502	10,461.00	5,307.00	15,768.00	9,932.00	4,632.00	14,564.00	-7.6%
Workers' Compensation		3601-3602	276,717.00	143,708.00	420,425.00	283,364.00	132,081.00	415,445.00	-1.2%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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)	
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	139,030.00	80,109.00	219,139.00	162,940.00	79,849.00	242,789.00	10.8%
TOTAL, EMPLOYEE BENEFITS			7,556,329.00	6,179,442.00	13,735,771.00	7,837,286.00	6,121,604.00	13,958,890.00	1.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	236,602.00	236,602.00	0.00	2,700.00	2,700.00	-98.9%
Books and Other Reference Materials		4200	5,219.00	4,796.00	10,015.00	0.00	0.00	0.00	-100.0%
Materials and Supplies		4300	503,485.00	1,264,921.00	1,768,406.00	378,210.00	766,501.00	1,144,711.00	-35.3%
Noncapitalized Equipment		4400	0.00	64,905.00	64,905.00	0.00	0.00	0.00	-100.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			508,704.00	1,571,224.00	2,079,928.00	378,210.00	769,201.00	1,147,411.00	-44.8%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	1,443,889.00	1,443,889.00	0.00	1,100,000.00	1,100,000.00	-23.8%
Travel and Conferences		5200	113,393.00	176,310.00	289,703.00	48,094.00	92,265.00	140,359.00	-51.6%
Dues and Memberships		5300	45,973.00	0.00	45,973.00	39,473.00	0.00	39,473.00	-14.1%
Insurance		5400 - 5499	953,720.00	252,998.00	1,206,718.00	952,382.00	150,000.00	1,102,382.00	-8.6%
Operations and Housekeeping Services		5500	944,721.00	0.00	944,721.00	888,151.00	0.00	888,151.00	-6.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	136,055.00	462,222.00	598,277.00	120,347.00	364,024.00	484,371.00	-19.0%
Transfers of Direct Costs		5710	3,487.00	(3,487.00)	0.00	3,487.00	(3,487.00)	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 - 5899	1,121,760.00	4,001,512.00	5,123,272.00	728,477.00	2,805,516.00	3,533,993.00	-31.0%
Communications		5900	372,059.00	1,974.00	374,033.00	350,669.00	3,271.00	353,940.00	-5.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,691,168.00	6,335,418.00	10,026,586.00	3,131,080.00	4,511,589.00	7,642,669.00	-23.8%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	2,666,971.00	2,666,971.00	0.00	0.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	0.00	80,360.00	80,360.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	24,794.00	64,972.00	89,766.00	0.00	6,539.00	6,539.00	-92.7%
Equipment Replacement		6500	0.00	80.00	80.00	0.00	80.00	80.00	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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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)	
TOTAL, CAPITAL OUTLAY			24,794.00	2,812,383.00	2,837,177.00	0.00	6,619.00	6,619.00	-99.8%
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	9,798.00	0.00	9,798.00	9,798.00	0.00	9,798.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	49,670.00	170,000.00	219,670.00	49,670.00	170,000.00	219,670.00	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%
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)			59,468.00	170,000.00	229,468.00	59,468.00	170,000.00	229,468.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(43,906.00)	43,906.00	0.00	(111,966.00)	111,966.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(9,412.00)	0.00	(9,412.00)	(33,146.00)	0.00	(33,146.00)	252.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(53,318.00)	43,906.00	(9,412.00)	(145,112.00)	111,966.00	(33,146.00)	252.2%
TOTAL, EXPENDITURES			31,171,148.00	26,836,377.00	58,007,525.00	30,723,543.00	21,162,468.00	51,886,011.00	-10.6%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	3,505,298.00	0.00	3,505,298.00	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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)	
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			3,505,298.00	0.00	3,505,298.00	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	312,952.00	0.00	312,952.00	288,279.00	0.00	288,279.00	-7.9%
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			312,952.00	0.00	312,952.00	288,279.00	0.00	288,279.00	-7.9%
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									
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	(10,232,837.00)	10,232,837.00	0.00	(9,132,847.00)	9,132,847.00	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			(10,232,837.00)	10,232,837.00	0.00	(9,132,847.00)	9,132,847.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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)	
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(7,040,491.00)	10,232,837.00	3,192,346.00	(9,421,126.00)	9,132,847.00	(288,279.00)	-109.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	36,962,785.00	2,103,156.00	39,065,941.00	37,821,923.00	3,082,000.00	40,903,923.00	4.7%
2) Federal Revenue		8100-8299	0.00	1,289,147.00	1,289,147.00	0.00	1,053,300.00	1,053,300.00	-18.3%
3) Other State Revenue		8300-8599	710,082.00	5,693,940.00	6,404,022.00	710,336.00	4,613,706.00	5,324,042.00	-16.9%
4) Other Local Revenue		8600-8799	835,556.00	6,308,696.00	7,144,252.00	732,252.00	3,134,265.00	3,866,517.00	-45.9%
5) TOTAL, REVENUES			38,508,423.00	15,394,939.00	53,903,362.00	39,264,511.00	11,883,271.00	51,147,782.00	-5.1%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		17,115,832.00	14,074,592.00	31,190,424.00	17,102,805.00	13,535,761.00	30,638,566.00	-1.8%
2) Instruction - Related Services	2000-2999		6,203,802.00	2,293,732.00	8,497,534.00	6,224,162.00	1,674,582.00	7,898,744.00	-7.0%
3) Pupil Services	3000-3999		986,751.00	3,599,022.00	4,585,773.00	1,028,033.00	2,634,437.00	3,662,470.00	-20.1%
4) Ancillary Services	4000-4999		778,264.00	363,029.00	1,141,293.00	503,269.00	221,239.00	724,508.00	-36.5%
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		4,254,809.00	633,089.00	4,887,898.00	4,057,205.00	261,966.00	4,319,171.00	-11.6%
8) Plant Services	8000-8999		1,772,222.00	5,608,913.00	7,381,135.00	1,748,601.00	2,570,483.00	4,319,084.00	-41.5%
9) Other Outgo	9000-9999	Except 7600-7699	59,468.00	170,000.00	229,468.00	59,468.00	170,000.00	229,468.00	0.0%
10) TOTAL, EXPENDITURES			31,171,148.00	26,836,377.00	58,007,525.00	30,723,543.00	21,162,468.00	51,886,011.00	-10.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			7,337,275.00	(11,441,438.00)	(4,104,163.00)	8,540,968.00	(9,279,197.00)	(738,229.00)	-82.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	3,505,298.00	0.00	3,505,298.00	0.00	0.00	0.00	-100.0%
b) Transfers Out		7600-7629	312,952.00	0.00	312,952.00	288,279.00	0.00	288,279.00	-7.9%
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	(10,232,837.00)	10,232,837.00	0.00	(9,132,847.00)	9,132,847.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,040,491.00)	10,232,837.00	3,192,346.00	(9,421,126.00)	9,132,847.00	(288,279.00)	-109.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			296,784.00	(1,208,601.00)	(911,817.00)	(880,158.00)	(146,350.00)	(1,026,508.00)	12.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,197,586.00	5,443,123.00	7,640,709.00	2,494,370.00	4,234,522.00	6,728,892.00	-11.9%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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)			2,197,586.00	5,443,123.00	7,640,709.00	2,494,370.00	4,234,522.00	6,728,892.00	-11.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,197,586.00	5,443,123.00	7,640,709.00	2,494,370.00	4,234,522.00	6,728,892.00	-11.9%
2) Ending Balance, June 30 (E + F1e)			2,494,370.00	4,234,522.00	6,728,892.00	1,614,212.00	4,088,172.00	5,702,384.00	-15.3%
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	28,975.55	0.00	28,975.55	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	4,234,522.00	4,234,522.00	0.00	4,088,172.00	4,088,172.00	-3.5%
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	690,780.45	0.00	690,780.45	23,983.00	0.00	23,983.00	-96.5%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,749,614.00	0.00	1,749,614.00	1,565,229.00	0.00	1,565,229.00	-10.5%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
2600	Expanded Learning Opportunities Program	196,794.00	66,300.00
6019	Student Support and Professional Development Discretionary Block Grant	227,028.00	77,028.00
6300	Lottery: Instructional Materials	183,550.00	351,050.00
6331	CA Community Schools Partnership Act - Planning Grant	158,331.00	158,331.00
6383	Golden State Pathways Program	1,187,530.00	1,082,285.00
6546	Mental Health-Related Services	115,872.00	45,011.00
6547	Special Education Early Intervention Preschool Grant	146,238.00	54,579.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	673,840.00	896,479.00
7085	Learning Communities for School Success Program	251,685.00	150,238.00
7311	Classified School Employee Professional Development Block Grant	10,699.00	10,699.00
7339	Dual Enrollment Opportunities	437,604.00	437,604.00
7415	Classified School Employee Summer Assistance Program	63,288.00	63,288.00
7435	Learning Recovery Emergency Block Grant	109,419.00	80,211.00
7810	Other Restricted State	73,832.00	73,832.00
9010	Other Restricted Local	398,812.00	541,237.00
Total, Restricted Balance		4,234,522.00	4,088,172.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	102,644.00	102,644.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			102,644.00	102,644.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			102,644.00	102,644.00	0.0%
2) Ending Balance, June 30 (E + F1e)			102,644.00	102,644.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	102,644.00	102,644.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	107,576.48		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	5,444.53		
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			113,021.01		
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	10,377.96		
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			10,377.96		
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)			102,643.05		
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	2025-26 Estimated Actuals	2026-27 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	2025-26 Estimated Actuals	2026-27 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	2025-26 Estimated Actuals	2026-27 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	102,644.00	102,644.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			102,644.00	102,644.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			102,644.00	102,644.00	0.0%
2) Ending Balance, June 30 (E + F1e)			102,644.00	102,644.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	102,644.00	102,644.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
8210	Student Activity Funds	102,644.00	102,644.00
Total, Restricted Balance		102,644.00	102,644.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	154,728.00	142,301.00	-8.0%
2) Classified Salaries		2000-2999	58,778.00	72,969.00	24.1%
3) Employee Benefits		3000-3999	95,298.00	63,199.00	-33.7%
4) Books and Supplies		4000-4999	27,979.00	29,565.00	5.7%
5) Services and Other Operating Expenditures		5000-5999	80,176.00	80,176.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	9,412.00	33,146.00	252.2%
9) TOTAL, EXPENDITURES			426,371.00	421,356.00	-1.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(12,978.00)	(7,963.00)	-38.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(12,978.00)	(7,963.00)	-38.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	95,146.00	82,168.00	-13.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			95,146.00	82,168.00	-13.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			95,146.00	82,168.00	-13.6%
2) Ending Balance, June 30 (E + F1e)			82,168.00	74,205.00	-9.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	82,168.00	74,205.00	-9.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	129,175.07		
1) Fair Value Adjustment to Cash in County Treasury		9111	444.00		
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	2025-26 Estimated Actuals	2026-27 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	14,511.87		
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			144,130.94		
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	2,124.91		
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			2,124.91		
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)			142,006.03		
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	2025-26 Estimated Actuals	2026-27 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	90,581.00	88,201.00	-2.6%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	52,147.00	54,100.00	3.7%
Other Certificated Salaries		1900	12,000.00	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			154,728.00	142,301.00	-8.0%
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	51,884.00	68,928.00	32.9%
Other Classified Salaries		2900	6,894.00	4,041.00	-41.4%
TOTAL, CLASSIFIED SALARIES			58,778.00	72,969.00	24.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	36,441.00	22,601.00	-38.0%
PERS		3201-3202	14,318.00	18,197.00	27.1%
OASDI/Medicare/Alternative		3301-3302	14,589.00	6,861.00	-53.0%
Health and Welfare Benefits		3401-3402	16,455.00	9,322.00	-43.3%
Unemployment Insurance		3501-3502	232.00	76.00	-67.2%
Workers' Compensation		3601-3602	7,795.00	2,452.00	-68.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	5,468.00	3,690.00	-32.5%
TOTAL, EMPLOYEE BENEFITS			95,298.00	63,199.00	-33.7%
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	14,551.00	14,551.00	0.0%
Noncapitalized Equipment		4400	1,756.00	3,342.00	90.3%
TOTAL, BOOKS AND SUPPLIES			27,979.00	29,565.00	5.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,199.00	2,199.00	0.0%
Dues and Memberships		5300	600.00	600.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,885.00	1,885.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	75,492.00	75,492.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			80,176.00	80,176.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	33,146.00	252.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			9,412.00	33,146.00	252.2%
TOTAL, EXPENDITURES			426,371.00	421,356.00	-1.2%
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	2025-26 Estimated Actuals	2026-27 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		170,033.00	160,089.00	-5.8%
2) Instruction - Related Services	2000-2999		246,926.00	228,121.00	-7.6%
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	33,146.00	252.2%
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			426,371.00	421,356.00	-1.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(12,978.00)	(7,963.00)	-38.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(12,978.00)	(7,963.00)	-38.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	95,146.00	82,168.00	-13.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			95,146.00	82,168.00	-13.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			95,146.00	82,168.00	-13.6%
2) Ending Balance, June 30 (E + F1e)			82,168.00	74,205.00	-9.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	82,168.00	74,205.00	-9.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6371	CalWORKs for ROCP or Adult Education	203.00	203.00
6391	Adult Education Program	81,965.00	74,002.00
Total, Restricted Balance		82,168.00	74,205.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	918,885.00	918,885.00	0.0%
4) Other Local Revenue		8600-8799	4,000.00	4,000.00	0.0%
5) TOTAL, REVENUES			922,885.00	922,885.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	900.00	0.00	-100.0%
2) Classified Salaries		2000-2999	461,404.00	433,672.00	-6.0%
3) Employee Benefits		3000-3999	224,965.00	230,593.00	2.5%
4) Books and Supplies		4000-4999	213,582.00	236,334.00	10.7%
5) Services and Other Operating Expenditures		5000-5999	18,034.00	18,286.00	1.4%
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	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			918,885.00	918,885.00	0.0%
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	31,915.00	35,915.00	12.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			31,915.00	35,915.00	12.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			31,915.00	35,915.00	12.5%
2) Ending Balance, June 30 (E + F1e)			35,915.00	39,915.00	11.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	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	21,388.00	25,388.00	18.7%
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	442,293.54		
1) Fair Value Adjustment to Cash in County Treasury		9111	3,646.00		
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	2025-26 Estimated Actuals	2026-27 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	233,636.47		
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			679,576.01		
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	3,653.96		
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			3,653.96		
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)			675,922.05		
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	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			918,885.00	918,885.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	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			922,885.00	922,885.00	0.0%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Certificated Teachers' Salaries		1100	900.00	0.00	-100.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			900.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	96,478.00	116,509.00	20.8%
Classified Support Salaries		2200	35,956.00	0.00	-100.0%
Classified Supervisors' and Administrators' Salaries		2300	180,846.00	207,079.00	14.5%
Clerical, Technical and Office Salaries		2400	43,450.00	0.00	-100.0%
Other Classified Salaries		2900	104,674.00	110,084.00	5.2%
TOTAL, CLASSIFIED SALARIES			461,404.00	433,672.00	-6.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	114,916.00	120,135.00	4.5%
OASDI/Medicare/Alternative		3301-3302	31,127.00	31,708.00	1.9%
Health and Welfare Benefits		3401-3402	70,793.00	72,664.00	2.6%
Unemployment Insurance		3501-3502	209.00	209.00	0.0%
Workers' Compensation		3601-3602	5,961.00	5,877.00	-1.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,959.00	0.00	-100.0%
TOTAL, EMPLOYEE BENEFITS			224,965.00	230,593.00	2.5%
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	193,355.00	216,107.00	11.8%
Noncapitalized Equipment		4400	20,227.00	20,227.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			213,582.00	236,334.00	10.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	552.00	552.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	17,000.00	17,000.00	0.0%
Communications		5900	482.00	734.00	52.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			18,034.00	18,286.00	1.4%
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)					
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	2025-26 Estimated Actuals	2026-27 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			918,885.00	918,885.00	0.0%
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	2025-26 Estimated Actuals	2026-27 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	918,885.00	918,885.00	0.0%
4) Other Local Revenue		8600-8799	4,000.00	4,000.00	0.0%
5) TOTAL, REVENUES			922,885.00	922,885.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		517,448.00	569,263.00	10.0%
2) Instruction - Related Services	2000-2999		368,587.00	349,622.00	-5.1%
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		32,850.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			918,885.00	918,885.00	0.0%
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	31,915.00	35,915.00	12.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			31,915.00	35,915.00	12.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			31,915.00	35,915.00	12.5%
2) Ending Balance, June 30 (E + F1e)			35,915.00	39,915.00	11.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	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	21,388.00	25,388.00	18.7%
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	2025-26 Estimated Actuals	2026-27 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	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	345,000.00	355,000.00	2.9%
3) Other State Revenue		8300-8599	506,745.00	500,000.00	-1.3%
4) Other Local Revenue		8600-8799	83,800.00	81,057.00	-3.3%
5) TOTAL, REVENUES			935,545.00	936,057.00	0.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	338,814.00	379,774.00	12.1%
3) Employee Benefits		3000-3999	235,905.00	250,453.00	6.2%
4) Books and Supplies		4000-4999	678,446.00	589,441.00	-13.1%
5) Services and Other Operating Expenditures		5000-5999	23,377.00	25,967.00	11.1%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,276,542.00	1,245,635.00	-2.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(340,997.00)	(309,578.00)	-9.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	312,952.00	288,279.00	-7.9%
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			312,952.00	288,279.00	-7.9%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(28,045.00)	(21,299.00)	-24.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	239,918.00	211,873.00	-11.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			239,918.00	211,873.00	-11.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			239,918.00	211,873.00	-11.7%
2) Ending Balance, June 30 (E + F1e)			211,873.00	190,574.00	-10.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	211,873.00	190,574.00	-10.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(172,975.87)		
1) Fair Value Adjustment to Cash in County Treasury		9111	332.00		
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	2025-26 Estimated Actuals	2026-27 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	6,491.09		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			(166,152.78)		
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	1,143.50		
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			1,143.50		
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)			(167,296.28)		
FEDERAL REVENUE					
Child Nutrition Programs		8220	345,000.00	355,000.00	2.9%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			345,000.00	355,000.00	2.9%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	506,745.00	500,000.00	-1.3%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			506,745.00	500,000.00	-1.3%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	80,007.00	80,007.00	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	2,793.00	50.00	-98.2%
TOTAL, OTHER LOCAL REVENUE			83,800.00	81,057.00	-3.3%
TOTAL, REVENUES			935,545.00	936,057.00	0.1%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	245,609.00	281,918.00	14.8%
Classified Supervisors' and Administrators' Salaries		2300	93,205.00	97,856.00	5.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			338,814.00	379,774.00	12.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	97,113.00	108,510.00	11.7%
OASDI/Medicare/Alternative		3301-3302	24,334.00	26,796.00	10.1%
Health and Welfare Benefits		3401-3402	102,049.00	101,855.00	-0.2%
Unemployment Insurance		3501-3502	250.00	179.00	-28.4%
Workers' Compensation		3601-3602	5,182.00	5,497.00	6.1%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	6,977.00	7,616.00	9.2%
TOTAL, EMPLOYEE BENEFITS			235,905.00	250,453.00	6.2%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	20,083.00	12,502.00	-37.7%
Noncapitalized Equipment		4400	3,171.00	3,171.00	0.0%
Food		4700	655,192.00	573,768.00	-12.4%
TOTAL, BOOKS AND SUPPLIES			678,446.00	589,441.00	-13.1%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	50.00	50.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	2,581.00	New
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	10,490.00	10,490.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	12,722.00	12,731.00	0.1%
Communications		5900	115.00	115.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			23,377.00	25,967.00	11.1%
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			1,276,542.00	1,245,635.00	-2.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	312,952.00	288,279.00	-7.9%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			312,952.00	288,279.00	-7.9%
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	2025-26 Estimated Actuals	2026-27 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)			312,952.00	288,279.00	-7.9%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	345,000.00	355,000.00	2.9%
3) Other State Revenue		8300-8599	506,745.00	500,000.00	-1.3%
4) Other Local Revenue		8600-8799	83,800.00	81,057.00	-3.3%
5) TOTAL, REVENUES			935,545.00	936,057.00	0.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,276,542.00	1,243,054.00	-2.6%
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	2,581.00	New
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,276,542.00	1,245,635.00	-2.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(340,997.00)	(309,578.00)	-9.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	312,952.00	288,279.00	-7.9%
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			312,952.00	288,279.00	-7.9%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(28,045.00)	(21,299.00)	-24.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	239,918.00	211,873.00	-11.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			239,918.00	211,873.00	-11.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			239,918.00	211,873.00	-11.7%
2) Ending Balance, June 30 (E + F1e)			211,873.00	190,574.00	-10.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	211,873.00	190,574.00	-10.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	198,522.00	184,727.00
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	8,356.00	852.00
7029	Child Nutrition: Food Service Staff Training Funds	4,995.00	4,995.00
Total, Restricted Balance		211,873.00	190,574.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	262.00	267.00	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			262.00	267.00	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			262.00	267.00	1.9%
2) Ending Balance, June 30 (E + F1e)			267.00	272.00	1.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	267.00	272.00	1.9%
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	271.03		
1) Fair Value Adjustment to Cash in County Treasury		9111	3.00		
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	2025-26 Estimated Actuals	2026-27 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			274.03		
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)			274.03		
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	2025-26 Estimated Actuals	2026-27 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	2025-26 Estimated Actuals	2026-27 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	262.00	267.00	1.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			262.00	267.00	1.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			262.00	267.00	1.9%
2) Ending Balance, June 30 (E + F1e)			267.00	272.00	1.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	267.00	272.00	1.9%
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	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	28,064.00	10,000.00	-64.4%
5) TOTAL, REVENUES			28,064.00	10,000.00	-64.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			28,064.00	10,000.00	-64.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	500,000.00	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			500,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			528,064.00	10,000.00	-98.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,571,183.00	4,099,247.00	14.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,571,183.00	4,099,247.00	14.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,571,183.00	4,099,247.00	14.8%
2) Ending Balance, June 30 (E + F1e)			4,099,247.00	4,109,247.00	0.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	4,099,247.00	4,109,247.00	0.2%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	3,598,341.62		
1) Fair Value Adjustment to Cash in County Treasury		9111	903.00		
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	2025-26 Estimated Actuals	2026-27 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			3,599,244.62		
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)			3,599,244.62		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	26,475.00	10,000.00	-62.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	1,589.00	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			28,064.00	10,000.00	-64.4%
TOTAL, REVENUES			28,064.00	10,000.00	-64.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	500,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			500,000.00	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)			500,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	28,064.00	10,000.00	-64.4%
5) TOTAL, REVENUES			28,064.00	10,000.00	-64.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			28,064.00	10,000.00	-64.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	500,000.00	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			500,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			528,064.00	10,000.00	-98.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,571,183.00	4,099,247.00	14.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,571,183.00	4,099,247.00	14.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,571,183.00	4,099,247.00	14.8%
2) Ending Balance, June 30 (E + F1e)			4,099,247.00	4,109,247.00	0.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	4,099,247.00	4,109,247.00	0.2%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	1,201,705.00	0.00	-100.0%
5) TOTAL, REVENUES			1,201,705.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	282,139.00	(1.00)	-100.0%
3) Employee Benefits		3000-3999	83,115.00	1.00	-100.0%
4) Books and Supplies		4000-4999	265,911.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	2,635,642.00	0.00	-100.0%
6) Capital Outlay		6000-6999	34,320,447.00	8,727,661.00	-74.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			37,587,254.00	8,727,661.00	-76.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(36,385,549.00)	(8,727,661.00)	-76.0%
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	44,672,888.00	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			44,672,888.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			8,287,339.00	(8,727,661.00)	-205.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	50,366,059.00	58,653,398.00	16.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			50,366,059.00	58,653,398.00	16.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			50,366,059.00	58,653,398.00	16.5%
2) Ending Balance, June 30 (E + F1e)			58,653,398.00	49,925,737.00	-14.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	58,653,398.00	49,925,737.00	-14.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	70,005,021.89		
1) Fair Value Adjustment to Cash in County Treasury		9111	586,796.00		
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	2025-26 Estimated Actuals	2026-27 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			70,591,817.89		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	601.09		
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			601.09		
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)			70,591,216.80		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,201,705.00	0.00	-100.0%
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			1,201,705.00	0.00	-100.0%
TOTAL, REVENUES			1,201,705.00	0.00	-100.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	242,158.00	(1.00)	-100.0%
Clerical, Technical and Office Salaries		2400	39,981.00	0.00	-100.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			282,139.00	(1.00)	-100.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	35,090.00	1.00	-100.0%
PERS		3201-3202	14,803.00	0.00	-100.0%
OASDI/Medicare/Alternative		3301-3302	6,559.00	2.00	-100.0%
Health and Welfare Benefits		3401-3402	22,271.00	(4.00)	-100.0%
Unemployment Insurance		3501-3502	111.00	1.00	-99.1%
Workers' Compensation		3601-3602	3,378.00	0.00	-100.0%
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	903.00	1.00	-99.9%
TOTAL, EMPLOYEE BENEFITS			83,115.00	1.00	-100.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	72,064.00	0.00	-100.0%
Noncapitalized Equipment		4400	193,847.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			265,911.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	304.00	0.00	-100.0%
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	374,556.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,260,782.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,635,642.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	344,622.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	33,855,649.00	8,727,661.00	-74.2%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	120,176.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			34,320,447.00	8,727,661.00	-74.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			37,587,254.00	8,727,661.00	-76.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	44,672,888.00	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			44,672,888.00	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)			44,672,888.00	0.00	-100.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	1,201,705.00	0.00	-100.0%
5) TOTAL, REVENUES			1,201,705.00	0.00	-100.0%
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		37,587,254.00	8,727,661.00	-76.8%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			37,587,254.00	8,727,661.00	-76.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(36,385,549.00)	(8,727,661.00)	-76.0%
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	44,672,888.00	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			44,672,888.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			8,287,339.00	(8,727,661.00)	-205.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	50,366,059.00	58,653,398.00	16.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			50,366,059.00	58,653,398.00	16.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			50,366,059.00	58,653,398.00	16.5%
2) Ending Balance, June 30 (E + F1e)			58,653,398.00	49,925,737.00	-14.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	58,653,398.00	49,925,737.00	-14.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	58,653,398.00	49,925,737.00
Total, Restricted Balance		58,653,398.00	49,925,737.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	648,871.00	50,000.00	-92.3%
5) TOTAL, REVENUES			648,871.00	50,000.00	-92.3%
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)			636,430.00	37,559.00	-94.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			636,430.00	37,559.00	-94.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,782,534.00	3,418,964.00	22.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,782,534.00	3,418,964.00	22.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,782,534.00	3,418,964.00	22.9%
2) Ending Balance, June 30 (E + F1e)			3,418,964.00	3,456,523.00	1.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,418,964.00	3,456,523.00	1.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	3,407,886.66		
1) Fair Value Adjustment to Cash in County Treasury		9111	32,007.00		
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	2025-26 Estimated Actuals	2026-27 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			3,439,893.66		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	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)			3,439,893.66		
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	87,676.00	50,000.00	-43.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	53,891.00	0.00	-100.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	507,304.00	0.00	-100.0%
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			648,871.00	50,000.00	-92.3%
TOTAL, REVENUES			648,871.00	50,000.00	-92.3%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
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	2025-26 Estimated Actuals	2026-27 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	648,871.00	50,000.00	-92.3%
5) TOTAL, REVENUES			648,871.00	50,000.00	-92.3%
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)			636,430.00	37,559.00	-94.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			636,430.00	37,559.00	-94.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,782,534.00	3,418,964.00	22.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,782,534.00	3,418,964.00	22.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,782,534.00	3,418,964.00	22.9%
2) Ending Balance, June 30 (E + F1e)			3,418,964.00	3,456,523.00	1.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,418,964.00	3,456,523.00	1.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	3,418,964.00	3,456,523.00
Total, Restricted Balance		3,418,964.00	3,456,523.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	98,684.00	0.00	-100.0%
5) TOTAL, REVENUES			98,684.00	0.00	-100.0%
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	607,787.00	0.00	-100.0%
6) Capital Outlay		6000-6999	413,876.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,021,663.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(922,979.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	4,005,298.00	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			(4,005,298.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,928,277.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,928,277.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,928,277.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,928,277.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	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	4,123,326.89		
1) Fair Value Adjustment to Cash in County Treasury		9111	39,945.00		
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	2025-26 Estimated Actuals	2026-27 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			4,163,271.89		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	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)			4,163,271.89		
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	98,684.00	0.00	-100.0%
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			98,684.00	0.00	-100.0%
TOTAL, REVENUES			98,684.00	0.00	-100.0%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	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	607,787.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			607,787.00	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	413,876.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			413,876.00	0.00	-100.0%
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			1,021,663.00	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	3,505,298.00	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	500,000.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			4,005,298.00	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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
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)			(4,005,298.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	98,684.00	0.00	-100.0%
5) TOTAL, REVENUES			98,684.00	0.00	-100.0%
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		1,021,663.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,021,663.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(922,979.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	4,005,298.00	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			(4,005,298.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,928,277.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,928,277.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,928,277.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,928,277.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	6,271,061.20	6,271,061.20	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,271,061.20	6,271,061.20	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,271,061.20	6,271,061.20	0.0%
2) Ending Balance, June 30 (E + F1e)			6,271,061.20	6,271,061.20	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	6,271,061.20	6,271,061.20	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	2025-26 Estimated Actuals	2026-27 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					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
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	2025-26 Estimated Actuals	2026-27 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	6,271,061.20	6,271,061.20	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,271,061.20	6,271,061.20	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,271,061.20	6,271,061.20	0.0%
2) Ending Balance, June 30 (E + F1e)			6,271,061.20	6,271,061.20	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	6,271,061.20	6,271,061.20	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	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	6,271,061.20	6,271,061.20
Total, Restricted Balance		6,271,061.20	6,271,061.20

Description	2025-26 Estimated Actuals			2026-27 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)	2,225.35	2,225.35	2,432.93	2,300.00	2,300.00	2,339.23
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)	2,225.35	2,225.35	2,432.93	2,300.00	2,300.00	2,339.23
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	8.99	8.99	8.99	8.57	8.57	8.57
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)	8.99	8.99	8.99	8.57	8.57	8.57
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	2,234.34	2,234.34	2,441.92	2,308.57	2,308.57	2,347.80
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Estimated Actuals			2026-27 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	2025-26 Estimated Actuals			2026-27 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	(33,146.00)				
Other Sources/Uses Detail					0.00	288,279.00		
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	33,146.00	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					288,279.00	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	33,146.00	(33,146.00)	288,279.00	288,279.00		

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			3,207,380.23	11,567,210.23	7,637,704.23	4,311,483.23	3,000,804.37	1,292,233.37	13,441,364.37	13,350,707.37
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		51,069.00	51,069.00	209,313.00	91,923.00	91,923.00	209,313.00	91,923.00	91,923.00
Property Taxes	8020-8079		2,162.00	8,651.00	537.00	1,233,903.00	1,600,010.00	14,822,784.00	2,764,792.00	285,886.00
Miscellaneous Funds	8080-8099				47,623.00			1,501,264.00		
Federal Revenue	8100-8299			2,017.00	69,706.00		5,202.00	13,362.00	96,570.00	16,136.00
Other State Revenue	8300-8599		48,303.00	146,603.00	277,865.00	495,476.00	198,661.00	444,921.00	256,610.00	423,057.00
Other Local Revenue	8600-8799		29,754.00		14,854.00		54,086.00	490,924.00	462,961.00	60,606.00
Interfund Transfers In	8900-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			131,288.00	208,340.00	619,898.00	1,821,302.00	1,949,882.00	17,482,568.00	3,672,856.00	877,608.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		253,545.00	1,576,907.00	1,660,543.00	1,716,885.00	1,719,401.00	1,688,918.00	1,664,891.00	1,678,474.00
Classified Salaries	2000-2999		339,109.00	460,879.00	921,272.00	763,266.00	770,145.00	795,542.00	808,732.00	777,137.00
Employee Benefits	3000-3999		363,716.00	795,803.00	1,044,093.00	987,091.00	982,964.00	1,010,556.00	1,007,565.00	1,040,061.00
Books and Supplies	4000-4999		12,064.00	50,087.00	283,840.00	32,624.00	56,945.00	54,217.00	43,127.00	40,761.00
Services	5000-5999		694,706.00	313,223.00	302,009.00	368,151.00	596,353.00	834,644.00	557,751.00	486,770.00
Capital Outlay	6000-6999					63.00		188.00		
Other Outgo	7000-7499		28,459.00	23,705.00	2,943.00		1,469.00		30,462.00	
Interfund Transfers Out	7600-7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			1,691,599.00	3,220,604.00	4,214,700.00	3,868,080.00	4,127,277.00	4,384,065.00	4,112,528.00	4,023,203.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	(2,285,974.00)	59,518.00	106,319.00	229,651.00	1,890,486.00				
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		(2,285,974.00)	59,518.00	106,319.00	229,651.00	1,890,486.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	3,072,607.09	1,139,377.00	1,023,561.00	(38,930.00)	478,536.00	(468,824.00)	949,372.00	(349,015.00)	(110,059.00)
Due To Other Funds	9610									
Current Loans	9640		(11,000,000.00)							
Unearned Revenues	9650	675,850.86				675,850.86				
Deferred Inflows of Resources	9690									
SUBTOTAL		3,748,457.95	(9,860,623.00)	1,023,561.00	(38,930.00)	1,154,386.86	(468,824.00)	949,372.00	(349,015.00)	(110,059.00)
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(6,034,431.95)	9,920,141.00	(917,242.00)	268,581.00	736,099.14	468,824.00	(949,372.00)	349,015.00	110,059.00
E. NET INCREASE/DECREASE (B - C + D)			8,359,830.00	(3,929,506.00)	(3,326,221.00)	(1,310,678.86)	(1,708,571.00)	12,149,131.00	(90,657.00)	(3,035,536.00)
F. ENDING CASH (A + E)			11,567,210.23	7,637,704.23	4,311,483.23	3,000,804.37	1,292,233.37	13,441,364.37	13,350,707.37	10,315,171.37
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		10,315,171.37	8,528,217.37	16,101,314.37	15,661,641.28				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	209,313.00	91,923.00	91,923.00	117,390.00	91,926.00		1,490,931.00	1,490,931.00
Property Taxes	8020-8079	2,247,057.00	9,203,077.00	3,254,744.00	907,389.00			36,330,992.00	36,330,992.00
Miscellaneous Funds	8080-8099	19,711.00	1,513,402.00					3,082,000.00	3,082,000.00
Federal Revenue	8100-8299	21,311.00	35,667.00		45,680.00	747,649.00		1,053,300.00	1,053,300.00
Other State Revenue	8300-8599	311,007.00	251,218.00	308,480.00	602,590.00	1,559,251.00		5,324,042.00	5,324,042.00
Other Local Revenue	8600-8799	94,246.00	525,797.00	111,420.00	913,006.00	1,108,864.00		3,866,518.00	3,866,517.00
Interfund Transfers In	8900-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		2,902,645.00	11,621,084.00	3,766,567.00	2,586,055.00	3,507,690.00	0.00	51,147,783.00	51,147,782.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,727,713.00	1,725,715.00	1,750,062.00	2,031,802.00	0.00		19,194,856.00	19,194,856.00
Classified Salaries	2000-2999	797,269.00	718,692.00	765,065.00	1,296,048.00	526,088.00		9,739,244.00	9,739,244.00
Employee Benefits	3000-3999	1,044,870.00	1,004,702.00	1,047,551.00	1,243,754.00	2,386,164.00		13,958,890.00	13,958,890.00
Books and Supplies	4000-4999	39,029.00	42,219.00	62,384.00	81,164.00	348,950.00		1,147,411.00	1,147,411.00
Services	5000-5999	475,442.00	598,502.00	646,901.00	983,231.00	784,986.00		7,642,669.00	7,642,669.00
Capital Outlay	6000-6999		3,099.00	1,962.00	650.00	657.00		6,619.00	6,619.00
Other Outgo	7000-7499	44,060.00			12,755.00	52,469.00		196,322.00	196,322.00
Interfund Transfers Out	7600-7629				288,279.00			288,279.00	288,279.00
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		4,128,383.00	4,092,929.00	4,273,925.00	5,937,683.00	4,099,314.00	0.00	52,174,290.00	52,174,290.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							2,285,974.00	
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	2,285,974.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	561,216.00	(44,942.00)	(67,684.91)				3,072,607.09	
Due To Other Funds	9610							0.00	
Current Loans	9640				11,000,000.00			0.00	
Unearned Revenues	9650							675,850.86	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		561,216.00	(44,942.00)	(67,684.91)	11,000,000.00	0.00	0.00	3,748,457.95	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(561,216.00)	44,942.00	67,684.91	(11,000,000.00)	0.00	0.00	(1,462,483.95)	
E. NET INCREASE/DECREASE (B - C + D)		(1,786,954.00)	7,573,097.00	(439,673.09)	(14,351,628.00)	(591,624.00)	0.00	(2,488,990.95)	(1,026,508.00)
F. ENDING CASH (A + E)		8,528,217.37	16,101,314.37	15,661,641.28	1,310,013.28				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								718,389.28	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			1,310,013.28	9,634,838.42	5,357,490.23	2,092,944.52	2,280,494.01	709,977.35	13,066,911.30	13,133,419.08
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		51,069.00	51,069.00	207,351.50	91,923.00	91,923.00	207,351.50	91,923.00	91,923.00
Property Taxes	8020-8079		2,238.22	8,955.98	555.93	1,277,403.33	1,656,417.16	15,345,350.18	2,862,262.68	295,964.70
Miscellaneous Funds	8080-8099				49,194.56			1,550,805.71		
Federal Revenue	8100-8299			2,083.56	72,006.30		5,373.67	13,802.95	99,756.82	16,668.49
Other State Revenue	8300-8599		50,044.18	151,887.61	287,881.21	513,336.45	205,822.14	460,959.09	265,860.03	438,306.96
Other Local Revenue	8600-8799		30,878.88		15,415.57		56,130.78	509,483.93	480,463.75	62,897.28
Interfund Transfers In	8900-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			134,230.28	213,996.15	632,405.07	1,882,662.78	2,015,666.75	18,087,753.36	3,800,266.28	905,760.43
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		261,459.68	1,626,131.84	1,712,378.63	1,770,479.41	1,773,073.94	1,741,639.39	1,716,862.36	1,730,869.36
Classified Salaries	2000-2999		358,626.86	487,405.50	974,297.02	807,196.78	814,471.71	841,330.47	855,279.63	821,866.14
Employee Benefits	3000-3999		363,976.90	796,373.85	1,044,841.95	987,799.06	983,669.10	1,011,280.89	1,008,287.75	1,040,807.06
Books and Supplies	4000-4999		11,504.54	47,764.27	270,677.21	31,111.10	54,304.23	51,702.74	41,127.03	38,870.75
Services	5000-5999		681,071.25	307,075.48	296,081.57	360,925.43	584,648.59	818,262.73	546,804.22	477,216.33
Capital Outlay	6000-6999									
Other Outgo	7000-7499		28,994.63	24,151.15	2,998.39		1,496.65		31,035.33	
Interfund Transfers Out	7600-7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			1,705,633.86	3,288,902.09	4,301,274.77	3,957,511.78	4,211,664.22	4,464,216.22	4,199,396.32	4,109,629.64
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299	(3,507,689.00)	91,326.78	163,140.08	352,385.59	2,900,836.55				
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		(3,507,689.00)	91,326.78	163,140.08	352,385.59	2,900,836.55	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	4,099,314.00	1,520,098.06	1,365,582.33	(51,938.40)	638,438.06	(625,480.81)	1,266,603.19	(465,637.82)	(146,835.04)
Due To Other Funds	9610									
Current Loans	9640		(12,000,000.00)							
Unearned Revenues	9650	675,000.00	675,000.00							
Deferred Inflows of Resources	9690									
SUBTOTAL		4,774,314.00	(9,804,901.94)	1,365,582.33	(51,938.40)	638,438.06	(625,480.81)	1,266,603.19	(465,637.82)	(146,835.04)
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(8,282,003.00)	9,896,228.72	(1,202,442.25)	404,323.99	2,262,398.49	625,480.81	(1,266,603.19)	465,637.82	146,835.04
E. NET INCREASE/DECREASE (B - C + D)			8,324,825.14	(4,277,348.19)	(3,264,545.71)	187,549.49	(1,570,516.66)	12,356,933.95	66,507.78	(3,057,034.17)
F. ENDING CASH (A + E)			9,634,838.42	5,357,490.23	2,092,944.52	2,280,494.01	709,977.35	13,066,911.30	13,133,419.08	10,076,384.91
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		10,076,384.91	8,105,028.16	15,992,405.91	3,623,561.04				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	207,351.50	91,923.00	91,923.00	115,428.50	91,926.00		1,483,085.00	1,483,085.00
Property Taxes	8020-8079	2,326,275.32	9,527,524.61	3,369,487.57	939,378.32			37,611,814.00	37,611,814.00
Miscellaneous Funds	8080-8099	20,361.46	1,563,344.27					3,183,706.00	3,183,706.00
Federal Revenue	8100-8299	22,014.27	36,844.01		47,187.45	772,321.48		1,088,059.00	1,088,059.00
Other State Revenue	8300-8599	322,217.88	260,273.67	319,599.79	624,311.59	1,615,457.40		5,515,958.00	5,515,958.00
Other Local Revenue	8600-8799	97,809.07	545,675.34	115,632.36	947,523.20	1,150,785.81		4,012,695.97	4,012,696.00
Interfund Transfers In	8900-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		2,996,029.50	12,025,584.90	3,896,642.72	2,673,829.06	3,630,490.69	0.00	52,895,317.97	52,895,318.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,781,645.41	1,779,585.04	1,804,692.06	2,095,226.88			19,794,044.00	19,794,044.00
Classified Salaries	2000-2999	843,156.87	760,057.26	809,099.32	1,370,643.75	556,367.69		10,299,799.00	10,299,799.00
Employee Benefits	3000-3999	1,045,619.51	1,005,422.69	1,048,302.43	1,244,646.17	2,387,875.64		13,968,903.00	13,968,903.00
Books and Supplies	4000-4999	37,219.07	40,261.14	59,491.01	77,400.10	332,767.81		1,094,201.00	1,094,201.00
Services	5000-5999	466,110.67	586,755.41	634,204.50	963,933.47	769,579.35		7,492,669.00	7,492,669.00
Capital Outlay	6000-6999							0.00	
Other Outgo	7000-7499	44,889.26	26,084.91		12,995.06	27,371.62		200,017.00	200,017.00
Interfund Transfers Out	7600-7629				300,000.00			300,000.00	300,000.00
All Other Financing Uses	7630-7699							0.00	

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		4,218,640.79	4,198,166.45	4,355,789.32	6,064,845.43	4,073,962.11	0.00	53,149,633.00	53,149,633.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							3,507,689.00	
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	3,507,689.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	748,745.46	(59,959.30)	(90,301.73)				4,099,314.00	
Due To Other Funds	9610							0.00	
Current Loans	9640			12,000,000.00				0.00	
Unearned Revenues	9650							675,000.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		748,745.46	(59,959.30)	11,909,698.27	0.00	0.00	0.00	4,774,314.00	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(748,745.46)	59,959.30	(11,909,698.27)	0.00	0.00	0.00	(1,266,625.00)	
E. NET INCREASE/DECREASE (B - C + D)		(1,971,356.75)	7,887,377.75	(12,368,844.87)	(3,391,016.37)	(443,471.42)	0.00	(1,520,940.03)	(254,315.00)
F. ENDING CASH (A + E)		8,105,028.16	15,992,405.91	3,623,561.04	232,544.67				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								(210,926.75)	

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 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	37,821,923.00	3.37%	39,094,899.00	2.87%	40,216,467.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	710,336.00	5.58%	750,000.00	3.09%	773,175.00
4. Other Local Revenues	8600-8799	732,252.00	5.84%	775,000.00	3.09%	798,948.00
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	(9,132,847.00)	-1.64%	(8,982,847.00)	0.00%	(8,982,847.00)
6. Total (Sum lines A1 thru A5c)		30,131,664.00	5.00%	31,637,052.00	3.69%	32,805,743.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				14,621,788.00		15,081,826.00
b. Step & Column Adjustment				262,105.00		258,313.00
c. Cost-of-Living Adjustment				649,457.00		
d. Other Adjustments				(451,524.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,621,788.00	3.15%	15,081,826.00	1.71%	15,340,139.00
2. Classified Salaries						
a. Base Salaries				4,840,823.00		5,118,572.00
b. Step & Column Adjustment				96,123.00		102,371.00
c. Cost-of-Living Adjustment				216,278.00		
d. Other Adjustments				(34,652.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,840,823.00	5.74%	5,118,572.00	2.00%	5,220,943.00
3. Employee Benefits	3000-3999	7,837,286.00	-0.12%	7,828,207.00	1.62%	7,954,998.00
4. Books and Supplies	4000-4999	378,210.00	-7.46%	350,000.00	5.71%	370,000.00
5. Services and Other Operating Expenditures	5000-5999	3,131,080.00	-3.19%	3,031,080.00	2.27%	3,100,000.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	59,468.00	0.00%	59,468.00	3.09%	61,306.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(145,112.00)	0.00%	(145,112.00)	3.09%	(149,596.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	288,279.00	4.07%	300,000.00	0.00%	300,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		31,011,822.00	1.97%	31,624,041.00	1.81%	32,197,790.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(880,158.00)		13,011.00		607,953.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,494,370.00		1,614,212.00		1,627,223.00
2. Ending Fund Balance (Sum lines C and D1)		1,614,212.00		1,627,223.00		2,235,176.00
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	23,983.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,565,229.00		1,594,489.00		1,617,672.00
2. Unassigned/Unappropriated	9790	0.00		7,734.00		592,504.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,614,212.00		1,627,223.00		2,235,176.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,565,229.00		1,594,489.00		1,617,672.00
c. Unassigned/Unappropriated	9790	0.00		7,734.00		592,504.00
(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			0.00		
b. Reserve for Economic Uncertainties	9789	4,109,247.00		4,109,247.00		4,109,247.00
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		5,674,476.00		5,711,470.00		6,319,423.00

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.

The MYP includes a combined reduction of $486,176 in certificated and classified salary expenditures in 2027-28 ($451,524 certificated and $34,652 classified) to align staffing levels with projected enrollment trends. These adjustments reflect the District's ongoing right-sizing efforts through attrition, retirements, vacancy management, and organizational review while maintaining core educational programs and essential student services. Aligning staffing costs with enrollment projections supports the District's long-term fiscal stability and helps ensure resources are allocated efficiently to meet student needs.

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 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	3,082,000.00	3.30%	3,183,706.00	3.09%	3,282,083.00
2. Federal Revenues	8100-8299	1,053,300.00	3.30%	1,088,059.00	3.09%	1,121,680.00
3. Other State Revenues	8300-8599	4,613,706.00	3.30%	4,765,958.00	3.09%	4,913,226.00
4. Other Local Revenues	8600-8799	3,134,265.00	3.30%	3,237,696.00	3.09%	3,337,741.00
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	9,132,847.00	-1.64%	8,982,847.00	0.00%	8,982,847.00
6. Total (Sum lines A1 thru A5c)		21,016,118.00	1.15%	21,258,266.00	1.78%	21,637,577.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,573,068.00		4,712,219.00
b. Step & Column Adjustment				91,461.00		94,244.00
c. Cost-of-Living Adjustment				209,904.00		
d. Other Adjustments				(162,214.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,573,068.00	3.04%	4,712,219.00	2.00%	4,806,463.00
2. Classified Salaries						
a. Base Salaries				4,898,421.00		5,181,227.00
b. Step & Column Adjustment				97,968.00		103,625.00
c. Cost-of-Living Adjustment				224,838.00		
d. Other Adjustments				(40,000.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,898,421.00	5.77%	5,181,227.00	2.00%	5,284,852.00
3. Employee Benefits	3000-3999	6,121,604.00	0.31%	6,140,696.00	1.18%	6,213,242.00
4. Books and Supplies	4000-4999	769,201.00	-3.25%	744,201.00	-3.36%	719,201.00
5. Services and Other Operating Expenditures	5000-5999	4,511,589.00	-1.11%	4,461,589.00	-1.12%	4,411,589.00
6. Capital Outlay	6000-6999	6,619.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	170,000.00	0.00%	170,000.00	0.00%	170,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	111,966.00	3.30%	115,661.00	3.09%	119,235.00
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)		21,162,468.00	1.72%	21,525,593.00	0.92%	21,724,582.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(146,350.00)		(267,327.00)		(87,005.00)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,234,522.00		4,088,172.00		3,820,845.00
2. Ending Fund Balance (Sum lines C and D1)		4,088,172.00		3,820,845.00		3,733,840.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	4,088,172.00		3,820,856.00		3,733,851.00
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	0.00		(11.00)		(11.00)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,088,172.00		3,820,845.00		3,733,840.00
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.

The MYP includes a combined reduction of $202,214 in certificated and classified salary expenditures in 2027-28 ($162,214 certificated and $40,000 classified) to align staffing levels with projected enrollment trends. These adjustments reflect the District's ongoing right-sizing efforts through attrition, retirements, vacancy management, and organizational review while maintaining core educational programs and essential student services. Aligning staffing costs with enrollment projections supports the District's long-term fiscal stability and helps ensure resources are allocated efficiently to meet student needs.

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 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	40,903,923.00	3.36%	42,278,605.00	2.89%	43,498,550.00
2. Federal Revenues	8100-8299	1,053,300.00	3.30%	1,088,059.00	3.09%	1,121,680.00
3. Other State Revenues	8300-8599	5,324,042.00	3.60%	5,515,958.00	3.09%	5,686,401.00
4. Other Local Revenues	8600-8799	3,866,517.00	3.78%	4,012,696.00	3.09%	4,136,689.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		51,147,782.00	3.42%	52,895,318.00	2.93%	54,443,320.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				19,194,856.00		19,794,045.00
b. Step & Column Adjustment				353,566.00		352,557.00
c. Cost-of-Living Adjustment				859,361.00		0.00
d. Other Adjustments				(613,738.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	19,194,856.00	3.12%	19,794,045.00	1.78%	20,146,602.00
2. Classified Salaries						
a. Base Salaries				9,739,244.00		10,299,799.00
b. Step & Column Adjustment				194,091.00		205,996.00
c. Cost-of-Living Adjustment				441,116.00		0.00
d. Other Adjustments				(74,652.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	9,739,244.00	5.76%	10,299,799.00	2.00%	10,505,795.00
3. Employee Benefits	3000-3999	13,958,890.00	0.07%	13,968,903.00	1.43%	14,168,240.00
4. Books and Supplies	4000-4999	1,147,411.00	-4.64%	1,094,201.00	-0.46%	1,089,201.00
5. Services and Other Operating Expenditures	5000-5999	7,642,669.00	-1.96%	7,492,669.00	0.25%	7,511,589.00
6. Capital Outlay	6000-6999	6,619.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	229,468.00	0.00%	229,468.00	0.80%	231,306.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(33,146.00)	-11.15%	(29,451.00)	3.09%	(30,361.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	288,279.00	4.07%	300,000.00	0.00%	300,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		52,174,290.00	1.87%	53,149,634.00	1.45%	53,922,372.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(1,026,508.00)		(254,316.00)		520,948.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		6,728,892.00		5,702,384.00		5,448,068.00
2. Ending Fund Balance (Sum lines C and D1)		5,702,384.00		5,448,068.00		5,969,016.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	25,000.00		25,000.00		25,000.00
b. Restricted	9740	4,088,172.00		3,820,856.00		3,733,851.00
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	23,983.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,565,229.00		1,594,489.00		1,617,672.00
2. Unassigned/Unappropriated	9790	0.00		7,723.00		592,493.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,702,384.00		5,448,068.00		5,969,016.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,565,229.00		1,594,489.00		1,617,672.00
c. Unassigned/Unappropriated	9790	0.00		7,734.00		592,504.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			(11.00)		(11.00)
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	4,109,247.00		4,109,247.00		4,109,247.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		5,674,476.00		5,711,459.00		6,319,412.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		10.88%		10.75%		11.72%
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	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 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)		2,300.00		2,266.07		2,214.68
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		52,174,290.00		53,149,634.00		53,922,372.00
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)		52,174,290.00		53,149,634.00		53,922,372.00
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)		1,565,228.70		1,594,489.02		1,617,671.16
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)		1,565,228.70		1,594,489.02		1,617,671.16
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):	2,300
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 (2023-24)				
District Regular	2,440	2,704		
Charter School				
Total ADA	**2,440**	**2,704**	**N/A**	**Met**
Second Prior Year (2024-25)				
District Regular	2,352	2,535		
Charter School				
Total ADA	**2,352**	**2,535**	**N/A**	**Met**
First Prior Year (2025-26)				
District Regular	2,225	2,433		
Charter School		0		
Total ADA	**2,225**	**2,433**	**N/A**	**Met**
Budget Year (2026-27)				
District Regular	2,339			
Charter School	0			
Total ADA	**2,339**			

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): 2,300

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 (2023-24)				
District Regular	2,663	2,663		
Charter School				
Total Enrollment	**2,663**	**2,663**	**0.0%**	**Met**
Second Prior Year (2024-25)				
District Regular	2,564	2,562		
Charter School				
Total Enrollment	**2,564**	**2,562**	**0.1%**	**Met**
First Prior Year (2025-26)				
District Regular	2,504	2,561		
Charter School				
Total Enrollment	**2,504**	**2,561**	**N/A**	**Met**
Budget Year (2026-27)				
District Regular	2,483			
Charter School				
Total Enrollment	**2,483**			

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 (2023-24)			
District Regular	2,450	2,663	
Charter School		0	
Total ADA/Enrollment	**2,450**	**2,663**	**92.0%**
Second Prior Year (2024-25)			
District Regular	2,359	2,562	
Charter School	0		
Total ADA/Enrollment	**2,359**	**2,562**	**92.1%**
First Prior Year (2025-26)			
District Regular	2,225	2,561	
Charter School			
Total ADA/Enrollment	**2,225**	**2,561**	**86.9%**
		Historical Average Ratio:	90.3%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**90.8%**

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 (2026-27)				
District Regular	2,300	2,483		
Charter School	0			
Total ADA/Enrollment	**2,300**	**2,483**	**92.6%**	**Not Met**
1st Subsequent Year (2027-28)				
District Regular	2,314	2,455		
Charter School				
Total ADA/Enrollment	**2,314**	**2,455**	**94.3%**	**Not Met**
2nd Subsequent Year (2028-29)				
District Regular	2,187	2,414		
Charter School				
Total ADA/Enrollment	**2,187**	**2,414**	**90.6%**	**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 (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	2,441.92	2,347.80	2,308.57	2,274.64
b.	Prior Year ADA (Funded)		2,441.92	2,347.80	2,308.57
c.	Difference (Step 1a minus Step 1b)		(94.12)	(39.23)	(33.93)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(3.85%)	(1.67%)	(1.47%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		31,350,126.00	31,078,233.00	31,078,233.00
b1.	COLA percentage				
b2.	COLA amount (proxy for purposes of this criterion)		0.00	0.00	0.00
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			(3.85%)	(1.67%)	(1.47%)
	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 (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	35,452,742.00	36,330,992.00	37,611,814.00	38,740,168.00
Percent Change from Previous Year		**2.48%**	**3.53%**	**3.00%**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**1.48% to 3.48%**	**2.53% to 4.53%**	**2.00% to 4.00%**

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
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 (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	36,962,785.00	37,821,923.00	39,094,899.00	40,216,467.00
District's Projected Change in LCFF Revenue:		2.32%	3.37%	2.87%
Basic Aid Standard		**1.48% to 3.48%**	**2.53% to 4.53%**	**2.00% to 4.00%**
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2023-24)	22,944,895.29	27,274,677.84	84.1%
Second Prior Year (2024-25)	27,598,984.59	32,216,387.80	85.7%
First Prior Year (2025-26)	26,940,332.00	31,171,148.00	86.4%
		Historical Average Ratio:	85.4%

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**82.4% to 88.4%**	**82.4% to 88.4%**	**82.4% to 88.4%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form MYP, Lines B1-B3)	Budget - Unrestricted (Resources 0000-1999) Total Expenditures (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2026-27)	27,299,897.00	30,723,543.00	88.9%	Not Met
1st Subsequent Year (2027-28)	28,028,605.00	31,324,041.00	89.5%	Not Met
2nd Subsequent Year (2028-29)	28,516,080.00	31,897,790.00	89.4%	Not Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

Reflects negotiated salary increases

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 (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	(3.85%)	(1.67%)	(1.47%)
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-13.85% to 6.15%**	**-11.67% to 8.33%**	**-11.47% to 8.53%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-8.85% to 1.15%	-6.67% to 3.33%	-6.47% to 3.53%

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 (2025-26)	1,289,147.00		
Budget Year (2026-27)	1,053,300.00	(18.29%)	Yes
1st Subsequent Year (2027-28)	1,088,059.00	3.30%	No
2nd Subsequent Year (2028-29)	1,121,680.00	3.09%	No

Explanation: (required if Yes) Due to decrease in Title II funding

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2025-26)	6,404,022.00		
Budget Year (2026-27)	5,324,042.00	(16.86%)	Yes
1st Subsequent Year (2027-28)	5,515,958.00	3.60%	Yes
2nd Subsequent Year (2028-29)	5,686,401.00	3.09%	No

Explanation: (required if Yes) Due to one-time funding of Golden State Pathways and Strong Workforce Grants

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2025-26)	7,144,252.00		
Budget Year (2026-27)	3,866,517.00	(45.88%)	Yes
1st Subsequent Year (2027-28)	4,012,696.00	3.78%	Yes
2nd Subsequent Year (2028-29)	4,136,689.00	3.09%	No

Explanation: (required if Yes) Due to one-time funding of turf replacement project

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2025-26)	2,079,928.00		
Budget Year (2026-27)	1,147,411.00	(44.83%)	Yes
1st Subsequent Year (2027-28)	1,094,201.00	(4.64%)	No
2nd Subsequent Year (2028-29)	1,089,201.00	(.46%)	No

Explanation: (required if Yes)
Decrease by one-time expenditures

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2025-26)	10,026,586.00		
Budget Year (2026-27)	7,642,669.00	(23.78%)	Yes
1st Subsequent Year (2027-28)	7,492,669.00	(1.96%)	No
2nd Subsequent Year (2028-29)	7,511,589.00	.25%	No

Explanation: (required if Yes)
Decrease by one-time expenditures related to field turf project

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 (2025-26)	14,837,421.00		
Budget Year (2026-27)	10,243,859.00	(30.96%)	Not Met
1st Subsequent Year (2027-28)	10,616,713.00	3.64%	Met
2nd Subsequent Year (2028-29)	10,944,770.00	3.09%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2025-26)	12,106,514.00		
Budget Year (2026-27)	8,790,080.00	(27.39%)	Not Met
1st Subsequent Year (2027-28)	8,586,870.00	(2.31%)	Met
2nd Subsequent Year (2028-29)	8,600,790.00	.16%	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 II funding
Explanation: Other State Revenue (linked from 6B if NOT met)	Due to one-time funding of Golden State Pathways and Strong Workforce Grants
Explanation: Other Local Revenue (linked from 6B if NOT met)	Due to one-time funding of turf replacement project

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)	Decrease by one-time expenditures
Explanation: **Services and Other Exps** (linked from 6B if NOT met)	Decrease by one-time expenditures related to field turf project

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 exclude 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? — No

   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)	50,162,497.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00			
		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	50,162,497.00	1,504,874.91	2,550,243.00	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 (2023-24)	Second Prior Year (2024-25)	First Prior Year (2025-26)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,529,675.39	5,737,252.69	5,848,861.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	1,159,429.40	.03	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	0.00
	e. Available Reserves (Lines 1a through 1d)	2,689,104.79	5,737,252.72	5,848,861.00
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	48,360,837.97	54,307,182.13	58,320,477.00
	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)	48,360,837.97	54,307,182.13	58,320,477.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	5.6%	10.6%	10.0%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**1.9%**	**3.5%**	**3.3%**

[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 (2023-24)	2,130,709.71	27,582,276.42	N/A	Met
Second Prior Year (2024-25)	(466,416.40)	32,519,460.74	1.4%	Met
First Prior Year (2025-26)	296,784.00	31,484,100.00	N/A	Met
Budget Year (2026-27) (Information only)	(880,158.00)	31,011,822.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund 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):	2,309
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 (2023-24)	533,300.92	533,300.92	0.0%	Met
Second Prior Year (2024-25)	2,664,010.63	2,664,010.63	0.0%	Met
First Prior Year (2025-26)	2,178,523.63	2,197,586.00	N/A	Met
Budget Year (2026-27) (Information only)	2,494,370.00			

[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 (2026-27)	1,310,013.28	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 $90,000 (greater of)	0 to 300
4% or $90,000 (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 (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	2,300	2,266	2,215
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 (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
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 (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	52,174,290.00	53,149,634.00	53,922,372.00
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)	52,174,290.00	53,149,634.00	53,922,372.00

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	1,565,228.70	1,594,489.02	1,617,671.16
6.	Reserve Standard - by Amount ($90,000 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)**	**1,565,228.70**	**1,594,489.02**	**1,617,671.16**

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 (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
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)	1,565,229.00	1,594,489.00	1,617,672.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	7,734.00	592,504.00
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)	0.00	(11.00)	(11.00)
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00	0.00	
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	4,109,247.00	4,109,247.00	4,109,247.00
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	5,674,476.00	5,711,459.00	6,319,412.00
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	10.88%	10.75%	11.72%
	District's Reserve Standard (Section 10B, Line 7):	**1,565,228.70**	**1,594,489.02**	**1,617,671.16**
	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 (2025-26)	(10,232,837.00)			
Budget Year (2026-27)	(9,132,847.00)	(1,099,990.00)	(10.7%)	Not Met
1st Subsequent Year (2027-28)	(8,982,847.00)	(150,000.00)	(1.6%)	Met
2nd Subsequent Year (2028-29)	(8,982,847.00)	0.00	0.0%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2025-26)	3,505,298.00			
Budget Year (2026-27)	0.00	(3,505,298.00)	(100.0%)	Not Met
1st Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2025-26)	312,952.00			
Budget Year (2026-27)	288,279.00	(24,673.00)	(7.9%)	Met
1st Subsequent Year (2027-28)	300,000.00	11,721.00	4.1%	Met
2nd Subsequent Year (2028-29)	300,000.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: (required if NOT met)

Reduction in Special Education contribution due to increase in funding

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 in from Fund 40 for fiscal stabilization.

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, 2026
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
TOTAL:				0

Type of Commitment (continued)	Prior Year (2025-26) Annual Payment (P & I)	Budget Year (2026-27) Annual Payment (P & I)	1st Subsequent Year (2027-28) Annual Payment (P & I)	2nd Subsequent Year (2028-29) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2025-26)?		**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 (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
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 (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
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) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of certificated (non-management) full - time - equivalent (FTE) positions	138.73	135.00	131.00	131.00

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? — Yes

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: Mar 12, 2026

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official? Yes

If Yes, date of Superintendent and CBO certification: Mar 02, 2026

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement? No

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
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	

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
7. Amount included for any tentative salary schedule increases			

Certificated (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
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 (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
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 (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are savings from attrition included in the budget and MYPs?	Yes	Yes	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	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) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of classified(non - management) FTE positions	133.05	131.50	130.00	130.00

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? Yes

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: Mar 12, 2026

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: Mar 02, 2026

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 (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
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	

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
7.	Amount included for any tentative salary schedule increases			

Classified (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
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 (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
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 (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	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) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of management, supervisor, and confidential FTE positions	34.70	32.70	32.00	32.00

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

2. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
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 (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 18, 2026

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?	Yes
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

CABRILLO UNIFIED SCHOOL DISTRICT

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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 11, 2026
TO: Members of the Governing Board
FROM: Lia Ferrero, Senior Human Resources Administrator
CATEGORY: Action
ITEM TITLE: Approval of the Declaration of Need for Fully Qualified Educators for the 2026-27 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 assignments will be under 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 (12) months and expires on June 30, 2027.

REPORT/PROPOSAL

The declaration must include the following:

- Title(s) of Limited Assignment Permits the employing agency anticipates will be requested
- Effort 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 2026-27 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 fiscal impact on the budget.

RECOMMENDATION

Staff recommends approval of the Declaration of Need for Fully Qualified Educators for the 2026-27 School Year

Prepared by: *Lia Ferrero*

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: 2027

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: 068890

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 6/12/2026 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, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Lia Ferrero	Lia Ferrero	Senior HR Administrator
Name	*Signature*	*Title*
		5/21/2026
Fax Number	*Telephone Number*	*Date*

498 Kelly Ave, Half Moon Bay, CA 94019
Mailing Address

ferrerol@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)	3
Bilingual Authorization (applicant already holds teaching credential)	4
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	6
Single Subject	4
Special Education	4
TOTAL	14

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	1	Mathematics	
Art		Music	1
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	1
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	2 (spanish)

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? 6

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, REACH

If no, explain why you do not participate in an internship program.

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 11, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Adoption of Resolution 06-2026 Approving 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.

REPORT/PROPOSAL

Resolution 06-2026 Budgetary Increases and Transfers at Year-End authorizes the Chief Business Officer to implement any necessary changes on behalf of the Governing Board.

FISCAL ANALYSIS

There is no fiscal impact on the General Fund.

RECOMMENDATION

Staff recommends approving Resolution 06-2026 Budgetary Increases and Transfers at Year-End, presented to the Board.

Prepared by: *Holly Lynne*

RESOLUTION NO. 06-2026
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 2025-2026; 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 11th day of June 2026 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:

_____
Lizet Cortes
President of the Governing Board
Cabrillo Unified School District

Attest by:

_____
Breanna Lafontaine
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 11, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Approval of Resolution 08-2026 for Temporary Interfund Borrowing for Fiscal Year 2025-26

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 08-2026 Temporary Interfund Borrowing for Fiscal Year 2025-26

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 08-2026 for Temporary Interfund Borrowing for Fiscal Year 2025-26.

Prepared by: *Holly Lynne*

RESOLUTION NO. 08-2026
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: 2025-26

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 11th day of June 2026, 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:

_____
Lizet Cortes
President of the Governing Board
Cabrillo Unified School District

Attest by:

_____
Breanna Lafontaine
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 11, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Approval of Half Moon Bay High School Elevator Modernization Project

BACKGROUND INFORMATION

The District maintains an aging hydraulic elevator at Half Moon Bay High School. Over time, elevator systems experience decreased reliability, increased maintenance needs, and potential safety concerns. A capital plan has been developed by TK Elevator to proactively address these issues and avoid unexpected repair costs

REPORT/PROPOSAL

TK Elevator proposes modernizing one hydraulic elevator by replacing key components, including the controller, power unit, door operator, fixtures, and wiring system. The proposed upgrades will improve system reliability, safety, energy efficiency, and overall performance while reducing service disruptions and maintenance calls.

FISCAL ANALYSIS

The estimated cost for the elevator modernization is $150,000. Additional related building improvements required to meet current code compliance (e.g., electrical, HVAC, fire alarm integration) may add approximately 35–40% to the total project cost.

RECOMMENDATION

Staff recommends approval of the elevator modernization project at Half Moon Bay High School to ensure safe, reliable operation and to proactively address aging infrastructure.

Prepared by: *Holly Lynne*

MODERNIZATION PROPOSAL



Capital Planner for

Half Moon Bay High School

03-16-2026
By JOSEPH.CHARNE

MOVE
BEYOND

Capital Plan

March 16, 2026

1 Lewis Foster Dr Mod

Purchaser:	Cabrillo Unified School District	Project Location:	Cabrillo Unified School District
Address:	1 Lewis Foster Dr ,	Address:	1 Lewis Foster Dr Half Moon Bay, CA 94019

To maintain reliable performance, elevators need regular service, repairs and part replacements. To help you plan and budget for your elevators' future, we've created a customized capital plan. Following each year's capital plan prevents you from being surprised by costly repairs. It also offers ways to upgrade your elevators, improve their energy efficiency and lower costs through modernization.

By partnering with TK Elevator, you'll be backed by 150 years of experience and service. We're ready to ensure your elevators perform strongly in the years ahead.

Budget at a Glance

Elevator	Type	Work Type	Date of Work	Budget
1	Hydraulic	Modernization		$150,000

Capital Plan

H-Power

Issue:

Aging hydraulic elevator systems can become less reliable and performance can deteriorate. This can result in increased maintenance requirements, shutdowns, service calls and safety related concerns.

Solution:

With more than 30 performance-optimizing features in the H-Power modernization package, we'll replace your hydraulic elevator's most critical components.

1 TAC Series Controller: Our digital controller offers increased reliability, reduced wiring and optimized efficiency through its 32-bit microprocessor.

2 Power Unit: This key component reduces noise and vibration during operation allowing for a quiet and smooth ride. The compact design uses less materials to construct and takes up less space. Furthermore, precise operation of the unit increases leveling accuracy and improves passenger safety.

3 Universal Door Operator: Faulty doors are the elevator industry's most frequent service call. This new technology improves door reliability and provides quick and smooth door operation.

4 MOD Fusion Fixtures: Our stainless-steel fixture line includes car operating panels, hall fixtures and car riding lanterns that improve elevator appearance and functionality. Fixtures are also easy to install, do not damage the walls and are in full compliance with U.S. and Canadian fire service codes.

5 Wiring Package: Our cable and hoistway wiring system communicates with multiple devices through a single wire using advanced CAN-BUS technology. It helps provide safer and more efficient elevator operations and maintenance.

You'll feel and see the difference the first time you step into your elevator.



Benefits:

- Elevator system uses less energy
- Entire system doesn't need replacement
- Reduced shutdowns and service calls
- Improved appearance and safety
- MAX connected and code compliant

Price:

Cost Per elevator:	$150,000
Needed on:	1

Related Building Work Not Included
When completing an elevator modernization, the local code requires all related building work that has a direct effect on or with the elevators be brought up to the existing elevator code enforced upon permit application. Such items would be all necessary revisions to the existing structure, finishes, and systems that work in sync with the elevator system: HVAC in elevator machine room, machine room and pit lighting, disconnects, emergency power operations, phone lines, fire alarm upgrades, etc. These upgrades must all be addressed prior to the inspection of the elevator(s) in order to pass the local inspection agency testing.

TK Elevator has not conducted a survey to assess the true scope of this work and this work can vary widely depending on current conditions. A full survey of existing conditions will be needed to accurately identify the scope and price of this work. For budgeting purposes, related building work typically adds 35-40% of the contract value.

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 11, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
Drew Gamet, Bond Program Fiscal Project Director
CATEGORY: Action
ITEM TITLE: Ratification of Award of Construction Agreement for the Farallone View Elementary School New Play Structure and Associated Site Work Project

BACKGROUND INFORMATION

The Measure K Bond Program includes funding for playground improvements at Farallone View Elementary School. On April 9, 2026, the Board approved the purchase of playground equipment from PlayPower/Miracle Playsystems through Sourcewell Contract No. 101625-PLP in the amount of $718,586.99, in accordance with Public Contract Code section 20118. That purchase covered only the play structure equipment.

The remaining work—removal of the existing play area, grading, drainage, paving, and installation of sod—was bid separately as the Farallone View Elementary School New Play Structure and Associated Site Work Project (IFB-002-2026). Bid documents were released on May 5, 2026, with sealed bids due on May 20, 2026.

Because the bid opening fell between regularly scheduled Board meetings, on May 14, 2026, the Board delegated authority, pursuant to Education Code section 17604, to the Superintendent and the Bond Program Fiscal Project Director, as the Superintendent's designee, to award the contract to the lowest responsive, responsible bidder, subject to ratification by the Board at its next regular meeting.

REPORT/PROPOSAL

Sealed bids were opened on May 20, 2026. The District received six (6) bids. Andreini Brothers, Inc. submitted the lowest responsive, responsible bid in the amount of $307,000.00.

No bid protest was received within the three (3) business days following the bid opening. Acting under the authority delegated by the Board on May 14, 2026, staff issued a Notice of Award to Andreini Brothers, Inc. on May 27, 2026, and the parties executed the Agreement on May 28, 2026. Following receipt of the required certificates of insurance, payment, and performance bonds, the district will issue the Notice to Proceed on May 29, 2026.

The Agreement requires completion of the work by July 31, 2026, supporting completion of the playground before the start of the 2026–27 school year. Consistent with Education Code section 17604, staff now request that the Board ratify the award and the executed Agreement.

FISCAL ANALYSIS

This project is funded through the Measure K Bond Program. The construction contract for the New Play Structure Site Work is $307,000.00, which is within the budget allocated for this project. There is no impact to the General Fund.

RECOMMENDATION

It is recommended that the Board ratify the award of the construction contract for the Farallone View Elementary School New Play Structure and Associated Site Work Project to Andreini Brothers, Inc., the lowest responsive, responsible bidder, in the amount of $307,000.00, and ratify the execution of the Agreement and the issuance of the Notice to Proceed, pursuant to Education Code section 17604.

Prepared by: *Drew Gamet*

DOCUMENT 00 52 13

AGREEMENT

THIS AGREEMENT IS MADE AND ENTERED INTO THIS 28th DAY OF May, 2026, by and between the Cabrillo Unified School District ("District") and Andreini Brothers, Inc. ("Contractor") ("Agreement").

WITNESSETH: That the parties hereto have mutually covenanted and agreed, and by these presents do covenant and agree with each other, as follows:

The Work: Contractor agrees to furnish all tools, equipment, apparatus, facilities, labor, and material necessary to perform and complete in a good and workmanlike manner, the work of the following project:

NEW PLAY STRUCTURE SITE WORK

FARALLONE VIEW ELEMENTARY SCHOOL

1100 LE CONTE AVE, MONTARA, CA 94037

CABRILLO UNIFIED SCHOOL DISTRICT

("Project" or "Contract" or "Work")

It is understood and agreed that the Work shall be performed and completed as required in the Contract Documents including, without limitation, the Drawings and Specifications and submission of all documents required to secure funding or by the Division of the State Architect for close-out of the Project, under the direction and supervision of, and subject to the approval of, the District or its authorized representative.

The Contract Documents: The complete Contract consists of all Contract Documents as defined in the General Conditions and incorporated herein by this reference. Any and all obligations of the District and Contractor are fully set forth and described in the Contract Documents. All Contract Documents are intended to cooperate so that any Work called for in

one and not mentioned in the other or vice versa is to be executed the same as if mentioned in all Contract Documents.

Interpretation of Contract Documents: Should any question arise concerning the intent or meaning of Contract Documents, including the Drawings or Specifications, the question shall be submitted to the District for interpretation. If a conflict exists in the Contract Documents, valid, written modifications, beginning with the most recent, shall control over this Agreement (if any), which shall control over the Special Conditions, which shall control over any Supplemental Conditions, which shall control over the General Conditions, which shall control over the remaining Division 0 documents, 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 the case of a 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. In no case shall a document calling for lower quality and/or quantity material or workmanship control. The decision of the District in the matter shall be final.

Time for Completion: It is hereby understood and agreed that the Work under this Contract shall be completed by **July 31, 2026** ("Contract Time"), unless terminated by the District earlier for cause or for convenience.

Completion - Extension of Time: Should the Contractor fail to complete this Contract, and the Work provided herein, within the time fixed for completion, due allowance being made for the contingencies provided for herein, the Contractor shall become liable to the District for all loss and damage that the District may suffer on account thereof. The Contractor shall coordinate its Work with the Work of all other contractors. The District shall not be liable for delays resulting from Contractor's failure to coordinate its Work with other contractors in a manner that will allow timely completion of Contractor's Work. Contractor shall be liable for delays to other contractors caused by Contractor's failure to coordinate its Work with the Work of other contractors.

Liquidated Damages: Time is of the essence for all work under this Agreement. 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 Contractor's delay; therefore, Contractor agrees that it shall pay to the District the sum of **Five Hundred**

dollars ($500.00) per day as liquidated damages for each and every day's delay beyond the time herein prescribed in completion of the Work.

It is hereby understood and agreed that this amount is not a penalty.

In the event that 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 the Contractor under this Agreement, and such deduction does not constitute a withholding or penalty. The District's right to assess liquidated damages is as indicated herein and in the General Conditions.

The time during which the Contract is delayed for cause, as hereinafter specified, may extend the time of completion for a reasonable time as the District may grant, provided that Contractor has complied with the claims procedure of the Contract Documents. This provision does not exclude the recovery of damages by either party under other provisions in the Contract Documents.

Loss Or Damage: The District and its agents and authorized representatives shall not in any way or manner be answerable or suffer loss, damage, expense, or liability for any loss or damage that may happen to the Work, or any part thereof, or in or about the same during its construction and before acceptance, and the Contractor shall assume all liabilities of every kind or nature arising from the Work, either by accident, negligence, theft, vandalism, or any cause whatsoever; and shall hold the District and its agents and authorized representatives harmless from all liability of every kind and nature arising from accident, negligence, or any cause whatsoever.

Limitation Of District Liability: District's financial obligations under this Contract shall be limited to the payment of the compensation provided in this Contract. Notwithstanding any other provision of this Contract, 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 Contract.

Insurance and Bonds: Prior to issuance of the Notice to Proceed by the District, or, only in the event no Notice to Proceed is issued, prior to the date Contractor first furnishes work on the Project, Contractor shall provide all required certificates of insurance, insurance endorsements, and payment and performance bonds as evidence thereof.

Prosecution of Work: If the Contractor should neglect to prosecute the Work properly or fail to perform any provisions of this Contract, the District, may, pursuant to the General Conditions and 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 the Contractor.

Authority of Architect, Project Inspector, and DSA: Contractor hereby acknowledges that the Architect(s), the Project Inspector(s), and the Division of the State Architect ("DSA") have authority to approve and/or suspend Work if the Contractor's Work does not comply with the requirements of the Contract Documents, Title 24 of the California Code of Regulations, and all applicable laws and regulations. The Contractor shall be liable for any delay caused by its non-compliant Work.

Assignment of Contract: Neither the Contract, nor any part thereof, nor any moneys due or to become due thereunder, may be assigned by the Contractor without the prior written approval of the District, nor without the written consent of the Surety on the Contractor's Performance Bond (the "Surety"), unless the Surety has waived in writing its right to notice of assignment.

Classification of Contractor's License: Contractor hereby acknowledges that it currently holds valid Type **A and/or B** Contractor's license(s) issued by the State of California, Contractors' State License Board, in accordance with Division 3, Chapter 9, of the Business and Professions Code and in the classification called for in the Contract Documents.

Registration as Public Works Contractor: The Contractor and all Subcontractors currently are registered as public works contractors with the Department of Industrial Relations, State of California, in accordance with Labor Code section 1771.1.

Payment of Prevailing Wages: The Contractor and all Subcontractors shall pay all workers on all Work performed pursuant to this Contract not less than the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work as determined by the Director of the Department of Industrial Relations, State of California, for the type of work performed and the locality in which the work is to be performed within the boundaries of the District, pursuant to sections 1770 et seq. of the California Labor Code.

Labor Compliance Monitoring and Enforcement: 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. Contractor 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, including, without limitation, the requirement that the Contractor and all of its Subcontractors shall timely submit complete and accurate electronic certified payroll records as required by the Contract Documents, or the District may not issue payment.

Contract Price: In consideration of the foregoing covenants, promises, and agreements on the part of the Contractor, and the strict and literal fulfillment of each and every covenant, promise, and agreement, and as compensation agreed upon for the Work and construction, erection, and completion as aforesaid, the District covenants, promises, and agrees that it will well and truly pay and cause to be paid to the Contractor in full, and as the full Contract Price and compensation for construction, erection, and completion of the Work hereinabove agreed to be performed by the Contractor, the following price:

Three Hundred Seven Thousand and 00/100 Dollars

($307,000.00)

in lawful money of the United States, which sum is to be paid according to the schedule provided by the Contractor and accepted by the District and subject to additions and deductions as provided in the Contract. This amount supersedes any previously stated and/or agreed to amount(s). Contract Price includes Allowance(s), if any.

No Representations: No representations have been made other than as set forth in writing in the Contract Documents, including this Agreement. Each of the Parties to this Agreement warrants that it has carefully read and understood the terms and conditions of this Agreement and all Contract Documents, and that it has not relied upon the representations or advice of any other Party or any attorney not its own.

Entire Agreement: The Contract Documents, including this Agreement, set forth the entire agreement between the parties hereto and fully supersede any and all prior agreements, understandings, written or oral, between the parties hereto pertaining to the subject matter thereof.

Severability: If any term, covenant, condition, or provision in any of the Contract Documents is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the provisions in the Contract Documents shall remain in full force and effect and shall in no way be affected, impaired, or invalidated thereby.

Authority of Signatories: Each party has the full power and authority to enter into and perform this Contract, and the person signing this Contract on behalf of each party has been properly authorized and empowered to enter into this Contract. This Contract may be executed in one or more counterparts, each of which shall be deemed an original. For this Agreement, and for all Contract Documents requiring a signature, a facsimile or electronic signature shall be deemed to be the equivalent of the actual original signature. All counterparts so executed shall constitute one Contract binding all the Parties hereto.

[SIGNATURES ON FOLLOWING PAGE]

IN WITNESS WHEREOF, accepted and agreed on the date indicated above:

ANDREINI BROTHERS, INC.	**CABRILLO UNIFIED SCHOOL DISTRICT**
By: _____	By: _____
Title: _____	Title: _____

NOTE: If the Contractor executing this Contract is a corporation, the Contractor shall furnish to District satisfactory evidence of the authority of the officer signing on behalf of the corporation.

END OF DOCUMENT

DOCUMENT 00 55 00

NOTICE TO PROCEED

Dated: May 29, 2026

TO: Andreini Brothers, Inc.
("Contractor")

ADDRESS: 151 Main Street, Half Moon Bay, CA 94019

PROJECT: New Play Structure Site Work, Farallone View Elementary School, 1100 Le Conte Ave, Montara, CA 94037

PROJECT/CONTRACT NO.: IFB-002.2026 between the Cabrillo Unified School District and Contractor ("Contract").

You are notified that the Contract Time under the above Contract will commence to run on June 5, 2026. By that date, you are to start performing your obligations under the Contract Documents. In accordance with the Agreement executed by Contractor, the date of completion is July 31, 2026.

You must submit the following documents by 5:00 p.m. of the TENTH (10th) calendar day following the date of this Notice to Proceed:

a. Contractor's preliminary schedule of construction.

b. Contractor's preliminary schedule of values for all of the Work.

c. Contractor's preliminary schedule of submittals, including Shop Drawings, Product Data, and Samples submittals.

d. Contractor's Safety Plan specifically adapted for the Project.

e. DIR Registration Verification: A complete list of all subcontractors for all tiers, including the name, Department of Industrial Relations registration number, and portion of work.

Thank you. We look forward to a very successful Project.

CABRILLO UNIFIED SCHOOL DISTRICT

BY: _____

NAME: Jennifer Marsh

TITLE: Chief Business Official

END OF DOCUMENT

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, 11, 2026
TO: Members of the Governing Board
FROM: Lia Ferrero, Senior Human Resources Administrator
CATEGORY: Action
ITEM TITLE: Approval of Chief Business Officer Contract Extension for 2026-29

BACKGROUND INFORMATION

The current employment agreement for Chief Business Officer Jennifer Marsh expires on June 30, 2026. The District is bringing forward a new three-year employment agreement to ensure continuity of leadership and ongoing support for the District's fiscal operations and strategic initiatives.

REPORT/PROPOSAL

The District is seeking approval of a three-year employment agreement for Chief Business Officer Jennifer Marsh for the period of July 1, 2026, through June 30, 2029. The terms and conditions of the agreement remain unchanged from the current contract. The salary reflected in the agreement incorporates the compensation adjustments approved by the Board in March 2026.

FISCAL ANALYSIS

Funding for the Chief Business Officer position is included in the District's budget. The salary reflected in the agreement is consistent with Board-approved compensation adjustments adopted in March 2026.

RECOMMENDATION

It is recommended that the Board approve the employment agreement for Chief Business Officer Jennifer Marsh for the period of July 1, 2026, through June 30, 2029.

Prepared by: *Lia Ferrero*

CABRILLO UNIFIED SCHOOL DISTRICT

EMPLOYMENT AGREEMENT FOR

CHIEF BUSINESS OFFICIAL

THIS AGREEMENT is entered into this 11th day of June 2026, by and between the Board of Trustees of the Cabrillo Unified School District, hereinafter referred to as the "Board" or "District", and Jennifer Marsh, hereinafter referred to as the "Chief Business Official."

IT IS HEREBY AGREED BY THE PARTIES AS FOLLOWS:

1. **Term:** The Board hereby agrees to employ the Chief Business Official for a three-year term beginning July 1, 2026 and ending June 30, 2029, unless terminated earlier or extended as provided by the terms of this Agreement or as required by law. This Agreement shall supersede all previous employment agreements and amendments thereto. Upon a satisfactory annual performance evaluation, the Board may, at its discretion, extend the Agreement by one year, which shall be memorialized by an amendment. At that time, the amendment will appear on the Board Agenda [BP1] with a new end date and the amount of salary as determined by the salary provision. These will be considered amendments to this Agreement and will not be constituted as new contracts or agreements.

2. **Duties:** The Chief Business Official shall perform at the highest professional level of competence those duties delineated by the position description; related duties that support curriculum development and the instructional program; categorical programs; and other duties and responsibilities as assigned by the Superintendent. Responsibilities include personnel evaluation, planning, budgeting and managing The Chief Business Official will maintain a professional relationship with the Governing Board, the Superintendent, Administrators, Classified Staff, Parents, Teachers, Students, and the Community.

   Prior to the beginning of each school year, the Superintendent and the Chief Business Official shall mutually set goals for the year. Goals may be adjusted by mutual consent during the school year. Performance related to these goals will be part of the Chief Business Officials annual evaluation.

3. **Compensation:**

   Effective July 1, 2026, the annual base salary shall be Two Hundred Fifteen Thousand Eighty-Two Dollars ($215,082).

   Effective July 1, 2027, the annual base salary set forth in Section 3 of the Agreement shall be increased by four percent (4%). As a result of this increase, the annual base salary shall be Two Hundred Twenty-Three Thousand Six Hundred Eighty-Five Dollars ($223,685).

Effective January 1, 2028, the annual base salary set forth in Section 3 of the Agreement shall be increased by one percent (1 %). As a result of this increase, the annual base salary shall be Two Hundred Twenty-Five Thousand Nine Hundred Twenty-Two Dollars ($225,922).[BP1]

In the event of a mid-year start date, the annual base salary shall be adjusted accordingly. The annual salary shall be payable on the last day of each month in installments of one twelfth (1/12) of the annual salary rate for services rendered during the preceding month.

4. **Vacation/Work Year/Holidays**
The Chief Business Official shall be required to render twelve (12) months of full and regular service to the District during each school year, prorated for less than a complete year of service, covered by this Agreement, except that she shall be entitled to twenty-two (22) days annual vacation, with pay, exclusive of holidays defined in Education Code Sections 37220 and 37221. The number of days carried from one school year into an ensuing year may be up to five (5) in number. In the event of termination of this Agreement, the Chief Business Official shall be entitled to compensation for unused vacation of not more than twenty (20) days at her current rate of base pay. No later than July 15 of each year, the Chief Business Official shall submit her proposed work year calendar, outlining planned vacations, to the Superintendent for approval. Subsequent modifications to the calendar are subject to mutual agreement of the Chief Business Official and the Superintendent.

5. **Fringe Benefits:**

    a. **Health Insurance Benefits:** In accordance with the Cabrillo Classified Schools Association Contract Bargaining Agreement Article VIII, **t**he District shall continue to offer 100% of the full family insurance premium for Kaiser medical/ hospital/surgical/prescription drug coverage. Dental and vision care are provided.

    b. **Retirement Benefits:** Retirement benefits will be provided:

    PERS – Under the same terms as the current District contract with CSEA

    c. **Sick Leave:** The Chief Business Official shall accrue sick leave at the rate of twelve (12) days per Agreement year. In accordance with California Education Code, sick leave shall be transferred upon the request of the Chief Business Official leaving the District.

    d. **Additional Leave:** The Chief Business Official shall be entitled to all other paid, non-discretionary leaves of absence authorized by the Education Code.

6. **Work-Related Expenses**: The District shall reimburse the Chief Business Official for all actual and necessary expenses incurred within the scope of employment, providing such expenses are pre-approved by the Superintendent. Reimbursement shall be in accordance with Board policy and the District's budget.

7. **Professional Growth:** The District encourages the continuing professional growth of the Chief Business Official through activities approved in advance by the Superintendent. The Chief Business Official shall endeavor to maintain and improve her professional competence by all available means, including subscription to and reading of appropriate periodicals, maintenance of membership in appropriate professional organizations, and attendance at professional meetings at the local, state, and national level, with Board approval. The District shall pay for the Chief Business Officials dues to join the California Association of School Business Officials ("CASBO"). The Chief Business Official may approach the Superintendent regarding any other professional organizations that she wishes to join. The Chief Business Official will promptly submit receipts related to all such activities delineated in this section.

8. **Evaluation:** The Superintendent shall evaluate the performance of the Chief Business Official in writing and on an annual basis. The evaluation shall be based on objective information related to assigned job duties. If the evaluation is partially or wholly unsatisfactory in any respect, the written report shall describe such unsatisfactory performance in reasonable detail. The evaluation shall include recommendations for improvement of all instances that were deemed unsatisfactory.

9. **Termination of Employment:** This Agreement may be terminated prior to the expiration of the contract term as follows:

    a. **Resignation:** The Chief Business Official shall notify the Board in writing a minimum of sixty (60) days prior to accepting other employment or resigning from the District. She shall also notify the Board in writing within two (2) days of her becoming aware that she has been selected as a finalist for a full-time position with another public or private employer.

    b. **Mutual Consent:** This Agreement may be terminated at any time by mutual consent of the Board and the Chief Business Official.

    c. **Termination for Cause:** The Board may terminate this Agreement for cause. Cause is defined as conduct which is seriously prejudicial to the District, including, but not limited to: (1) unprofessional conduct; (2) unsatisfactory performance; (3) neglect of duty; (4) breach of this Agreement. Should the Board elect to terminate this Agreement prior to its expiration, the Board shall notify the Chief Business Official in writing with a detailed statement of charges. The Chief Business Official will be afforded an opportunity for a hearing, which shall include the right to be represented by counsel and the right to call witnesses. Such hearing shall be conducted before the Board in closed session. If the Board, after considering all evidence presented, decides to terminate this Agreement, it shall provide the Chief Business Official with a written decision. The decision of the Board shall be final.

    d. **Dismissal Without Cause:** The Board may dismiss the Chief Business Official during the school year without cause upon giving them 30 days written notice. If the Board

exercises this option, it will compensate the Chief Business Official, beginning no later than the effective date of termination, an amount equivalent to three months of base salary; however, in no event shall this amount exceed the base salary she would have earned for the remainder of the school year during which she was dismissed. Said payments are to be made monthly and will cease on the occasion of her commencing comparable employment if such employment commences before such payments would otherwise be completed.

10. Abuse of Office or Position

a. Any salary provided to the Chief Business Official pending an investigation shall be fully reimbursed by Chief Business Official to the District if the Chief Business Official is convicted of a crime involving an abuse of their office or position, as set forth in Government Code sections 53243 and 53243.4.
b. Any funds for the legal criminal defense of Chief Business Official provided by the District shall be fully reimbursed by Chief Business Official to the District if the Chief Business Official is convicted of an abuse of their office or position, as set forth in Government Code sections 53243.1 and 53243.4.
c. Regardless of the term of this Agreement, if this Agreement is terminated, any cash settlement related to the termination that Chief Business Official receives from the District shall be fully reimbursed to the District if Chief Business Official is convicted of a crime involving an abuse of their office or position, as set forth in Government Code sections 53243.2 and 53243.4.

11. General Provisions

a. **Governing Law and Venue:** This Agreement, and the rights and obligations of the parties, shall be governed by and construed in accordance with the laws of the State of California. The Parties also agree that in the event of litigation, venue shall be the proper federal and state court located in San Mateo County, California.

b. **Entire Agreement:** This agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.

c. **No Assignment:** Chief Business Official may not assign or transfer any rights granted or obligations assumed under this Agreement.

d. **Severability:** If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions of the Agreement shall continue in full force and effect.

IN WITNESS WHEREOF, the parties hereto, or their duly authorized representative, affix their hands:

CABRILLO UNIFIED SCHOOL DISTRICT: Date:

_____ _____

Lizet Cortes, President, Governing Board

ATTEST: Date:

_____ _____

Breanna Lafontaine, Clerk, Governing Board

CHIEF BUSINESS OFFICIAL: Date:

_____ _____

Jennifer Marsh

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 11, 2026
TO: Members of the Governing Board
FROM: Lizet Cortes, Board President
CATEGORY: Action
ITEM TITLE: Approval of Amendment No. 2 to the 2025-28 Superintendent Employment Agreement

BACKGROUND INFORMATION

The Governing Board entered into an Employment Agreement with Superintendent Dr. Ramon Miramontes, effective May 1, 2025. The Agreement was previously amended on April 9, 2026, to adjust compensation consistent with the District's "me too" compensation practice.

REPORT/PROPOSAL

Amendment No. 2 to the Superintendent Employment Agreement is presented for Board consideration and approval. The proposed amendment updates provisions related to health insurance benefits, compensation structure, and longevity compensation.

The amendment incorporates the Superintendent's existing automobile allowance and community engagement stipend into the annual base salary, making the compensation creditable for retirement purposes. The amendment also updates health insurance benefits effective July 1, 2026, and establishes a longevity increase following completion of three years of service under the Agreement beginning July 1, 2026.

In addition, the amendment clarifies that the District's existing "me too" compensation practice shall remain in effect for future compensation adjustments.

FISCAL ANALYSIS

The proposed 2026-27 Budget incorporates the fiscal impact of the Superintendent's salary increase and associated benefits as reflected in the employment agreement and related budget assumptions.

RECOMMENDATION

Approve Amendment No. 2 to the Superintendent Employment Agreement between the Cabrillo Unified School District and Dr. Ramon Miramontes.

Prepared by: *Rosibel Acosta, Executive Assistant to the Superintendent*

CABRILLO UNIFIED SCHOOL DISTRICT
SECOND AMENDMENT TO EMPLOYMENT AGREEMENT
SUPERINTENDENT

This Second Amendment to the Employment Agreement ("Second Amendment") is made and entered into this 11th day of June, 2026, by and between the Cabrillo Unified School District ("District") and Dr. Ramon Miramontes ("Superintendent").

RECITALS

WHEREAS, the District and the Superintendent entered into an Employment Agreement dated May 1, 2025, for a term commencing May 1, 2025, and ending June 30, 2028, unless earlier terminated or extended in accordance with its terms ("Agreement"); and

WHEREAS, on or about April 9, 2026, the District and the Superintendent entered into the First Amendment to the Employment Agreement ("First Amendment"), which adjusted the Superintendent's compensation consistent with the District's "me too" practice to ensure parity with salary increases granted to represented employees, and which established a multi-year salary schedule through the term of the Agreement; and

WHEREAS, the parties desire to further amend the Agreement by means of this Second Amendment to modify the Superintendent's health insurance benefits, permanently incorporate the automobile allowance and community engagement stipend into base salary as creditable compensation for retirement purposes, adjust base compensation, add a longevity provision, and to set forth all such changes in this Second Amendment;

AMENDMENT

1. **Health Insurance Benefits**

   Section 4(b) of the Agreement is hereby amended to read as follows:

   Effective July 1, 2026, the Superintendent shall receive a one-time lump annual allowance payable by July 31 for health, dental, vision, and other fringe benefits, subject to the same limitations as other certificated employees (not to exceed the District contribution to the Kaiser High HMO Plan 2 full family rate), for the Superintendent to utilize in selection of the free market health-care system of his choice. Any costs exceeding the Kaiser High HMO Plan 2 full family rate will be the responsibility of the Superintendent. The Superintendent shall provide proof of insurance annually by October 31 of that same instructional year.

2. **Automobile Allowance and Community Engagement**

   Sections 5(a) and 5(b) of the Agreement are hereby deleted in their entirety. The monthly automobile allowance of Five Hundred Dollars ($500) and the monthly community engagement stipend of Two Hundred Fifty Dollars ($250), totaling Nine Thousand Dollars ($9,000) annually, previously provided to the Superintendent are permanently incorporated into the Superintendent's base salary, as reflected in Section 3 of this Amendment, and shall no longer be provided as separate stipends.

3. **Compensation**

Effective July 1, 2026, the annual base salary set forth in Section 3 of the Agreement shall be increased to Three Hundred Three Thousand Two Hundred Thirty-Two Dollars ($303,232), which reflects the incorporation of the previously provided automobile allowance and community engagement stipend, totaling Nine Thousand Dollars ($9,000) annually, now included as creditable base salary and reported as creditable compensation for retirement purposes.

The adjusted base salary set forth herein, which includes the incorporation of the previously provided automobile allowance and community engagement stipend, shall constitute the Superintendent's base salary for purposes of calculating all future salary increases, including any percentage-based adjustments, longevity increases, or other compensation changes.

This provision supersedes and replaces the July 1, 2026, compensation amount set forth in the First Amendment. All other provisions of the First Amendment, including the District's "me too" compensation practice and the salary schedule for July 1, 2027 and January 1, 2028, shall remain in full force and effect, calculated on the basis of the adjusted base salary set forth in this Section 3.

4. **Longevity**

The Agreement is hereby amended to provide that, upon completion of three (3) years of service under the Agreement, measured from July 1, 2026, the Superintendent shall receive a longevity increase equal to five percent (5%) of the then-current annual base salary. This longevity increase is a one-time adjustment and shall thereafter be included in the Superintendent's base salary for purposes of calculating all future salary increases.

5. No Other Changes

Except as expressly amended herein, all other terms and conditions of the Employment Agreement shall remain unchanged, and are hereby ratified and confirmed, and shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have executed this Second Amendment as of the date first written above.

SUPERINTENDENT

_____ _____

Ramon Miramontes, Superintendent Date

CABRILLO UNIFIED SCHOOL DISTRICT

_____ _____

Lizet Cortes, President, Governing Board Date

ATTEST:

_____

Breanna Lafontaine, Clerk, Governing Board

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 11, 2026
TO: Members of the Governing Board
FROM: Dr. Ramon Miramontes, Superintendent
CATEGORY: Action
ITEM TITLE: Adoption of Resolution 07-2026 Specifications of Election Order and Approval Candidate Policy Form and Administrative Contact and Incumbent List Form

BACKGROUND INFORMATION

Mark Church, San Mateo County Assessor-County Clerk-Recorder & Elections, has advised CUSD of the district's responsibilities regarding the November 3, 2026, Statewide General Election to elect three (3) members of the Governing Board for a full term of four (4) years each.

To fulfill the school district's obligations for this election, the Board is required to take action for completion of the Candidate Policy Form for School Districts, the Administrative Contact and Incumbent List Form, and a resolution known as "Specifications of the Election Order" in order to return all three documents no later than July 3, 2026.

FISCAL ANALYSIS

For the 2024 election, CUSD spent $1282.64. in candidate statements and $76,839.62 in election services. Staff expect that the costs of the 2026 election may be similar, but it is difficult to estimate what the costs will be.

RECOMMENDATION

Staff recommend adopting the Specifications of Election Order resolution and approving the Candidate Policy Form and the Administrative Contact and Incumbent List Form.

Prepared by: *Rosibel Acosta, Executive Assistant to the Superintendent*

RESOLUTION NO. 07-2026
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

CALLING FOR AN ELECTION TO BE HELD ON TUESDAY, NOVEMBER 3, 2026, FOR THE ELECTION OF THREE (3) MEMBERS OF THE GOVERNING BOARD REPRESENTING TRUSTEE AREAS A, C, AND E

The Governing Board of the Cabrillo Unified School District hereby resolves as follows:

WHEREAS, an election has been ordered to be held on Tuesday, November 3, 2026, in the Cabrillo Unified School District ("District") for the purpose of electing members of the District's Governing Board ("Board") (the "Election"); and

WHEREAS, pursuant to Section 1001 of the Elections Code of the State of California, there is an established General Statewide election to be held on the same date as the Election; and

WHEREAS, pursuant to Part 3, Consolidation of Elections, and commencing with Section 10400 of the Elections Code of the State of California, an election for members of the Board may be either completely or partially consolidated with another election held on the same day, if in the same territory, or in territory that is part the same; and

WHEREAS, pursuant to Section 5322 of the Education Code, not less than 123 days prior to the date of the Election, the Board of the District must deliver to the County Superintendent of Schools and the Chief Elections Officer a resolution or resolutions, known as "specifications of the election order", which shall set forth the authority for ordering the election, the authority for the specification of the election order, and the signature of the officer or the clerk of the board by law authorized to make the designations therein contained.

NOW, THEREFORE, BE IT RESOLVED

Section 1. The Election is hereby called to be held in and for the District on November 3, 2026, to elect one (1) member of the Board representing Trustee Area A, for a full term of 4 years each; one (1) member of the Board representing Trustee Area C, for a full term of 4 years each, and one (1) member of the Board representing Trustee Area E, for a full term of 4 years each.

Section 2. Pursuant to Section 10002 of the Elections Code, the Board hereby requests the Board of Supervisors of the County of San Mateo to make available the services of the San Mateo County Chief Elections Officer & Assessor–County Clerk–Recorder (the "Chief Elections Officer") as the County Elections Official for the purpose of rendering services in the conduct of the Election.

Section 3. The Election will be conducted by trustee area. Each candidate for the governing board shall reside in the trustee area where the candidate seeks to represent and shall be elected by the registered voters of that particular trustee area.

Section 4. Pursuant to Section 5325(b) of the Education Code, not less than 120 days prior to the date of Election, the District shall cause the County Superintendent of Schools to deliver a copy of the formal notice of election of Governing Board members to the Chief Elections Officer.

Section 5. The District's Superintendent, or their designee, is hereby authorized and directed to enter into an Elections Service Agreement with the Chief Elections Officer regarding the Election to outline the detailed services to be provided by both the District and the Chief Elections Officer.

Section 6. The Chief Elections Officer will send an itemized invoice to the District for all services provided pursuant to the Elections Service Agreement after the Election is conducted and all related costs are determined, and the District's Superintendent, or their designee, is hereby

authorized and directed to submit payment on the full amount of the invoice to the County of San Mateo within forty-five (45) days of the date of the invoice.

Section 7. Pursuant to Section 13307 of Elections Code, each candidate for the Governing Board to be voted in the Election may prepare a candidate statement on the appropriate form provided by the Chief Elections Officer. Such statement shall be limited to 200 words, and the prorated costs of printing, mailing, and translating the statements shall be paid by Cabrillo Unified School District.

Section 8. Pursuant to Sections 5304 and 5016 of the Education Code, in the event of a tie vote at the Election (two or more persons receive an equal and the highest number of votes for an office) as certified by the Chief Elections Officer, any tie vote shall be resolved by lot.

I hereby certify the foregoing Resolution was duly and regularly passed and adopted by the Governing Board of the Cabrillo Unified School District at a regular meeting thereof held on this 11 day of June, 2026, by the following votes:

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:

_____
Lizet Cortes
President of the Governing Board
Cabrillo Unified School District

Attest by:

_____
Breanna Lafontaine
Clerk to the Governing Board
Cabrillo Unified School District

OFFICE OF
ASSESSOR-COUNTY CLERK-RECORDER & ELECTIONS
COUNTY OF SAN MATEO

MARK CHURCH
CHIEF ELECTIONS OFFICER &
ASSESSOR-COUNTY CLERK-RECORDER

Candidate Policy Form for School Districts
November 3, 2026
Statewide General Election

Please complete and return this form by July 3, 2026 (ED §5322)

Our Governing Board adopts the following policies effective for the November 3, 2026 Statewide General Election:

1 The *number of members* to be elected to the Governing Board for a **4-year term:** 3

Names of incumbents currently holding these seats (Indicate Trustee Area if election is by district)

Name	Trustee Area	Name	Trustee Area
Lizet Cotes	C	Carmen Daniel	A
Mary Beth Alexander	E		

2 The *number of members* to be elected to the Governing Board for a **2-year term** (if applicable to fill balance of an unexpired term): _____

Name(s) of incumbent(s) currently holding or who previously held and has vacated this seat(s)

Name	Trustee Area	Name	Trustee Area

3 Election type

☐ **At-large:** Each governing board member shall reside in the school district and shall be elected by the registered voters of the entire school district

☒ **By district:** Each governing board member shall reside in the trustee area where she or he seeks to represent and shall be elected (choose one):

☒ By the registered voters of that particular trustee area ☐ By the registered voters of the entire school district

4 The word limit for a candidate statement will be (EC §13307)

☒ 200-word statement ☐ 400-word statement

5 The cost of the candidate's statement sent to each voter will be paid by (EC §13307)

☒ District (Jurisdiction) ☐ Candidate

6 In the event of a tie vote, the candidate will be selected by (ED §5016)

☐ Runoff election ☒ By lot

(District Seal)

Signature of the Superintendent and Date

Dr. Ramon Miramontes, Superintendent
Print Name and Title

Cabrillo Unified School District
Official District Name (***to be used as ballot heading***)

40 Tower Road, San Mateo, CA 94402
P (650) 312-5222 **F** (650) 312-5348 **email** registrar@smcacre.gov **web** www.smcacre.gov

OFFICE OF
ASSESSOR-COUNTY CLERK-RECORDER & ELECTIONS
REGISTRATION & ELECTIONS DIVISION
COUNTY OF SAN MATEO

Administrative Contact & Incumbent List Form
November 3, 2026
Statewide General Election

Official District (Jurisdiction) Name: Cabrillo Unified School District

Primary Administrative Contact	
Name Dr. Ramon Miramontes	Phone 650-240-3146
E-mail miramontesr@cabrillo.k12.ca.us	Fax 650-240-3146

Secondary Administrative Contact	
Name Israel Castillo, Chief Academic Officer	Phone 650-653-7774
E-mail castilloi@cabrillo.k12.ca.us	Fax 650-653-7774

Complete List of Incumbent Board Members – Also Name Incumbent's Trustee Area/Subdistrict Area if Elected by District – Circle Appointed or Elected		
Name Carmen Daniel	Trustee Area/Subdistrict Area A	Most Recent Date (Appointed / Elected) November 2022
Name Breanna Lafontaine	Trustee Area/ Subdistrict Area B	Most Recent Date (Appointed / Elected) November 2024
Name Lizet Cortes	Trustee Area/ Subdistrict Area C	Most Recent Date (Appointed / Elected) November 2022
Name Peter Cerneka	Trustee Area/ Subdistrict Area D	Most Recent Date (Appointed / Elected) November 2024
Name Mary Beth Alexander	Trustee Area/ Subdistrict Area E	Most Recent Date (Appointed / Elected) November 2022
Name	Trustee Area/ Subdistrict Area	Most Recent Date (Appointed / Elected)
Name	Trustee Area/ Subdistrict Area	Most Recent Date (Appointed / Elected)
Name	Trustee Area/ Subdistrict Area	Most Recent Date (Appointed / Elected)
Name	Trustee Area/ Subdistrict Area	Most Recent Date (Appointed / Elected)

40 Tower Road, San Mateo, CA 94402
P (650) 312-5222 **F** (650) 312-5348 **email** registrar@smcacre.gov **web** www.smcacre.gov

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 11, 2026
TO: Members of the Governing Board
FROM: Israel Castillo, Ed. M., Chief Academic Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Schools Single Plans for Student Achievement (SPSA) 2026-27

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 Con App 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. The funds provided to each site live within the individual School Plan for Student Achievement (SPSA). Below are the general fund allocations* provided to each school site:

SCHOOL	PROJECTED 2026 - 27 ENROLLMENT	Allocation % 2026 - 27	RU 2026 - 27
Hatch Elementary	507	21%	$35,490
El Granada Elementary	323	13%	$22,610
Farallone View Elementary	203	8%	$14,210
Kings Mountain Elementary	41	2%	$2,870
Cunha Intermediate School	494	20%	$41,496
Half Moon Bay High School	785	32%	$65,940

Pilarcitos High School	41	2%	$3,444
Alternative Education	42	2%	$0
TOTAL	**2436**	**100%**	**$186,060**

**Projections are based on data as of March 5, 2026.*

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.

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

Prepared by: *Josefina Infanzon*

School Year: **2026-27**

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
- Additional Targeted Support and Improvement

Direct Technical Assistance

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
- Additional Targeted Support and Improvement
- Direct Technical Assistance

This plan is being put in place to address issues at Alvin S. Hatch Elementary that are reflected in the 2024-25 data analysis (School Dashboard). These issues include:

A need to support structured literacy for students performing below standard, and abating chronic absenteeism. In particular, the subgroups affected include Socioeconomically Disadvantaged Students, Students with Special Needs, and English Learners. 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 26-27, Hatch Elementary School SPSA addresses the DTA status of the school based on data in the California School Dashboard. Hatch Elementary School was identified as needing assistance for Chronic Absenteeism with Socioeconomically Disadvantaged Students (20.3% absent rate), well below standards in English Language Arts for English Learners (116.3 points below standard) and Students with Disabilities (124 points below standard), and well below standards in Mathematics for Students with Disabilities (111 points below standard).

Based on the data from the 2025 California School Dashboard, English Learner Students were in the red status level for ELA, Students with Disabilities were in the red status for Chronic Absenteeism, and Students with Disabilities were in the Red status for English Language Arts and Mathematics. Our SPSA plan will focus on improving school and student outcomes with input from all stakeholders, through a needs assessment identifying resource inequities to improve these outcomes for the 2026-27 school year.

The plan is aligned to the District LCAP as follows:

SPSA Goal 1: Support English Learners

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 for a broad or focused goal.
LCAP Metric 1.4 % students scoring Level 4 on the English Language Proficiency Assessment for California (ELPAC)

LCAP 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-economically disadvantaged.
LCAP Metric 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
LCAP Metric 2.9 English Language Proficiency Assessment for California (ELPAC)
Summative (Percentage of students scoring 4) and reclassification. Will increase Reclassification by 10% (Reclassification - Students scoring Level 4 on the ELPAC)

SPSA Goal 2: Increase Communication and Parent Involvement

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.
LCAP Metric 3.8 Form a Committee: Include teachers, parents, administrators, and community members to oversee the initiative. Develop Communication Strategies.

SPSA Goal 3: Increase ELA and Math Performance on CAASPP (3-5 grade), and Reading proficiency on DIBELS (K-3 grade)

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 for a broad or focused goal.
LCAP Metric 1.2 % of K-3rd grade students demonstrating proficiency on the DIBELS 8th Assessment
LCAP Metric 1.3 % of 3rd, 7th, and 11th grade students at proficient or above on the CAASPP ELA/Math

Goal 4: Increase Attendance Rate with a focus on Socioeconomically Disadvantaged Students

LCAP 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-economically disadvantaged.
LCAP Metric 2.4 Attendance Data (District-Wide)
LCAP Metric 2.4 Chronic Absentee Rate

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.
LCAP Metric 3.3 % student attendance Rate
LCAP Metric 3.4 % district Chronic Absenteeism Rate

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, and (4) 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 a 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 familiarity with online programs that support student achievement. This inequity is being addressed during the 2026-27 school year by offering targeted professional development opportunities around using technology to instruct, assess, and differentiate instruction.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

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

Hatch received state indicators of red, orange, or yellow in 2025 for the following categories:

Chronic Absenteeism
Socioeconomically Disadvantaged 20.3% RED
English Learners 17% ORANGE
Hispanic 16.8% ORANGE
Students with Disabilities 16% YELLOW

English Language Arts
Students with Disabilities 124 points below standard RED
English Learners 116.3 points below standard ORANGE
Hispanic 97.5 points below standard YELLOW
Socioeconomically Disadvantaged 94.1 points below standard YELLOW
White 6.5 points below standard YELLOW

Mathematics
Students with Disabilities 111 points below standard RED
English Learners 98.9 points below standard ORANGE
Hispanic 87.7 points below standard YELLOW
Socioeconomically disadvantaged students are 85.2 points below standard YELLOW
White students are 6.5 points below standard YELLOW

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.

In addition, DIBELS test scores indicate a need to improve English Learner performance in ELA. All student need assistance in writing. In Particular, English Learners and Students with Disabilities need assistance in developing grade level writing skills.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	0.18%	0.37%	0.18%	1	2	1
Asian	1.11%	0.92%	0.71%	6	5	4
Filipino	0.74%	1.29%	0.71%	4	7	4
Hispanic/Latino	64.51%	64.15%	64.77%	349	349	364
White	29.02%	29.60%	29.18%	157	161	164
Multiple/No Response	3.88%	3.31%	4.09%	21	18	23
			Total Enrollment	541	544	562

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		43	63
Kindergarten	96	61	88
Grade 1	96	96	68
Grade 2	81	95	90
Grade3	84	85	93
Grade 4	79	86	80
Grade 5	81	78	80
Total Enrollment	541	544	562

Conclusions based on this data:

1. Our largest student subgroup remains Hispanic/Latino.
2. The enrollment at Hatch is increasing.
3. Hatch is expanding out TK enrollment.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	198	189	180	39.7%	36.6%	32.0%
Fluent English Proficient (FEP)	65	69	64	10.7%	12.0%	11.4%
Reclassified Fluent English Proficient (RFEP)				5%		

Conclusions based on this data:

1. Our English Language Population has decreased by 4.6%.
2. The Fluent English Proficiency has decreased by .6%.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	78	89	85	78	87	84	78	87	84	100.0	97.8	98.8
Grade 4	80	81	86	80	79	86	80	78	86	100.0	97.5	100
Grade 5	83	84	78	83	82	77	83	82	77	100.0	97.6	98.7
All Grades	241	254	249	241	248	247	241	247	247	100.0	97.6	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2376.	2364.	2351.	7.69	10.34	7.14	24.36	13.79	17.86	19.23	25.29	22.62	48.72	50.57	52.38
Grade 4	2438.	2395.	2413.	21.25	11.54	13.95	15.00	16.67	15.12	22.50	10.26	18.60	41.25	61.54	52.33
Grade 5	2444.	2456.	2447.	12.05	13.41	9.09	14.46	20.73	20.78	21.69	21.95	20.78	51.81	43.90	49.35
All Grades	N/A	N/A	N/A	13.69	11.74	10.12	17.84	17.00	17.81	21.16	19.43	20.65	47.30	51.82	51.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.69	10.34	9.52	57.69	54.02	52.38	34.62	35.63	38.10
Grade 4	17.50	8.97	12.79	53.75	51.28	56.98	28.75	39.74	30.23
Grade 5	12.05	12.20	14.29	53.01	58.54	53.25	34.94	29.27	32.47
All Grades	12.45	10.53	12.15	54.77	54.66	54.25	32.78	34.82	33.60

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.56	4.60	4.76	64.10	42.53	40.48	33.33	52.87	54.76
Grade 4	13.75	5.13	8.14	46.25	33.33	44.19	40.00	61.54	47.67
Grade 5	6.02	9.76	2.60	43.37	52.44	59.74	50.60	37.80	37.66
All Grades	7.47	6.48	5.26	51.04	42.91	47.77	41.49	50.61	46.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.69	4.60	8.33	67.95	75.86	53.57	24.36	19.54	38.10
Grade 4	6.25	7.69	10.47	76.25	73.08	69.77	17.50	19.23	19.77
Grade 5	3.61	4.88	7.79	68.67	73.17	70.13	27.71	21.95	22.08
All Grades	5.81	5.67	8.91	70.95	74.09	64.37	23.24	20.24	26.72

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.41	6.90	3.57	65.38	57.47	52.38	28.21	35.63	44.05
Grade 4	12.50	7.69	3.49	65.00	56.41	58.14	22.50	35.90	38.37
Grade 5	14.46	10.98	3.90	50.60	59.76	71.43	34.94	29.27	24.68
All Grades	11.20	8.50	3.64	60.17	57.89	60.32	28.63	33.60	36.03

Conclusions based on this data:

1. 99.2% of students 3rd-5th were tested on ELA CAASPP.
2. Less than 33% of students are below 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	78	89	85	78	89	84	78	89	84	100.0	100	98.8
Grade 4	80	81	86	80	81	86	80	81	86	100.0	100	100
Grade 5	83	84	78	83	82	77	83	82	77	100.0	97.6	98.7
All Grades	241	254	249	241	252	247	241	252	247	100.0	99.2	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2417.	2400.	2368.	15.38	11.24	7.14	26.92	25.84	15.48	26.92	20.22	21.43	30.77	42.70	55.95
Grade 4	2451.	2408.	2451.	13.75	4.94	6.98	21.25	14.81	31.40	35.00	32.10	29.07	30.00	48.15	32.56
Grade 5	2446.	2461.	2450.	8.43	14.63	6.49	12.05	13.41	16.88	25.30	18.29	25.97	54.22	53.66	50.65
Grade 11															
All Grades	N/A	N/A	N/A	12.45	10.32	6.88	19.92	18.25	21.46	29.05	23.41	25.51	38.59	48.02	46.15

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.10	16.85	7.14	53.85	40.45	38.10	32.05	42.70	54.76
Grade 4	18.75	7.41	17.44	48.75	30.86	50.00	32.50	61.73	32.56
Grade 5	6.02	17.07	9.09	45.78	26.83	44.16	48.19	56.10	46.75
Grade 11									
All Grades	12.86	13.89	11.34	49.38	32.94	44.13	37.76	53.17	44.53

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.51	13.48	8.33	53.85	48.31	40.48	25.64	38.20	51.19
Grade 4	15.00	7.41	13.95	47.50	44.44	48.84	37.50	48.15	37.21
Grade 5	8.43	12.20	6.49	45.78	51.22	46.75	45.78	36.59	46.75
All Grades	14.52	11.11	9.72	48.96	48.02	45.34	36.51	40.87	44.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.10	14.61	4.76	60.26	53.93	51.19	25.64	31.46	44.05
Grade 4	12.50	11.11	10.47	56.25	45.68	56.98	31.25	43.21	32.56
Grade 5	6.02	10.98	11.69	55.42	51.22	46.75	38.55	37.80	41.56
All Grades	10.79	12.30	8.91	57.26	50.40	51.82	31.95	37.30	39.27

Conclusions based on this data:

1. 99.2% of students completed the CAASPP Math Test
2. Problem Solving & Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems had the lowest scores for students in the Math CAASPP.
3. Concepts & Procedures: Applying mathematical concepts and procedures, had the highest percentage of students performing above standard.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1427.4	1404.4	1413.1	1438.5	1419.9	1418.4	1400.8	1367.9	1401.0	35	50	25
1	1414.0	1402.0	1417.1	1458.5	1428.4	1449.7	1368.9	1375.3	1383.8	35	27	35
2	1441.1	1416.6	1456.3	1475.3	1457.6	1474.5	1406.5	1375.1	1437.6	30	33	28
3	1457.5	1449.5	1453.2	1461.3	1462.1	1458.7	1453.2	1436.5	1447.1	28	33	35
4	1508.2	1485.6	1480.7	1520.7	1493.3	1496.0	1495.3	1477.4	1464.8	27	31	31
5	1517.5	1528.6	1520.3	1527.0	1553.8	1530.5	1507.5	1503.0	1509.5	34	21	23
All Grades										189	195	177

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.57	10.00	16.00	42.86	26.00	24.00	37.14	36.00	32.00	11.43	28.00	28.00	35	50	25
1	5.71	0.00	2.86	5.71	18.52	14.29	48.57	40.74	34.29	40.00	40.74	48.57	35	27	35
2	3.33	0.00	0.00	33.33	18.18	32.14	20.00	42.42	57.14	43.33	39.39	10.71	30	33	28
3	0.00	6.06	0.00	25.00	21.21	14.29	50.00	27.27	54.29	25.00	45.45	31.43	28	33	35
4	22.22	9.68	16.13	40.74	35.48	16.13	22.22	25.81	38.71	14.81	29.03	29.03	27	31	31
5	11.76	28.57	26.09	35.29	23.81	30.43	50.00	33.33	34.78	2.94	14.29	8.70	34	21	23
All Grades	8.47	8.21	9.04	30.16	24.10	20.90	38.62	34.36	42.37	22.75	33.33	27.68	189	195	177

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.14	20.00	20.00	40.00	18.00	28.00	28.57	32.00	24.00	14.29	30.00	28.00	35	50	25
1	17.14	29.63	22.86	37.14	25.93	20.00	34.29	14.81	42.86	11.43	29.63	14.29	35	27	35
2	20.00	6.06	25.00	43.33	57.58	35.71	30.00	24.24	35.71	6.67	12.12	3.57	30	33	28
3	17.86	27.27	14.29	35.71	24.24	42.86	35.71	18.18	22.86	10.71	30.30	20.00	28	33	35
4	55.56	32.26	29.03	25.93	32.26	38.71	14.81	16.13	12.90	3.70	19.35	19.35	27	31	31
5	35.29	52.38	47.83	55.88	33.33	39.13	8.82	4.76	0.00	0.00	9.52	13.04	34	21	23
All Grades	26.46	25.64	25.42	40.21	30.77	33.90	25.40	20.51	24.29	7.94	23.08	16.38	189	195	177

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		0.00	20.00		16.00	8.00		62.00	40.00		22.00	32.00		50	25
1		0.00	0.00		0.00	8.57		22.22	14.29		77.78	77.14		27	35
2		0.00	0.00		3.03	17.86		27.27	42.86		69.70	39.29		33	28
3		3.03	0.00		3.03	5.71		18.18	28.57		75.76	65.71		33	35
4		3.23	0.00		12.90	12.90		29.03	25.81		54.84	61.29		31	31
5		4.76	0.00		23.81	21.74		38.10	39.13		33.33	39.13		21	23
All Grades	1.59	1.54	2.82	14.29	9.74	11.86	40.74	35.38	30.51	43.39	53.33	54.80	189	195	177

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	28.57	22.00	24.00	60.00	44.00	44.00	11.43	34.00	32.00	35	50	25
1	42.86	44.44	40.00	48.57	33.33	51.43	8.57	22.22	8.57	35	27	35
2	13.33	9.09	21.43	83.33	78.79	71.43	3.33	12.12	7.14	30	33	28
3	7.14	15.15	5.71	53.57	45.45	51.43	39.29	39.39	42.86	28	33	35
4	33.33	32.26	29.03	55.56	45.16	38.71	11.11	22.58	32.26	27	31	31
5	14.71	23.81	13.04	79.41	66.67	82.61	5.88	9.52	4.35	34	21	23
All Grades	23.81	23.59	22.60	63.49	51.28	55.37	12.70	25.13	22.03	189	195	177

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	24.00	20.00	57.14	40.00	48.00	22.86	36.00	32.00	35	50	25
1	20.59	7.41	17.14	58.82	66.67	54.29	20.59	25.93	28.57	34	27	35
2	30.00	12.12	25.93	60.00	78.79	66.67	10.00	9.09	7.41	30	33	27
3	25.93	30.30	45.71	66.67	42.42	31.43	7.41	27.27	22.86	27	33	35
4	70.37	51.61	45.16	22.22	35.48	32.26	7.41	12.90	22.58	27	31	31
5	73.53	76.19	78.26	23.53	14.29	8.70	2.94	9.52	13.04	34	21	23
All Grades	39.57	30.77	37.50	48.13	47.18	40.91	12.30	22.05	21.59	187	195	176

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	5.71	0.00	12.00	74.29	73.47	60.00	20.00	26.53	28.00	35	49	25
1	0.00	0.00	2.86	11.76	18.52	20.00	88.24	81.48	77.14	34	27	35
2	3.33	0.00	0.00	43.33	30.30	60.71	53.33	69.70	39.29	30	33	28
3	0.00	0.00	0.00	28.57	18.18	22.86	71.43	81.82	77.14	28	33	35
4	3.70	3.23	0.00	51.85	25.81	32.26	44.44	70.97	67.74	27	31	31
5	2.94	9.52	0.00	58.82	42.86	56.52	38.24	47.62	43.48	34	21	23
All Grades	2.66	1.55	2.26	45.21	38.14	39.55	52.13	60.31	58.19	188	194	177

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	34.29	12.00	36.00	40.00	62.00	24.00	25.71	26.00	40.00	35	50	25
1	0.00	0.00	0.00	28.57	30.77	28.57	71.43	69.23	71.43	35	26	35
2	6.67	0.00	3.57	40.00	51.52	71.43	53.33	48.48	25.00	30	33	28
3	0.00	3.03	0.00	78.57	36.36	48.57	21.43	60.61	51.43	28	33	35
4	14.81	6.45	0.00	62.96	67.74	41.94	22.22	25.81	58.06	27	31	31
5	5.88	4.76	0.00	85.29	71.43	91.30	8.82	23.81	8.70	34	21	23
All Grades	10.58	5.15	5.65	55.03	53.61	49.15	34.39	41.24	45.20	189	194	177

Conclusions based on this data:

1. During the 2024–25 school year, 9% of students across all grade levels achieved a Level 4 on the summative assessment.
2. Data shows that 16% of tested kindergarteners performed at the highest level, scoring a Level 4.
3. Zero students in the second and third grades achieved a Level 4 on the assessment.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
544	**40.6%**	**34.7%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	189	34.7%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	221	40.6%
Students with Disabilities	62	11.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4%
American Indian	0	0.0%
Asian	5	0.9%
Filipino	7	1.3%
Hispanic	349	64.2%
Two or More Races	18	3.3%
Pacific Islander	0	0.0%
White	161	29.6%

Conclusions based on this data:

1. English Language Learners make up 34.7% of the total enrollment at Hatch Elementary.

2. The Hispanic subcategory surpasses the White subcategory by nearly double.

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 40.6% -- which has decreased from previous years.

School and Student Performance Data

Overall Performance

The 2025 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

2025 Fall Dashboard Overall Performance for All Students

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

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 2025 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.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	1	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	
62.2 points below standard	116.3 points below standard	
Maintained 0.9 points	Declined 4.3 points	
236 Students	109 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
0 Students	0 Students	94.1 points below standard
		Increased 5.5 points
		112 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
124 points below standard	0 Students	0 Students
Maintained -0.8 points		
45 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	97.6 points below standard
3 Students	2 Students	Increased 5.1 points
		155 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
29.3 points above standard	0 Students	2.3 points above standard
11 Students		Increased 11.7 points
		64 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.
3. On ELA, Hispanic students scored Very Low while White students scored higher. 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 2025 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.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	
58.4 points below standard	98.9 points below standard	
Maintained -0.5 points	Increased 8.6 points	
240 Students	113 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	0 Students	85.2 points below standard
		Increased 5.2 points
		115 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
111 points below standard	0 Students	0 Students
Declined 3.1 points		
45 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	87.7 points below standard
3 Students	2 Students	Increased 6.1 points
		159 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
26.4 points above standard	0 Students	6.5 points below standard
11 Students		Maintained -1.5 points
		64 Students

Conclusions based on this data:

1. Overall, students on the Math scored low. English Language Learners increased by 8.6 points.
2. Groups who scored Very Low on Math were English Language Learners and Students with Disabilities.
3. On Math CAASPP, Hispanic students scored significantly below standard (87.7 points) , while White students scored only 6.5 points below standard. Students who identified as two or more races performed significantly above standard.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Orange	Red	No Performance Color
44.1 science points	34.9 science points	0 Students
Declined 2.8 points	Maintained 1.6 points	
75 Students	36 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Orange
0 Students	0 Students	38.4 science points
		Maintained 1.6 points
		34 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
27.6 science points	0 Students	0 Students
Declined 12 points		
14 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	35.3 science points
1 Student	1 Student	Maintained 0.1 points
		48 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	56.7 science points
4 Students		Declined 2.9 points
		21 Students

Conclusions based on this data:

1. All students declined on average by 2.8 points, not too significant.
2. English learners are performing significantly lower than students identified as socioeconomically disadvantaged.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Orange	No Performance Color
41.7 making progress.	making progress.
Number Students: 144 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.

2025 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
22.9%	35.4%	0%	41.7%

Conclusions based on this data:

1. English Learner Progress scored in the medium performance level which makes progress towards English language proficiency by progressing at least one ELPI level.
2. A high percentage of students "maintaining" lower and intermediate levels indicates a growth plateau. These students are at risk of becoming Long-Term English Learners (LTELs).
3. Students at the highest level of proficiency are sustaining their skills.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

2025 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.

2025 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 2025 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.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	
13.9% Chronically Absent	17% Chronically Absent	
Declined 0.6	Maintained 0.3	
560 Students	194 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	Fewer than 11 students - No Data for Privacy	20.3% Chronically Absent
	2 Students	Increased 4.1
		232 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
16% Chronically Absent	Fewer than 11 students - No Data for Privacy	0 Students
Declined 8	2 Students	
75 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	16.8% Chronically Absent
4 Students	7 Students	Maintained -0.4
		357 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
11.5% Chronically Absent	0 Students	7.9% Chronically Absent
Increased 3.2		Declined 1.4
26 Students		164 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students are Chronically Absent which has increased by 4% from the following year.
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 second highest level of chronic absenteeism with 16% Chronically Absent. This declined by from the previous year.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

2025 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.

2025 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 2025 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.

2025 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	
0.2% suspended at least one day	0% suspended at least one day	
Declined 0.4%	Maintained 0%	
563 Students	196 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	0.4% suspended at least one day
	2 Students	Increased 0.4%
		232 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 - No Data for Privacy	0 Students
Maintained 0%	2 Students	
75 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
4 Students	7 Students	Maintained 0%
		359 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
0% suspended at least one day	0 Students	0.6% suspended at least one day
Maintained 0%		Declined 1.2%
26 Students		165 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: Support English Language Learners
During the 2026-27 school year, English language learners (ELs)will increase grade-level proficiency in English Language Arts (ELA) by 3% for students in grades 3–5 (as measured by CAASPP) and ensure all English Language Learners advance at least one ELPAC level toward reclassification.

To ensure coherence across all K–5 classrooms, the school will provide high-quality professional development and essential materials, including: 1) Core Literacy Suite: Full implementation of FUNdations, Heggerty, and Benchmark Advance with fidelity. 2) Targeted ELD Tool and professional development: Provision of ELD Benchmark Advance Books and specialized ELD Curriculum Materials to support both designated and integrated ELD instruction. 3) Supplemental Resources: Distribution of Additional Benchmark Materials to further differentiate grade-level content.

To ensure ELs are supported, we will ensure a Multi-Tiered Support Systems (MTSS) to address academic and social-emotional barriers through expanded student services: 1) Academic Intervention: Students 1–2 years behind reading benchmarks will receive targeted interventions and afterschool tutoring to accelerate foundational skill acquisition. 2) Integration of afterschool counseling services to support the emotional resilience and engagement of students as they work toward academic milestones. 3) Staff will utilize DIBELS 8 for foundational reading tracking and ELPAC data to ensure students are on a clear path to 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.

In the 2024-2025 school year, 9.04% of our English Language Learners showed proficiency on their English Language Proficiency Assessment for California (ELPAC).

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
DIBELS	EL students making average or above growth from the BOY to EOY.	We will see an increase in reading foundational skills, specifically in oral reading fluency and accuracy.

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	ELD Curriculum Materials & Additional Benchmark Materials To support our English Language Learners, the school will provide targeted professional development on the Benchmark Advance ELD curriculum. We are ensuring all teachers have the necessary tools for success, including: The Deluxe ELD Package and comprehensive teacher manuals, A classroom library of at least 10 hardcover ELD books. Our focus is on helping teachers implement the curriculum with confidence while mastering differentiated instruction to meet diverse student needs. Additionally, we are looking to fund further growth opportunities, such as GLAD certification or specialized writing conferences, to further enhance our ELL instructional strategies.	English Learners and socioeconomically disadvantaged students	$3000 Title I 4000-4999: Books And Supplies Supplementary reading materials for EL students None Specified
1.2	Tutoring afterschool To support our English Language learners, the school will provide after school tutoring to support students' reading comprehension, by unlocking complex texts through strategic scaffolding. By front-loading academic vocabulary and utilizing visual cues, we empower students to move beyond literal decoding to deep, inferential understanding. We focus on building background knowledge, allowing students to bridge the gap between their home language and English academic discourse.	English Learners and socioeconomically disadvantaged students	$9300 Title I 1000-1999: Certificated Personnel Salaries Cost of teacher (hourly) not to exceed 65 hours per school year $9,300
1.4	Counseling At our elementary school, counseling for English Language Learners will prioritize fostering a sense of belonging and safety to lower the "affective filter" that can hinder language acquisition. Our counselor will support teachers to help students communicate their emotions. Our Counselor will support newcomers by ensuring they have peer-buddy systems, they provide a structured social environment that reduces isolation and builds student confidence.	English Learners and socioeconomically disadvantaged students	$500 Title I 0000: Unrestricted $500
1.5			3744 Unrestricted 0000: Unrestricted General Fund (RU)
1.6			750 Title I Part A: Parent Involvement 1500

			Unrestricted 0000: Unrestricted General Fund (RU)
1.7		All	270 Title I Part A: Parent Involvement 2500 Unrestricted 0000: Unrestricted
1.8			7500 Unrestricted 0000: Unrestricted
1.9			None Specified None Specified None Specified None Specified

Annual Review

SPSA Year Reviewed: 2025-26

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, specifically for reading comprehension and writing. 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 ELD intervention teacher position this year, but we are going to have all literacy TOSAs support with ELD instruction.

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 three literacy/ ELD TOSAs 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.

Increase Communication and Parent Involvement
By June 2027, the school will increase meaningful parent engagement and home-school communication by 20% (as measured by event sign-in sheets and annual parent surveys). We will host at least four academic "Parent/ Family Engagement Nights" focused on Literacy (DIBELS), Mathematics, and CAASPP state testing.

Identified Need: To improve student proficiency in ELA and Math, families require a deeper understanding of assessment data and at-home support strategies. Historically, attendance barriers (language and childcare) have limited participation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percentage of parents who are engaged in school goals and improve proficiency in ELA and CAASPP scores.

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 from families. English Learners, Low Income, and Hispanic students remain far below school wide results in math, reflecting a need for additional resources to support families.

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
Average parent attendance at school-wide academic nights	45 parents	Increase parent attendance at Family Engagement Nights by 20%

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	Hatch will host a quarterly series of Academic Parent Empowerment Nights designed to bridge the gap between classroom instruction and home support. These sessions will provide families with transparent data regarding DIBELS (literacy) and CAASPP (state testing), alongside practical strategies for Mathematics and the importance of Consistent Attendance.	All Students	8000 Title I 1000-1999: Certificated Personnel Salaries Release time/substitute for teachers
2.2	To ensure equitable access for our diverse community, Hatch will provide professional	All students	2000 Title I Part A: Allocation

	interpretation services, on-site childcare, and nutritional refreshments, removing the primary barriers to family participation in school governance and academic oversight.		1000-1999: Certificated Personnel Salaries Release time/substitute for teachers

Annual Review

SPSA Year Reviewed: 2025-26

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.

The implementation at Hatch is centered on a "Whole-Family" approach to academic success. Rather than traditional one-way presentations, these Parent Nights are designed as interactive workshops.

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

In the previous cycle, Hatch may have intended to host traditional sit-down meetings, but found that a different format was necessary to meet the goal. Hatch wil Shift to "Hands-On" Workshops: While the original plan was to provide information to parents, the actual implementation shifted to "Make-and-Take" workshops. For example, during the Literacy (DIBELS) Night, parents didn't just watch a slideshow; they practiced reading fluency activities with their children. This change was made to increase active engagement.

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.

Instead of just explaining DIBELS and CAASPP, Hatch will provide "Home Academic Toolkits" (flashcards, math games, and reading logs) at every meeting. Analysis showed that parents were more likely to attend and implement strategies if they had the physical tools to do so immediately.

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.

Student Achievement
Grades K–2: Increase the percentage of students scoring "At or Above Benchmark" on the End-of-Year (EOY) DIBELS assessment.

Grades 3–5: Increase the percentage of students meeting or exceeding standards on the ELA and Mathematics CAASPP summative assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percentage of students proficiency in ELA and MATH CAASPP scores (3-5 grade), and increase the reading proficiency level according to DIBELS (K-2grade)

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.

According to recent CAASPP data, over 70% of our third through fifth-grade students are currently performing below grade-level proficiency in English Language Arts (ELA). To aggressively close this achievement gap, we are launching a targeted, multi-tiered intervention plan. Our immediate strategic steps include investing in evidence-based literacy programs, implementing rigorous tracking and monitoring systems for English Learners, and establishing quarterly writing benchmarks across narrative, informative, and opinion genres.

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 Smarter Balanced Summative Assessments (3-5th); DIBELS (K-2)	English Language Arts: 3-5th grade Increase from a baseline of 28% (2024–25); Mathematics: 3-5th grade Increase from a baseline of 28% (2024–25) DIBELs: Reading Screener: K-2: Proficiency Scores- 44%	By the Spring 2027 administration, the percentage of students in grades 3–5 meeting or exceeding standards on the CAASPP Smarter Balanced Summative Assessments will increase by 3 percentage points in both English Language Arts (ELA) and Mathematics.

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	Online Learning Programs: IXL and RAZ-Kids: IXL and Raz-Kids support early achievement by providing adaptive, standards-aligned practice that transforms screen time into targeted learning for	All Students; English Language Learners, Hispanic, and	17000 Title I 4000-4999: Books And Supplies

	foundational literacy and math. Together, these platforms deliver real-time diagnostic data to help teachers customize small-group instruction while giving early readers and English Learners low-stakes, interactive environments to build confidence and core skills.	socioeconomically disadvantaged	We will focus on achievement scores, data driven strategies
3.2	English Learner Monitoring Strategy: To effectively track our English Learners, we will analyze how closely our DIBELS data correlates with student benchmark proficiency on the CAASPP. Establishing this predictive data link will allow us to implement targeted, ongoing progress monitoring and integrated supports throughout the instructional day.	English Language Learners	
3.3	Writing Benchmark: Implementing regular writing benchmarks establishes clear, consistent checkpoints throughout the year that allow teachers to identify learning gaps early and standardize academic rigor across all classrooms. This consistent data stream enables educators to immediately tailor daily lessons and small-group interventions, ensuring targeted linguistic and structural support for English Learners and struggling writers before gaps widen.	All Students	9050 Title I 5800: Professional/Consulting Services And Operating Expenditures
3.4	Writing PD for Teachers and Reviewing Data: Providing targeted Writing Professional Development (PD) equips teachers with calibrated scoring rubrics and evidence-based instructional strategies to ensure equitable grading and high-quality writing instruction across all classrooms. Collaboratively reviewing this benchmark data during professional learning communities (PLCs) allows teaching teams to identify school-wide trends, share successful interventions, and immediately adjust their daily lesson plans to target specific student needs.	All Students	1000 District Funded 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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.

The implementation of these strategies relies on a continuous, data-driven instructional cycle designed to create systemic change in our literacy outcomes. By simultaneously adopting evidence-based programs and establishing clear writing benchmarks (narrative, informative, opinion), we create a rigorous, standardized framework for student achievement.

The effectiveness of this approach is maximized by pairing student-level interventions with teacher-level professional development. For English Learners, dedicated tracking and monitoring ensure that interventions are timely, targeted, and dynamic. Meanwhile, regular data-review sessions during professional development empower teachers to adjust their daily instruction based on benchmark results. Ultimately, the integration of these four components transforms raw assessment data into actionable classroom strategies, ensuring that over 70% of our struggling students receive the precise support needed to bridge the proficiency gap.

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

While our core strategic goals remain unchanged, there is a minor variance between our intended implementation budget and actual expenditures. Originally, a larger portion of the budget was allocated toward purchasing research-based digital learning programs. However, during the initial rollout, we identified a critical need for localized, intensive data-tracking support to properly monitor our English Learner (EL) population.

Consequently, we reallocated a portion of the curriculum funds toward teacher stipends and professional development hours. This adjustment allowed teams to collaboratively build the narrative, informative, and opinion writing benchmarks in-house. This shift has maximized the effectiveness of our budget, ensuring that our digital investments are paired with highly trained educators who can actively use the data to drive student growth.

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

As a direct result of our CAASPP data analysis showing that over 70% of 3rd-5th grade students lack proficiency, we are making targeted adjustments to ensure our plan is more aggressive and measurable:

Goal Alignment: The overarching literacy goal has been refined to explicitly target both English and Spanish proficiency gaps, shifting from a general ELA focus to a comprehensive dual-language/biliteracy approach.

Metrics & Annual Outcomes: We have adjusted our annual outcome metric from a broad "3% growth on CAASPP" to a more precise "5% increase in students meeting or exceeding benchmarks on quarterly narrative, informative, and opinion writing assessments," allowing for real-time monitoring.

Strategies/Activities: We have added a dedicated sub-strategy focusing exclusively on English Learner (EL) monitoring and rapid-response intervention, alongside mandatory data-review cycles for teachers.

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.

Goal 4: Increase Attendance Rate with a focus on Socioeconomically Disadvantaged Students
To foster an equitable, supportive, and engaging school culture where barriers to attendance are removed, ensuring our socioeconomically disadvantaged students are present, engaged, and thriving every day.

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	23% of Low-SES are chronically absent	Decrease the Low-SES are chronically absent by 5%

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	Targeted outreach allows the school to meet families where they are—through home visits, community-based meetings, and partnerships with local organizations. This proactive communication helps identify and mitigate the root causes of absenteeism, such as unstable transportation, housing insecurity, lack of childcare, or healthcare access, by connecting families with dedicated community resources.	All	2500 Title I 0000: Unrestricted
4.2	Parent Nights/ Parent Chats: These events provide a unique opportunity for parents to connect with one another. By facilitating small-group discussions or "coffee chats," parents can share tips, resources, create emergency contact networks, and realize they are not alone in navigating the logistical hurdles of the school year.	All	1000 Title I 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2025-26

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 is where Parent Nights and school-wide campaigns live. The school establishes a welcoming environment, gamifies attendance with positive incentives, and hosts engaging community nights to demystify attendance data. The focus will be building a baseline culture where students want to be in school and parents clearly understand the link between daily attendance and academic success.

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

Specialized Staff would conduct proactive home visits for all chronically absent students to build trust and hand out resources. Home visits have been delayed or restricted due to staff safety comfort levels, scheduling conflicts, or families being hard to reach/displaced.

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

We are adding a new formative, short-term metric to track engagement alongside our summative end-of-year chronic absenteeism data. Relying solely on year-end data prevents us from making real-time course corrections.

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: 2025-26

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	$69,614.00
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	$50,350.00
Title I Part A: Allocation	$2,000.00
Title I Part A: Parent Involvement	$1,020.00

Subtotal of additional federal funds included for this school: $53,370.00

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

State or Local Programs	Allocation ($)
District Funded	$1,000.00
Unrestricted	$15,244.00

Subtotal of state or local funds included for this school: $16,244.00

Total of federal, state, and/or local funds for this school: $69,614.00

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	-26,587.00
Title I Part A: Parent Involvement	1020	0.00
Unrestricted	41714	26,470.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	1,000.00
Title I	50,350.00
Title I Part A: Allocation	2,000.00
Title I Part A: Parent Involvement	1,020.00
Unrestricted	15,244.00

Expenditures by Budget Reference

Budget Reference	Amount
	750.00
0000: Unrestricted	18,244.00
1000-1999: Certificated Personnel Salaries	19,300.00
4000-4999: Books And Supplies	21,000.00
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	9,050.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	District Funded	1,000.00
0000: Unrestricted	Title I	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	17,300.00
4000-4999: Books And Supplies	Title I	21,000.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	9,050.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,000.00
	Title I Part A: Parent Involvement	1,020.00
0000: Unrestricted	Unrestricted	15,244.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,064.00
Goal 2	10,000.00
Goal 3	27,050.00
Goal 4	3,500.00

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, Jeff Clinton 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: **2026-27**

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 27, 2026	June 11, 2026

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 focus on improving student outcomes for all students focused specifically on 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 and 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 orange for the following categories:
Chronic Absenteeism-Orange, English Language Arts-Orange, ELPI- Red

In 2024 El Granada did not receive a red or orange indicator in any of the performance categories.

In 2025 El Granada received one orange performance indicator for Suspension rates with a 0.9% increase in Suspension Rates and two yellow performance indicators for Chronic Absenteeism and Mathematics.

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.

Chronic Absenteeism: Although in the yellow indicator, 4 subgroups remain in the red (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
English Language Arts: Although in the green indicator, 1 subgroup remains two levels below (Students with Disabilities).

Mathematics: Although in the yellow indicator, 1 subgroup remains two levels below (Students with Disabilities)

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		
	23-24	24-25	25-26	23-24	24-25	25-26
Asian	2.09%	2.78%	2.18%	7	9	7
Filipino	0.90%	0.31%	0.93%	3	1	3
Hispanic/Latino	51.04%	47.84%	45.48%	171	155	146
White	40.90%	40.74%	42.37%	137	132	136
Multiple/No Response	5.07%	8.33%	9.03%	17	27	29
			Total Enrollment	335	324	321

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		26	36
Kindergarten	58	55	44
Grade 1	45	55	44
Grade 2	42	50	54
Grade3	52	40	51
Grade 4	49	51	40
Grade 5	51	47	52
Total Enrollment	335	324	321

Conclusions based on this data:

1. Sub group percentages remain relatively stable with a slight decrease in the Latinx population and a slight increase in the white population over the last three years.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	70	59	49	23.9%	20.9%	15.3%
Fluent English Proficient (FEP)	31	26	29	13.2%	9.3%	9.0%
Reclassified Fluent English Proficient (RFEP)				19.7%		

Conclusions based on this data:

1. El Granada is showing continuing progress in the percentage of students being RFEP, Reclassified Fluent English Proficient, which is resulting in a smaller percentage of English Learners overall.
2. There has been a gradual decrease in the number of EL students over the past years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	52	40	49	52	40	49	52	40	96.1	100	100
Grade 4	49	48	52	47	48	51	47	48	51	95.9	100	98.1
Grade 5	52	48	47	51	47	46	51	47	46	98.1	97.9	97.9
All Grades	152	148	139	147	147	137	147	147	137	96.7	99.3	98.6

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2401.	2438.	2443.	22.45	36.54	35.00	22.45	21.15	20.00	10.20	21.15	17.50	44.90	21.15	27.50
Grade 4	2420.	2424.	2505.	12.77	20.83	41.18	21.28	12.50	31.37	12.77	16.67	7.84	53.19	50.00	19.61
Grade 5	2471.	2474.	2479.	11.76	14.89	17.39	31.37	25.53	26.09	19.61	21.28	26.09	37.25	38.30	30.43
All Grades	N/A	N/A	N/A	15.65	24.49	31.39	25.17	19.73	26.28	14.29	19.73	16.79	44.90	36.05	25.55

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.29	23.08	17.50	55.10	51.92	62.50	30.61	25.00	20.00
Grade 4	12.77	14.58	37.25	53.19	56.25	56.86	34.04	29.17	5.88
Grade 5	11.76	14.89	17.39	62.75	55.32	56.52	25.49	29.79	26.09
All Grades	12.93	17.69	24.82	57.14	54.42	58.39	29.93	27.89	16.79

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.29	21.15	30.00	44.90	51.92	47.50	40.82	26.92	22.50
Grade 4	4.26	12.50	29.41	42.55	39.58	52.94	53.19	47.92	17.65
Grade 5	5.88	12.77	10.87	64.71	48.94	60.87	29.41	38.30	28.26
All Grades	8.16	15.65	23.36	51.02	46.94	54.01	40.82	37.41	22.63

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.16	15.38	15.00	83.67	65.38	75.00	8.16	19.23	10.00
Grade 4	12.77	4.17	17.65	68.09	79.17	66.67	19.15	16.67	15.69
Grade 5	13.73	10.64	6.52	76.47	68.09	76.09	9.80	21.28	17.39
All Grades	11.56	10.20	13.14	76.19	70.75	72.26	12.24	19.05	14.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.20	21.15	25.00	63.27	61.54	62.50	26.53	17.31	12.50
Grade 4	10.64	16.67	21.57	65.96	56.25	62.75	23.40	27.08	15.69
Grade 5	19.61	17.02	17.39	56.86	57.45	58.70	23.53	25.53	23.91
All Grades	13.61	18.37	21.17	61.90	58.50	61.31	24.49	23.13	17.52

Conclusions based on this data:

1. Overall, students demonstrated a 13% increase in ELA performance between 23-24 and 24-25.
2. Although ELA performance continues to improve, Students with disabilities significantly underperform their peers
3. There was a marked improvement in writing scores between 23-24 and 24-25.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	52	40	50	52	40	50	52	40	98.0	100	100
Grade 4	49	48	52	48	48	51	48	48	51	98.0	100	98.1
Grade 5	52	48	47	51	47	46	51	47	46	98.1	97.9	97.9
All Grades	152	148	139	149	147	137	149	147	137	98.0	99.3	98.6

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2409.	2437.	2418.	14.00	19.23	15.00	22.00	30.77	32.50	34.00	21.15	20.00	30.00	28.85	32.50
Grade 4	2447.	2442.	2484.	12.50	12.50	23.53	31.25	12.50	27.45	20.83	41.67	23.53	35.42	33.33	25.49
Grade 5	2469.	2470.	2465.	9.80	12.77	13.04	17.65	17.02	13.04	27.45	21.28	34.78	45.10	48.94	39.13
Grade 11															
All Grades	N/A	N/A	N/A	12.08	14.97	17.52	23.49	20.41	24.09	27.52	27.89	26.28	36.91	36.73	32.12

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.00	25.00	15.00	56.00	44.23	50.00	30.00	30.77	35.00
Grade 4	20.83	16.67	21.57	39.58	47.92	52.94	39.58	35.42	25.49
Grade 5	7.84	12.77	10.87	43.14	42.55	47.83	49.02	44.68	41.30
Grade 11									
All Grades	14.09	18.37	16.06	46.31	44.90	50.36	39.60	36.73	33.58

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.00	25.00	17.50	64.00	42.31	55.00	24.00	32.69	27.50
Grade 4	18.75	12.50	27.45	47.92	56.25	52.94	33.33	31.25	19.61
Grade 5	9.80	17.02	10.87	52.94	55.32	56.52	37.25	27.66	32.61
All Grades	13.42	18.37	18.98	55.03	51.02	54.74	31.54	30.61	26.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.00	32.69	20.00	56.00	50.00	55.00	26.00	17.31	25.00
Grade 4	12.50	14.58	29.41	62.50	58.33	45.10	25.00	27.08	25.49
Grade 5	11.76	10.64	2.17	56.86	61.70	60.87	31.37	27.66	36.96
All Grades	14.09	19.73	17.52	58.39	56.46	53.28	27.52	23.81	29.20

Conclusions based on this data:

1. Student overall achievement remains relatively constant over the last three years with a gradual trend toward progressing.
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1426.1	1409.3	*	1440.7	1425.3	*	1391.9	1371.9	*	14	15	5
1	*	1405.8	*	*	1440.5	*	*	1370.4	*	10	11	8
2	1428.7	*	*	1454.5	*	*	1402.5	*	*	11	9	10
3	1462.2	1479.6	*	1471.5	1487.7	*	1452.5	1471.2	*	13	11	7
4	1472.2	1496.4	*	1468.6	1490.7	*	1475.3	1501.4	*	14	11	7
5	*	*	*	*	*	*	*	*	*	10	7	8
All Grades										72	64	45

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	20.00	*	35.71	26.67	*	57.14	20.00	*	0.00	33.33	*	14	15	*
1	*	9.09	*	*	9.09	*	*	36.36	*	*	45.45	*	*	11	*
2	0.00	*	*	18.18	*	*	36.36	*	*	45.45	*	*	11	*	*
3	7.69	18.18	*	46.15	18.18	*	15.38	18.18	*	30.77	45.45	*	13	11	*
4	7.14	18.18	*	42.86	45.45	*	28.57	0.00	*	21.43	36.36	*	14	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	20.31	20.00	38.89	25.00	17.78	31.94	23.44	37.78	23.61	31.25	24.44	72	64	45

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	26.67	*	71.43	20.00	*	21.43	33.33	*	0.00	20.00	*	14	15	*
1	*	36.36	*	*	9.09	*	*	27.27	*	*	27.27	*	*	11	*
2	18.18	*	*	18.18	*	*	45.45	*	*	18.18	*	*	11	*	*
3	38.46	27.27	*	30.77	27.27	*	0.00	9.09	*	30.77	36.36	*	13	11	*
4	35.71	54.55	*	35.71	9.09	*	14.29	0.00	*	14.29	36.36	*	14	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.22	39.06	31.11	45.83	21.88	35.56	18.06	17.19	15.56	13.89	21.88	17.78	72	64	45

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		13.33	*		20.00	*		33.33	*		33.33	*		15	*
1		9.09	*		0.00	*		18.18	*		72.73	*		11	*
2		*	*		*	*		*	*		*	*		*	*
3		18.18	*		9.09	*		18.18	*		54.55	*		11	*
4		9.09	*		36.36	*		18.18	*		36.36	*		11	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	2.78	10.94	6.67	18.06	20.31	15.56	40.28	23.44	28.89	38.89	45.31	48.89	72	64	45

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	28.57	26.67	*	71.43	53.33	*	0.00	20.00	*	14	15	*
1	*	45.45	*	*	27.27	*	*	27.27	*	*	11	*
2	18.18	*	*	81.82	*	*	0.00	*	*	11	*	*
3	38.46	18.18	*	46.15	54.55	*	15.38	27.27	*	13	11	*
4	21.43	27.27	*	64.29	36.36	*	14.29	36.36	*	14	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.94	26.56	24.44	61.11	53.13	60.00	6.94	20.31	15.56	72	64	45

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	26.67	*	100.00	33.33	*	0.00	40.00	*	14	15	*
1	*	18.18	*	*	54.55	*	*	27.27	*	*	11	*
2	0.00	*	*	81.82	*	*	18.18	*	*	11	*	*
3	30.77	36.36	*	38.46	27.27	*	30.77	36.36	*	13	11	*
4	35.71	63.64	*	35.71	0.00	*	28.57	36.36	*	14	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.83	45.31	40.91	61.11	28.13	34.09	18.06	26.56	25.00	72	64	44

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	6.67	*	78.57	60.00	*	14.29	33.33	*	14	15	*
1	*	9.09	*	*	27.27	*	*	63.64	*	*	11	*
2	0.00	*	*	45.45	*	*	54.55	*	*	11	*	*
3	0.00	18.18	*	30.77	18.18	*	69.23	63.64	*	13	11	*
4	7.14	9.09	*	50.00	63.64	*	42.86	27.27	*	14	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	12.50	8.89	50.00	42.19	31.11	44.44	45.31	60.00	72	64	45

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	26.67	*	35.71	26.67	*	50.00	46.67	*	14	15	*
1	*	0.00	*	*	36.36	*	*	63.64	*	*	11	*
2	0.00	*	*	45.45	*	*	54.55	*	*	11	*	*
3	30.77	0.00	*	46.15	45.45	*	23.08	54.55	*	13	11	*
4	14.29	27.27	*	64.29	36.36	*	21.43	36.36	*	14	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	14.06	11.11	52.78	39.06	53.33	34.72	46.88	35.56	72	64	45

Conclusions based on this data:

1. Students continue to demonstrate a need for additional support in the reading and writing domains.
2. Over the past three years, there has been a decrease in the number of students identified as ELs and assessed via the ELPAC.
3. Over the past two years about 20 students have been designated RFEP each year.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
324	**28.7%**	**18.2%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	59	18.2%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	93	28.7%
Students with Disabilities	56	17.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	9	2.8%
Filipino	1	0.3%
Hispanic	155	47.8%
Two or More Races	27	8.3%
Pacific Islander	0	0.0%
White	132	40.7%

Conclusions based on this data:

1. Student sub groups are primarily English Learners with 18.2% (continuing to decrease over the past three years) and Socioeconomically Disadvantaged Students 28.7% (continuing to decrease over the past three years)

2. Enrollment by race also is primarily Hispanic (47.8%) and White (40.7%)

3. Students with Disabilities remains at 17%. El Granada is the home for our District's intensive special education/SDC program for elementary students serving students in TKinder - 5th grade.

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. El Granada Elementary continues to make significant improvements in Chronic Absenteeism moving from red in the 22-23 school year orange for the 23-24 year and remaining in the yellow domain for the past two years. Although our overall Chronic Absenteeism rates continue to improve and now outperform state-wide averages, our overall Chronic Absenteeism remains approximately double that of our pre-pandemic rate.

2. El Granada Elementary is showing significant progress in the English Learner Progress indicator moving to green for the 24-25 school year.

3. El Granada Elementary improved signigicantly in the area of ELA academic performance increasing 23 points and moving from yellow to green. English language instruction, both for native speakers and English-learners (EL), continues to be a strength of our school.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Yellow	
5.5 points above standard	61.7 points below standard	
Increased 23 points	Increased 3.6 points	
136 Students	43 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	46.7 points below standard
	3 Students	Increased 5.8 points
		49 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
97 points below standard	0 Students	0 Students
Increased 3.4 points		
35 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	42.8 points below standard
2 Students		Increased 12.2 points
		74 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
86.7 points above standard	0 Students	56.8 points above standard
11 Students		Increased 27.9 points
		49 Students

Conclusions based on this data:

1. Every single subgroup at El Granada Elementary increased ELA performance during the 24-25 school year moving overall performance to the green indicator (increasing by 23 points).
2. Students with disabilities continue to remain two levels below the rest of the student population, in the orange, but still show an increase of 3.4 points.
3. Hispanic students constitute our largest subgroup, and this group increased their ELA performance by 12.2% year-over-year. Socioeconomically Disadvantaged and White are two proportionally smaller subgroups though both demonstrated accelerated ELA growth as measured by students improving their scores from year to year at a rate of 91.9% and 82.8%, respectively. The former group scored 46.7 points below standard while the latter scored 56.8 points above standard, suggesting that our school site's approach to English instruction yields achievement gains across our diverse student body.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	1

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	
26.2 points below standard	86.2 points below standard	
Increased 3.9 points	Declined 3.7 points	
136 Students	43 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	76.4 points below standard
	3 Students	Declined 8.5 points
		49 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
112.6 points below standard	0 Students	0 Students
Declined 5.2 points		
35 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0 Students	74.3 points below standard
2 Students		Declined 7 points
		74 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
43.5 points above standard	0 Students	29.8 points above standard
11 Students		Increased 15.1 points
		49 Students

Conclusions based on this data:

1. Current EL students declined in 23-24 and again in 24-25.
2. Although overall student performance in Mathematics increased, only the White subgroup showed an increase in performance.
3. Students with disabilities moved from the orange performance indicator in 2024 to the red in 2025.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
49.8 science points	43 science points	0 Students
Increased 3.7 points	Increased 7.2 points	
45 Students	18 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	39.5 science points
	1 Student	Maintained -0.8 points
		16 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
29.2 science points	0 Students	0 Students
Maintained -0.6 points		
15 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	41.8 science points
1 Student		Increased 2.9 points
		29 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	58.2 science points
3 Students		Maintained 0.7 points
		13 Students

Conclusions based on this data:

1. Only fifth grade students participate in the CAST (Science). These students increased 3.7 points this year.
2. El Granda achieved the green performance indicator for science on the CA dashboard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Green	No Performance Color
50 making progress.	making progress.
Number Students: 42 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.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10%	37.5%	0%	52.5%

Conclusions based on this data:

1. 52.5% of students have progressed at least one ELPI up from 46.7% in 23-24.
2. 10% of students decreased one ELPI level (a decrease from 19% in 22-23 and 15.6% in 23-24).
3. El Granada remains in the green performance indicator zone for the 24-25 school year (green in 23-24 as well).

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

2025 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.

2025 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 2025 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.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Red	
15.9% Chronically Absent	21.3% Chronically Absent	
Declined 0.5	Increased 1.8	
333 Students	61 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
0 Students	Fewer than 11 students - No Data for Privacy	28.2% Chronically Absent
	5 Students	Increased 7.2
		103 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
26.9% Chronically Absent	0 Students	0 Students
Increased 4.9		
67 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	21.5% Chronically Absent
7 Students	1 Student	Increased 3
		163 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
6.7% Chronically Absent	0 Students	12.1% Chronically Absent
Declined 3.9		Declined 2.4
30 Students		132 Students

Conclusions based on this data:

1. Overall El Granada's chronic absenteeism remains in the yellow zone for the second year (23-24 and 24-25).
2. Students with Disabilities moved back to the red zone with an increase of 4.9% in Chronic Absenteeism.
3. The following subgroups increased in the level of chronic absenteeism for the 24-25 school year: EL, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic even though the overall level of chronic absenteeism decreased slightly.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

2025 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.

2025 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 2025 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.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Blue	
1.2% suspended at least one day	0% suspended at least one day	
Increased 0.9%	Maintained 0%	
334 Students	61 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	1% suspended at least one day
	5 Students	Increased 1%
		103 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
3% suspended at least one day	0 Students	0 Students
Increased 3%		
67 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0.6% suspended at least one day
7 Students	1 Student	Increased 0.6%
		164 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
0% suspended at least one day	0 Students	2.3% suspended at least one day
Maintained 0%		Increased 1.6%
30 Students		132 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.
3. Our Suspension Rate shifted into the Orange zone for the 24-25 school year, but a closer look at the data strongly suggests that this change is largely driven by exceedingly small sample sizes. Our absolute Suspension Rate remains low (1.2%) and is well below the state average (2.9%).

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 4% 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.

Student Achievement and At Promise Students: Increase ELA and Math performance on CAASPP (3-5) and Reading benchmark proficiency on Dibels (K-2). Students are expected to improve by 4% in grade level proficiency in Language Arts as measured by reading levels in grades K-2 using Dibels data, and CAASPP assessments in grades 3 through 5. Students are expected to improve by 4% in mathematics assessments as measured by the CAASPP in grades 3 through 5.

There shall be a particular focus on literacy and mathematics and ensure maintenance of high-quality staff, define a district-wide implementation of academic content and performance standards, provide opportunities for all students, 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 2024 70% of students were below or well below benchmark based on the DIBELS performance screener. When comparing the middle of the year data for 24-25 and 25-26 students scored 60% below or well below and 55% respectively. This demonstrates a 5% increase in students approaching benchmark.	Increase by 4% the number of students approaching or below the grade level performance indicator to at or above the grade level performance indicator.
CAASPP ELA	Baseline: In 24-25 57.67% of students met or exceeded the standard for ELA.-an increase of 13.45%. Students with disabilities increased 3.4 points, English Learners increased 3.6 points, Hispanic students increased 12.2 points and Socioeconomically Disadvantaged students increased 5.8 points	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 Disabilities subgroups from orange to yellow performance indicators. (At least 92% of all students improve their overall CAASPP ELA score year-over-year,

		including >92% of English-Learners and >85% of Students with Disabilities).
CAASPP MATH	Baseline: In 24-25 41.61% of students met or exceeded the standard for Mathematics-an increase of 6.23%. However, Students with Disabilities, English Learners, Hispanic Students and Socioeconomically Disadvantaged students all declined in performance.	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 Disabilities subgroups from orange to yellow performance indicators. (At least 85% of all 4th and 5th grade students improve their overall CAASPP Math score year-over-year, including >90% of English-Learners, >85% of Socioeconomically Disadvantaged students, >80% of Hispanic students, and >75% of Students with Disabilities)

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 disabilities and socioeconomically disadvantaged students in grades 2-3	3500 Unrestricted 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 Unrestricted 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 disabilities.	3300 Unrestricted 4000-4999: Books And Supplies Annual schoolwide subscription to online program
1.3	Provide standards aligned, content rich Professional Development and supplementary materials related to ELA and Math	English Learner Students, Socially Disadvantaged Students and Students with Disabilities who require support to move from below grade level standards to at or above grade level standards in both ELA and Mathematics	1000 Unrestricted 4000-4999: Books And Supplies Supplemental instructional supplies and manipulatives 3700 Unrestricted 1000-1999: Certificated Personnel Salaries

			Training, collaboration, development of common assessments

Annual Review

SPSA Year Reviewed: 2025-26

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. Rate of increase adjusted from 2% for the 25-26 school year to 4% for the 25-26 school year as a result of performance.

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 25-26 identifies two sessions of after school reading support. With the loss of the Title I funding, we have budgeted from the general fund to continue to provide these sessions.

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 for the 2026-2027 school year with the exception of the professional development for math instruction as identified by the El Granada Leadership Team for 25-26 due to the implementation of a new district math curriculum and the professional development that will accompany it for the 26-27 school year. 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 2027, we will continue to increase the number of students eligible to be reclassified as Fluent English Proficient by 10% as measured by district reclassification criteria.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

At Promise Students: There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged.

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
CA Dashboard	For 23-24 and 24-25 English Learner progress was in the green performance indicator.	Maintain or improve EL progress indicator level.
ELPAC data	2022-2023 15% of students who took the ELPAC at El Granada achieved a 4 and reach reclassification status. In 2023-2024 this percentage jumped to 31% of students assessed by the ELPAC earning a 4 and reaching reclassification status. In 2024-2025 15% of students who took the ELPAC achieved a 4 and reached reclassification status.	Increase by 10% 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	2000 Unrestricted

			4000-4999: Books And Supplies Additional Resources to supplement daily Direct ELD instruction in class and integrated ELD instruction in content areas.
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	1500 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	Professional Development related to ELD instruction	English Learners	1000 Unrestricted 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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.

The progress of English Learners at El Granada has maintained green indicator level progress for the past two school years. The goal is to maintain or build upon this progress.

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 24-25 school year. None are expected for 25-26 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 2026-2027 school year with the change that the percentage increase in reclassification rate will be adjusted to a 10% increase.

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.

Family Engagement

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, students with disabilities 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 family participation in field trips, our family 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. Family participation on field trips varies greatly from class to class and trip to trip.	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	El Granada plans to continue to offer a minimum of one literacy based and one math based family learning event for the 26-27 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 24-25 and 25-26 was stable but attendance was low (less than 10 participants at each ELAC meeting). This does not meet our goal for family engagement.	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	500 Unrestricted 5900: Communications Communicate with families in a variety of formats which may 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 activities especially with regards to the ELAC meetings and events.	English Learners	500 Unrestricted 5000-5999: Services And Other Operating Expenditures Provide food and materials at ELAC meetings to increase attendance. Explore holding some ELAC meetings off campus in areas that are more aaccommodating to families. 646 LCFF 2000-2999: Classified Personnel Salaries Provide child care for family engagement and ELAC events
3.3	Family Engagement Initiative at El Granada. Increase parent engagement at home and at school. Offer family literacy and math nights to engage families in activities that can be utilized in the home to promote literacy in math, reading and english language development.	All Students	950 Unrestricted 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 socioeconomically disadvantaged students to improve home to school connection and performance in mathematics and ELA. (Title I: Family Engagement) 1200 Unrestricted 1000-1999: Certificated Personnel Salaries

			Certificated staff hourly rate to plan and run family engagement night activities.

Annual Review

SPSA Year Reviewed: 2025-26

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 anecdotal attendance data from school engagement activities, family participation stayed consistent or increased for the 25-26 school year. Family attendance was high for family engagement (65 people for math and 40 for literacy nights) and feedback has been overall positive in regards to family engagement. ELAC family engagement continues to remain low.

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

There was no major difference between the intended implementation and the budgeted expenditures for 24-25. Due to the loss of Title 1 funding, offerings will need to be adjusted for the 26-27 school year and costs covered by unrestricted funds.

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 2026-2027 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, Supported and Well Attended Schools
Increase attendance rates by working to maintain a positive school climate where students feel safe and secure.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Whole Child, Academic Improvement, 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.

Decrease chronic absenteeism for at promise groups (Socioeconomically Disadvantaged and Students with Disabilities) by working to create a positive school climate. Work 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
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 and 15.9% for 24-25. El Granada continues to remain below the state wide average and show a positive trend toward decreasing chronic absenteeism.	Decrease chronic absenteeism by 3% schoolwide.
School Office Referral Data	As of 4/10/2026 there have been 149 total office behavior referrals entered into PowerSchools. In 24-25 there were a total of 100 for the year.	Decrease the number of office directed referrals by at least 10% indicating improved Tier I and Tier II behavior strategies and proactive classroom management.

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	Create a positive messaging campaign around positive school attendance. Create flyers, post	All students with a specific focus on	750 Unrestricted

	cards and graphics communicating the benefits of positive school attendance. Create incentives for positive school attendance.	Socioeconomically Disadvantaged and Students with Disabilities.	5000-5999: Services And Other Operating Expenditures
4.2	Provide Positive Behavior Intervention and Supports (PBIS) professional development focused on Tier I and Tier II behavior supports and interventions.	All Students, especially those considered At Promise	1200 Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Provide staff with professional development and or other resources related to PBIS and Tier I and Tier II behavior interventions and supports.
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 fidelity and implementation of SEL curriculum.	All Students	400 Unrestricted 4000-4999: Books And Supplies Provide teachers in Transitional Kindergarten through fifth grade with support and supplemental books and supplies that 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 behavior incidents.	All Students, especially those with an increased rate of behavior incidents.	610 Unrestricted 5800: Professional/Consulting Services And Operating Expenditures Professional development for School Counselor and Principal.

Annual Review

SPSA Year Reviewed: 2025-26

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 and to create a positive school climate where students feel seen and supported. We will work to decrease incidents of behaviors referred to the office as well as chronic absenteeism rates.

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 this work was done but data was difficult to track. As a result, this goal will return to focus on creating a positive school climate that encourages consistent attendance. Funding allocations have been revised accordingly.

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 has been revised for the 26-27 school year. It incorporates elements of two goals from the 25-26 school year (Goal 4: 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 and Goal 5: 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 specific focus on students with disabilities, socioeconomically disadvantaged students and English Learner students.) with the objective being to create a goal that has more trackable data.

Goals, Strategies, & Proposed Expenditures

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

Goal 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: 2025-26

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	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$23,256.00
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 ($)

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	$646.00
Unrestricted	$22,610.00

Subtotal of state or local funds included for this school: $23,256.00

Total of federal, state, and/or local funds for this school: $23,256.00

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		
LCFF - Supplemental	656	656.00
Unrestricted	26632	4,022.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	646.00
Unrestricted	22,610.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,900.00
2000-2999: Classified Personnel Salaries	646.00
4000-4999: Books And Supplies	8,150.00
5000-5999: Services And Other Operating Expenditures	1,250.00
5800: Professional/Consulting Services And Operating Expenditures	2,810.00
5900: Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF	646.00
1000-1999: Certificated Personnel Salaries	Unrestricted	9,900.00
4000-4999: Books And Supplies	Unrestricted	8,150.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	1,250.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	2,810.00
5900: Communications	Unrestricted	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,000.00
Goal 2	4,500.00
Goal 3	3,796.00
Goal 4	2,960.00

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

7 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
Katie Alderman	Parent or Community Member
Karibu Nyaggah	Parent or Community Member
Patrick Squire	Parent or Community Member
Abbie Neff	Parent or Community Member
Jorge Caballero	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, Ms. Erin O'Connor-Brown on 5/11/2026



SSC Chairperson, Ms. Katie Alderman on 5/11/2026

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: **2026-27**

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	5/21/2026	June 11, 2026

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 2026, our School Site Council (SSC) met to discuss our California School Dashboard 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:

- Decrease the chronic absenteeism rate
- Focus on equity with regard to academic achievement (as measured by CAASPP)

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 focus in grades K-3 will be our English Language Arts instructional block to ensure that students receive comparable literacy instruction at each elementary school within Cabrillo Unified School District.

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.

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 offering our after-school Art and Science Enrichment Clubs in support of our 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. During the 2025-2026 school year, CUSD established a Math Curriculum Adoption Committee and teachers at each grade level piloted two potential new curricula. The adoption of a new Math curriculum will take place soon as will professional development for teachers that will support them in our new curriculum implementation.

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, most having taught for over a decade. During the 2025-2026 school year, our general education teachers engaged in professional development centered on DIBELS Screening & Data Analysis, continued Science of Reading training, continued Newline Interactive Monitor training, Math Frameworks (in partnership with San Mateo County Office of Education), as well as Structured Collaboration/Articulation Time.

At the start of the 2025-2026 school year, we had three additional teachers join our faculty to accommodate increasing enrollment at Farallone View. New teachers received proper training and participated in regularly scheduled orientation meetings with school administration.

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

One of our staff development sessions involved a DIBELS administration debriefing after teachers administered the screener for their own students for the first time. This debriefing was followed by a discussion about how to use the results to inform instructional changes and provide more individualized instruction to students based on their assessed performance. We also focused on incorporating additional strategies aligned with the Science of Reading in order to support students with dyslexia and other reading challenges.

Structured collaboration and/or articulation time provided teachers the opportunity to compare and exchange effective instructional strategies, identify current and potential common assessments to assess student performance uniformly across the district, discuss what support teachers need at the administrative level to implement effective change within their classroom, determine ways to better support our students in accessing grade-level content standards and prepare them for the following school year, etc.

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, Big Lift, Cabrillo Education Foundation, and Parent Teacher Organization funds. These supports include, but are not limited to, targeted professional development, a paraprofessional for the Resource Specialist Program, and paraprofessionals for our Transitional Kindergarten and Kindergarten classes. In addition, CUSD's Big Lift Literacy Specialist/Resource Specialist Program Teacher worked closely with K-5 teachers this year to identify potential Tier I and Tier II interventions for students based on DIBELS screener data.

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 and provide teachers 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. Or school district is in the process of revising our elementary report cards to make them more streamlined, easier to interpret, and more aligned with current expectations with regard to students' academic performance. We continue to adapt our current curricular 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 interventions.

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. We are scheduled for new curriculum adoption in Math for the coming school year.

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. We are hoping to offer these clubs to all students next year with the support of our Parent Teacher Organization. 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, small group reading support, 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 evaluated for a 504 plan or assessed by the School Psychologist, Resource Specialist, Speech Therapist, Occupational Therapist, and/or other specialists to determine eligibility for an Individual Education Plan (IEP). IEPs and 504 Plans are implemented accordingly.

In addition, our school has engaged 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. Upon completion of this process, we were recognized by the California PBIS Recognition System for our successful PBIS implementation at the BRONZE level in 2024. Any students with an identified need for positive behavioral supports and interventions receive Tier 2 support. Designated staff provide support on reviewing these students' 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) and all received training on the 2023 California Math Frameworks. Currently, 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: Ayudando Latinos a Soñar (ALAS), San Mateo County Big Lift, and Cabrillo Education foundation (CEF). In the 2025-2026 school year, CUSD elementary schools hired a counselor at each school site to provide academic and social-emotional support to students on a more consistent basis.

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. We also deployed Proposition 28 funding to hire a part-time Visual and Performing Arts (VAPA) teacher.

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.

Suggestions for consideration from the March 19, 2026 Farallone View School Site Council Meeting include:

- Clearly communicate attendance expectations for TK/K
- Clearly communicate vacation/travel expectations during school breaks only, when possible
- Identify which grades might need more of a boost in their academic skills and provide some support (e.g. first and second grade prior to assessment in third grade)
- Additional enrichment opportunities right before summer to prevent a summer “slide”/regression
- Make sure all students have library cards
- Clear communication about available resources for struggling students (e.g. counseling, SST, etc.)
- Clear communication about school events, routines, expectations as well as PTO events - a booklet or flyer with key info (more paper/easel, less digital)

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

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Farallone View 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		
	23-24	24-25	25-26	23-24	24-25	25-26
Asian	0.64%	%	0.51%	1		1
Hispanic/Latino	15.38%	19.21%	19.49%	24	34	38
White	72.44%	67.80%	69.23%	113	120	135
Multiple/No Response	11.54%	12.99%	10.77%	18	23	21
			Total Enrollment	156	177	195

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		34	30
Kindergarten	25	16	36
Grade 1	25	25	20
Grade 2	23	24	27
Grade3	30	25	26
Grade 4	23	30	25
Grade 5	30	22	31
Grade 9		1	
Total Enrollment	156	177	195

Conclusions based on this data:

1. Our enrollment has increased over the past two school years. We attribute this increase in student enrollment to such factors as our retention of qualified teachers, recent campus modernization, and high CAASPP scores.

2. Student enrollment was at its lowest during the 2023-2024 school year. With the reinstatement of our Transitional Kindergarten program 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 177 students. Current student enrollment is closer to 200 students (May 2026). In spite of previous demographer's reports reflecting declining enrollment district-wide, Farallone View's enrollment has increased.

School and Student Performance Data

Student Enrollment
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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	8	6	6	7.9%	5.1%	3.1%
Fluent English Proficient (FEP)	6	7	10	4.9%	3.8%	5.1%
Reclassified Fluent English Proficient (RFEP)				%		

Conclusions based on this data:

1. Given the low number of English Learners at our site, the reclassification rate (not listed here) 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.

   For historical context, 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.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25	30	25	25	30	25	25	30	25	100.0	100	100
Grade 4	33	23	32	32	23	32	32	23	32	97.0	100	100
Grade 5	29	30	22	28	30	22	28	30	22	96.6	100	100
All Grades	87	83	79	85	83	79	85	83	79	97.7	100	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2467.	2454.	2431.	48.00	26.67	28.00	28.00	30.00	28.00	4.00	30.00	28.00	20.00	13.33	16.00
Grade 4	2520.	2529.	2502.	53.13	56.52	37.50	21.88	13.04	28.13	12.50	17.39	21.88	12.50	13.04	12.50
Grade 5	2548.	2545.	2590.	35.71	43.33	59.09	39.29	23.33	27.27	14.29	16.67	9.09	10.71	16.67	4.55
All Grades	N/A	N/A	N/A	45.88	40.96	40.51	29.41	22.89	27.85	10.59	21.69	20.25	14.12	14.46	11.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	23.33	*	*	73.33	*	*	3.33	*
Grade 4	50.00	*	34.38	37.50	*	62.50	12.50	*	3.13
Grade 5	*	23.33	*	*	73.33	*	*	3.33	*
All Grades	42.35	27.71	31.65	50.59	68.67	62.03	7.06	3.61	6.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	20.00	*	*	66.67	*	*	13.33	*
Grade 4	25.00	*	9.38	59.38	*	78.13	15.63	*	12.50
Grade 5	*	16.67	*	*	70.00	*	*	13.33	*
All Grades	27.06	20.48	13.92	57.65	67.47	72.15	15.29	12.05	13.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	13.33	*	*	80.00	*	*	6.67	*
Grade 4	18.75	*	9.38	71.88	*	81.25	9.38	*	9.38
Grade 5	*	33.33	*	*	66.67	*	*	0.00	*
All Grades	21.18	22.89	16.46	70.59	72.29	73.42	8.24	4.82	10.13

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	26.67	*	*	70.00	*	*	3.33	*
Grade 4	37.50	*	15.63	50.00	*	75.00	12.50	*	9.38
Grade 5	*	50.00	*	*	40.00	*	*	10.00	*
All Grades	29.41	39.76	21.52	62.35	54.22	69.62	8.24	6.02	8.86

Conclusions based on this data:

1. 68.36% of our third-fifth grade students met or exceeded standard for the 2025 ELA CAASPP overall. This is an increase of 4.51% compared to the 2024 ELA CAASPP. Over the past three years, our district's literacy instruction been centered in the Science of Reading. Teachers have become more comfortable with this approach to literacy instruction. These factors may have had an impact on CAASPP scores.
2. The percentage of students who did not meet standard overall as measured by the ELA CAASPP has been higher at the third grade level compared to fourth and fifth grades. While this is to be expected with our third grader's first CAASPP assessment experience, this discrepancy shows that there is still work to be done to better support our students taking CAASPP for the first time.
3. Our 3rd - 5th grade students continue to perform the best in the area of Reading (Demonstrating understanding of literary and non-fictional texts) on the ELA CAASPP assessment. One possible explanation could be attributed to the efforts of our Cabrillo Literacy Initiative these past few years. CUSD teachers have refined 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)

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25	30	25	25	30	25	25	30	25	100.0	100	100
Grade 4	33	23	32	32	23	32	31	23	32	97.0	100	100
Grade 5	29	30	22	29	30	22	29	30	22	100.0	100	100
All Grades	87	83	79	86	83	79	85	83	79	98.9	100	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2468.	2463.	2427.	36.00	33.33	12.00	32.00	30.00	36.00	20.00	23.33	36.00	12.00	13.33	16.00
Grade 4	2522.	2536.	2523.	32.26	43.48	40.63	41.94	39.13	34.38	22.58	8.70	15.63	3.23	8.70	9.38
Grade 5	2541.	2545.	2568.	31.03	36.67	45.45	27.59	23.33	31.82	24.14	30.00	22.73	17.24	10.00	0.00
Grade 11															
All Grades	N/A	N/A	N/A	32.94	37.35	32.91	34.12	30.12	34.18	22.35	21.69	24.05	10.59	10.84	8.86

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	40.00	*	*	53.33	*	*	6.67	*
Grade 4	35.48	*	46.88	54.84	*	37.50	9.68	*	15.63
Grade 5	*	23.33	*	*	70.00	*	*	6.67	*
Grade 11									
All Grades	32.94	38.55	36.71	52.94	55.42	50.63	14.12	6.02	12.66

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	46.67	*	*	40.00	*	*	13.33	*
Grade 4	35.48	*	40.63	61.29	*	50.00	3.23	*	9.38
Grade 5	*	23.33	*	*	70.00	*	*	6.67	*
All Grades	32.94	33.73	35.44	57.65	54.22	54.43	9.41	12.05	10.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	30.00	*	*	53.33	*	*	16.67	*
Grade 4	25.81	*	37.50	64.52	*	53.13	9.68	*	9.38
Grade 5	*	33.33	*	*	56.67	*	*	10.00	*
All Grades	23.53	36.14	24.05	70.59	53.01	62.03	5.88	10.84	13.92

Conclusions based on this data:

1. While we maintained the combined percentage of students who met or exceeded standard on the Math CAASPP assessment overall for the past two years, there was a dip in the percentage of students who exceeded standard. This may suggest that learning extension opportunities may be in order for our students who demonstrate proficiency in Math.
2. The percentage of students scoring below standard in the area of Communicating Reasoning (Demonstrating ability to support mathematical conclusions) has been increasing each year for the past few years. This suggests that additional supports are needed in this area.
3. 3rd - 5th grade students performed the best in the area of compared to that of Problem Solving & Modeling/Data Analysis (Using appropriate tools and strategies to solve real world and mathematical problems) in 2025. The introduction of the Reflex Online program for our 2nd - 5th grade classrooms may be attributed to an increase in students' Math fact fluency and therefore more accurate problem-solving.

School and Student Performance Data

ELPAC Results

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
All Grades										9	7	6

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*	*		*
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*	*		*
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. 2025 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 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
177	**6.2%**	**3.4%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	6	3.4%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	11	6.2%
Students with Disabilities	11	6.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	34	19.2%
Two or More Races	23	13%
Pacific Islander	0	0.0%
White	120	67.8%

Conclusions based on this data:

1. Our student population in 2024-2025 was comprised of three major ethnic groups: White (67.8%), Hispanic (19.2%), and students of two or more races (13%).

2. We have a low percentage of students with disabilities (6.2%), English Learners (3.4%), and students who are considered socioeconomically disadvantaged (6.2%). 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 2025 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

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	**Chronic Absenteeism**  Orange	**Suspension Rate**  Green
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Based on the 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 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 was in the orange range. This suggests additional measures of student and family engagement may be in order.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	
39.7 points above standard	Fewer than 11 students - No Data for Privacy	
Maintained -1.9 points	4 Students	
75 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		8 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data 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 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 No Performance Color 0 Students	 Blue 49.3 points above standard Increased 10.9 points 56 Students

Conclusions based on this data:

1. CAASPP-eligible students maintained their ELA performance overall. This may suggest that our instruction and supports for students were consistent.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	1

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	
26.9 points above standard	Fewer than 11 students - No Data for Privacy	
Declined 3.3 points	4 Students	
75 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		8 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data 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 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 No Performance Color 0 Students	 Blue 38.5 points above standard Increased 4.4 points 56 Students

Conclusions based on this data:

1. Our overall student performance on the Math CAASPP assessment declined slightly, suggesting that additional supports are needed in Math.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color	 No Performance Color	 No Performance Color
74.3 science points	0 Students	0 Students
Increased 11.8 points		
22 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		1 Student

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 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 Fewer than 11 students - No Data for Privacy 1 Student

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	 No Performance Color 76.1 science points Increased 12.6 points 19 Students

Conclusions based on this data:

1. Our fifth grade students' CAASPP performance increased significantly. This may be attributed to our TK-4th grade Science specialist and our 5th grade Science specialists' instruction.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 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.

2025 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 2025 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.

2025 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.

2025 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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange 12% Chronically Absent Increased 0.5 175 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 27.3% Chronically Absent Increased 10.6 22 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
5.6% Chronically Absent	0 Students	0 Students
Declined 1.6		
18 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	6.7% Chronically Absent
		Declined 18.3
		30 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
13.6% Chronically Absent	0 Students	13% Chronically Absent
Increased 2.5		Increased 4.2
22 Students		123 Students

Conclusions based on this data:

1. Our overall percentage of chronic absenteeism for the school year increased slightly. This continues to be an area for improvement district-wide and state-wide.
2. The rate of chronically absent students decreased for only one of the three major ethnic groups at Farallone View last year. This suggests that there continues to be a need for additional supports to keep our students engaged in school.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

2025 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.

2025 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

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

2025 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	
0.6% suspended at least one day	Fewer than 11 students - No Data for Privacy	
Declined 0.7%	8 Students	
177 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	4.2% suspended at least one day
		Increased 4.2%
		24 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
0% suspended at least one day	0 Students	0 Students
Declined 7.1%		
18 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	3.2% suspended at least one day
1 Student		Increased 3.2%
		31 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
0% suspended at least one day	0 Students	0% suspended at least one day
Maintained 0%		Declined 1.8%
22 Students		123 Students

Conclusions based on this data:

1. Our suspension rate decreased. 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 Hispanic students and students who are socioeconomically disadvantaged.

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

The percentage of all students at or above end-of-year grade level benchmark in reading in Kindergarten through fifth grade, as measured by the DIBELS 8th Edition screener, will increase by at least 10% from the baseline.

Identified Need

Based on DIBELS 8th Edition screeners administered in Kindergarten through third grade, we have a noteworthy percentage of students who score well below or below benchmark in Reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS 8th Edition screeners	Percentage of students at or above end-of-year grade level benchmark as measured by DIBELS screener Beginning-of-Year Baseline: 62% in 2024-2025 SY End-of-Year Actual Outcome: 72% in 2024-2025 SY = Increase of 10% overall* *NOTE: 4th and 5th grade students did not begin DIBELS screening until 2024-2025 school year.	At least a 10% increase overall from the beginning-of-year baseline to the end-of-year screening

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

School staff will host Family Engagement Nights in an effort to provide tools/strategies to parents that focus on structured literacy, reading, and/or Math at home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
250	Unrestricted 1000-1999: Certificated Personnel Salaries Hourly rate for 2 certificated staff members to lead 2 Family Engagement Nights (Literacy & Math)
406	LCFF - Supplemental 4000-4999: Books And Supplies Books and supplies needed for Family Engagement Nights
200	Unrestricted 4000-4999: Books And Supplies Books and supplies needed for 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)
1,824.60	Unrestricted 1000-1999: Certificated Personnel Salaries 60 half-hour sessions of 1:1 tutoring will be made available by certificated staff for at-promise learners identified in post-DIBELS administration data chats.

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

In addition, 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: 2025-26

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 school year, teachers or district staff assess students' reading abilities at least once per academic trimester. Based on student reading assessment data as well as DIBELS 8th Edition screener data, teachers implement 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 hosts Family Engagement Nights for Math and literacy, as well.

With the district-wide expansion of the DIBELS 8th Edition screener to include 4th and 5th grades in 2024-2025, a baseline for all of these grades was recorded in Fall 2024 as 62% of K-5th grade students performed at or above benchmark on the beginning-of-year screener. The overall percentage of K-5th grade students students performing at or above benchmark by the end of the year as measured by the DIBELS screener was 72%. This is an increase of 10%, which emphasizes the fact that we surpassed our expected outcome overall. Each grade level saw more than a 5% increase in the number of students performing at or above benchmark on the DIBELS screener with the exception of one grade who maintained the same percentage of 90%. This suggests that the strategies implemented under this goal were quite successful and more supports are still needed for our struggling readers.

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 2025-2026 SPSA were implemented during that school year.

The Big Lift provided materials for our 2026 Family Literacy Night.

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 uses data from a universal screener (DIBELS 8th) as well as additional reading assessments to provide direct, structured, and systematic instruction. With this shift to the Science of Reading, there has been less focus on students' independent reading level as measured by Fountas & Pinnell or Literably. Fall DIBELS 8th screener data will be our K-5 baseline. We will shift to an overall percentage increase rather than a grade-by-grade breakdown and increase that percentage for the expected outcome given the actual outcome of the 2024-2025 DIBELS screener data. Grade and class-specific data review will take place during internal meetings with school staff.

The total amount of funds needed for family engagement night supplies will be increase slightly for the coming school year to reflect actual expenditures during the previous school year.

Additional funds were allocated to one strategy to provide teachers the opportunity to offer 1:1 tutoring to struggling readers.

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

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 at least 10% as measured by district reclassification criteria.

Identified Need

As measured by our 2025 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	BASELINES: 11% of ELs earned an overall score of 4 on the 2023 ELPAC assessment and 14.3% of ELs earned an overall score of 4 on the 2024 ELPAC assessment ACTUAL OUTCOME: 14.3% of ELs earned an overall score of 4 on the 2025 ELPAC assessment	At least 10% of total English Learners (ELs) will earn an overall score of 4 on the 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 and literacy via Raz Plus.

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

Amount(s)	Source(s)
1,794	Unrestricted 4000-4999: Books And Supplies One-year Raz Plus subscription to support foundational reading skills and comprehension for all students, including English Learners.

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)
1,216.40	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: 2025-26

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.

14.3% of our English Learners earned an overall score of 4 on the summative ELPAC assessment in Spring 2024 as well as Spring 2025. We maintained our site reclassification rate.

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

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

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 to a more realistic reclassification rate given our low number of English Learners.

The date within the goal language was adjusted to reflect ELPAC data from the most recent school year.

The Friends of Farallone Parent Teacher Organization (PTO) will take on the after-school enrichment club expenditures in the coming school year, therefore this strategy has been removed.

A Raz Plus subscription was added as a strategy since the online program is no longer offered as a district-wide online program as of the 2024-2025 school year.

The amount listed for the CAASPP and ELPAC prep sessions was increased to account for a higher hourly rate for certificated staff.

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

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 2025-2026 school year ranged from 4.02% - 12.07%, suggesting that additional measures need to be taken to engage families in these learning events. Also, since we did not have 100% parent-teacher conference participation in Spring 2026, 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	BASELINES: Average of 10.07% student attendance at family engagement nights during the 2023-2024 school year and 6.68% student attendance at family engagement nights during the 2024-2025 school year ACTUAL OUTCOME: Average of 26.7% student attendance at family engagement nights (Literacy and Math Nights) during the 2025-2026 school year	At least 25% average attendance rate at family engagement nights
Attendance at Spring parent-teacher conferences	BASELINES: 97.4% attendance at Spring Conferences 2024 and 96.6% attendance at Spring Conferences 2025	At least 98% attendance at parent-teacher conferences

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ACTUAL OUTCOME: 95.9% at Spring Conferences 2026	

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)
179	Unrestricted 5000-5999: Services And Other Operating Expenditures One-year subscription for Smore Educator Pro. Principal will continue sharing a monthly newsletter with families to communicate critical information and publicize school events.

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: 2025-26

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 student participation rates at our Family Literacy and Math Nights increased this year. This may be due to advertising in classes the day of or prior to an event as well as the fact that pizza was offered once again this year.

Our Spring conference attendance rate decreased slightly in 2026. We will continue to aim for higher 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 annual measurable outcome for family engagement night attendance was adjusted to maintain the actual outcome from the most recent school year.

An annual subscription to Smore was added as an additional strategy to engage families via monthly newsletters from the principal.

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

Farallone View Elementary School's chronic absenteeism rate will decrease by 3%.

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
Chronic absenteeism data	BASELINES: 18.3% of students were chronically absent during the 2022-2023 school year and 11.5% of students were chronically absent during the 2023-2024 school year. ACTUAL OUTCOME: 12% of students were chronically absent during the 2024-2025 school year.	3% fewer students identified as chronically absent

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

The School Attendance Review Team (SART) will continue to monitor student attendance and follow SART protocols to provide appropriate 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 2

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

All students

Strategy/Activity

The School Attendance Review Team (SART) will continue to monitor student attendance and follow SART protocols to provide appropriate 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)

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)
207.28	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 yard duty supervisors' regular work hours throughout the school year.
1,000	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 and additional resources 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: 2025-26

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. 5.7% of our student population was identified as needing additional Tier 1, 2, and/or 3 supports during MTSS team meetings within the 2024-2025 school year. During the 2025-2026 school year, this percentage increased slightly to 7.1%.

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

Due to scheduling issues, yard duty supervisor trainings were held during their regular work hours in the 2025-2026 school year, therefore no expenditures were made for this particular strategy.

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

A reduction in chronic absenteeism will be the focus of Goal 4 for the 2026-2027 SPSA rather than the percentage of students monitored by our Multi-Tiered Systems of Support (MTSS) Team. Strategy 2 will be specific to our School Attendance Review Team (SART) which monitors student attendance and engages in family meetings when chronic absenteeism occurs.

The number of students referred to our MTSS team will no longer be a metric for this particular goal. We will continue our work within our MTSS team and with other community stakeholders (including our Parent Teacher Organization) to continue promoting and supporting students' wellbeing and mental health.

The amount listed for the cost of yard duty supervisor trainings was adjusted to reflect an increase in their hourly rate.

The amount listed for the cost of playground equipment was adjusted due to increasing student enrollment.

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

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 2% from the baseline.

Identified Need

Based on CAASPP data from the past few years, our students have not been performing as well in Math compared to English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative Math CAASPP data	Baselines: 67% of 3rd - 5th graders met or exceeded standard on the summative Math CAASPP in 2023 and 67.47% of 3rd - 5th graders met or exceeded standard on the summative Math CAASPP in 2024 ACTUAL OUTCOME: 67.09% of 3rd - 5th graders met or exceeded standard on the summative Math CAASPP in 2023	2% increase of students who meet or exceed standard on the summative Math CAASPP

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 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)
3,295	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
1,185.72	Unrestricted 5000-5999: Services And Other Operating Expenditures Operating Costs

Annual Review

SPSA Year Reviewed: 2025-26

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.

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.

Since we have maintained 67% of students performing at or above benchmark on the summative Math CAASPP for the past three years, the goal and actual outcome were adjusted to a more realistic 2% increase by 2027.

Operating costs were reduced.

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	$15,558.00

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	$406.00
Unrestricted	$15,152.00

Subtotal of state or local funds included for this school: $15,558.00

Total of federal, state, and/or local funds for this school: $15,558.00

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	406.00
LCFF - Supplemental	390	-16.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	406.00
Unrestricted	15,152.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	3,295.00
1000-1999: Certificated Personnel Salaries	3,291.00
2000-2999: Classified Personnel Salaries	207.28
4000-4999: Books And Supplies	7,400.00
5000-5999: Services And Other Operating Expenditures	1,364.72

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF - Supplemental	406.00
0001-0999: Unrestricted: Locally Defined	Unrestricted	3,295.00
1000-1999: Certificated Personnel Salaries	Unrestricted	3,291.00
2000-2999: Classified Personnel Salaries	Unrestricted	207.28
4000-4999: Books And Supplies	Unrestricted	6,994.00

5000-5999: Services And Other Operating Expenditures	Unrestricted	1,364.72

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,680.60
Goal 2	3,010.40
Goal 3	179.00
Goal 4	1,207.28
Goal 5	8,480.72

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
Anna Kabrich	Parent or Community Member
Joanna Durand	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 5/21/2026
	SSC Chairperson, Lucy Navarro on 5/21/2026

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: **2026-27**

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 11,2026

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.

2024-2025 data available at the CDE Dashboard is the evidence used to measure our students performance. Our three important student subgroups--Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students--are still performing below standard ELA and Mathematics in the state indicators. While there was a slight increase with our math indicator, our ELA indicator shows a marked decline for these subgroups of student. Our Site SPSA is aligned with CUSD's LCAP and will continue to will address ways to improve our school and student outcomes by using available data from the CDE Dashboard, Data Quest, CalSCHLS, and in-house surveys sent to staff, students, and families.

CUSD 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.

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

HMBHS SPSA Goal #1: Increase ELA and Math success for all students, especially for Hispanic, EL, SED, and SWD subgroups.

CUSD LCAP Goal #2: FOCUS ON EQUITY
#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 SPSA 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, CTE, and AVID Courses.

CUSD 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.

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

HMBHS SPSA 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 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.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

CUSD #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.

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

HMBHS Goal #4: Create a stronger school climate that engages students and fosters a sense of belonging, connectedness, safety, and positivity.

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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 are also internal surveys given to students by our school counselors and to families about other matters, such as our bell schedule.

The CHKS School Climate Survey 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).

The CSPS assesses parent perceptions about the school's learning environment; school climate; student supports; and parent outreach and involvement efforts.

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.

During the 2025-2026 school year, teachers were surveyed about our district and site-led professional development days and if the intended outcomes were met. Popular topics for professtional development relate to supporting At-Promise youth, classroom and site climate, peer led unit plan presentations, collaboration, and gallery walks, Universal Design Learning, Social Emotional learning, AVID instructional strategies, Artificial Intelligence for instructional design, Big 5 training, and trauma informed practices.

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 and informally observation classroom activity. Teachers are encouraged to engage with peer-peer observation, not only within departments, but in other subject area classrooms to create greater breadth of instructional capacity.

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 continue to promote that Common Core State Standards (CCSS) ELA and College and Career Readiness Standards (CCRS) in all content areas. We continue to develop better ways to adminstor pre and post assesments using 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 instructional strategies.

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)

All departments will work on developing pacing guides and common and benchmark assessments. 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 offering Ethnic Studies course. The Agriculture Department has developed an entirely new CTE Floraculture pathway. Other CTE pathways include Building and Construction Trades, Arts and Media Entertainment, Welding and Materials Joining.

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, and partnership with the Boys and Girls Club of the Coastside afterschool programs.

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)

HMBHS has not been granted Title I funds due to not meeting the threshold for Free and Reduce Meals applications

RU Funding is used for HMBHS site budget

LCFF funds are for the following:
Family Engagement

LCAP Goal 2:
Yearly Library Book funding

LCAP Goal 3:
VAPA Master Plan

PBIS funding

Propostion 28 funding

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 14, 2026. ELAC leaders and parent attendees were presented information about SSC and introduced to SPSA goals 2025-2026 as they were being developed. Our ELAC and Parent Teacher Organization is presented these goals for the upcoming year's SPSA at the beginning of the academic year.

Resource Inequities

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

Performance inequities are reflected in the data analysis from the CDE Dashboard and Dataquest. This highlights the need to support structured literacy for all students performing below standard, as well as improving performance levels of our key subgroups (Hispanic, Socially Economically Disadvantaged, and Student with Disabilities). Additionally, our ELL Progress Indicator and performance levels of our RFEP student show the need for focused attention. HMBHS continues to

prioritize providing Integrated ELD instruction and continued alignment to College and Career Readiness literacy standards in the content area. Additionally, we want to increase student engagement by providing additional support in addressing the social-emotional needs of students, and to improve school climate and student engagement to address persistant chronic absenteeism. These areas are defined as areas of need within the CA Accountability Dashboard.

Toward acheiving these goals there are no resource inequities.

School and Student Performance Data

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Half Moon Bay High 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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	0.61%	0.22%	0.36%	6	2	3
Asian	2.13%	1.98%	1.92%	21	18	16
Filipino	0.41%	0.66%	0.84%	4	6	7
Hispanic/Latino	50.25%	50.82%	49.76%	496	463	415
White	41.34%	41.60%	42.33%	408	379	353
Multiple/No Response	5.27%	4.50%	4.80%	52	41	40
			Total Enrollment	987	911	834

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	216	211	190
Grade 10	259	210	216
Grade 11	240	257	190
Grade 12	272	233	238
Total Enrollment	987	911	834

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

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	90	78	52	9.0%	9.1%	6.2%
Fluent English Proficient (FEP)	309	301	291	32.2%	31.3%	34.9%
Reclassified Fluent English Proficient (RFEP)				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)

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	269	236	236	254	220	214	254	220	214	94.4	93.2	90.7
All Grades	269	236	236	254	220	214	254	220	214	94.4	93.2	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2549.	2567.	2523.	15.35	23.64	11.21	25.98	24.09	24.30	26.38	22.27	23.83	32.28	30.00	40.65
All Grades	N/A	N/A	N/A	15.35	23.64	11.21	25.98	24.09	24.30	26.38	22.27	23.83	32.28	30.00	40.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	17.00	27.06	16.82	54.94	45.41	45.79	28.06	27.52	37.38
All Grades	17.00	27.06	16.82	54.94	45.41	45.79	28.06	27.52	37.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	20.16	22.48	11.79	48.22	41.28	47.17	31.62	36.24	41.04
All Grades	20.16	22.48	11.79	48.22	41.28	47.17	31.62	36.24	41.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	8.30	14.68	9.35	70.36	73.39	70.09	21.34	11.93	20.56
All Grades	8.30	14.68	9.35	70.36	73.39	70.09	21.34	11.93	20.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	15.42	18.35	12.62	62.45	64.68	56.07	22.13	16.97	31.31
All Grades	15.42	18.35	12.62	62.45	64.68	56.07	22.13	16.97	31.31

Conclusions based on this data:

1. Student overall performance at standard not met level increased by 10.65%.
2. Student overall performance at standard exceeded decreased by 12.43%.
3. The California State percentage of student who meet or exceed the standard for ELA 56.96% and HMBHS has 35.51%. This shows that HMBHS has 21.45% fewer student meeting these standards that the state average.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	269	236	236	250	214	220	249	212	219	92.9	90.7	93.2
All Grades	269	236	236	250	214	220	249	212	219	92.9	90.7	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2545.	2534.	2521.	11.65	12.74	10.05	15.66	17.92	10.96	22.89	16.04	21.00	49.80	53.30	57.99
All Grades	N/A	N/A	N/A	11.65	12.74	10.05	15.66	17.92	10.96	22.89	16.04	21.00	49.80	53.30	57.99

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	17.67	17.92	12.33	32.53	30.66	33.33	49.80	51.42	54.34
All Grades	17.67	17.92	12.33	32.53	30.66	33.33	49.80	51.42	54.34

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	15.26	12.74	11.42	56.63	54.72	43.84	28.11	32.55	44.75
All Grades	15.26	12.74	11.42	56.63	54.72	43.84	28.11	32.55	44.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	8.43	11.32	9.59	59.44	58.02	56.62	32.13	30.66	33.79
All Grades	8.43	11.32	9.59	59.44	58.02	56.62	32.13	30.66	33.79

Conclusions based on this data:

1. The percentage of students exceeded the standard decreased by 2.7%.
2. The percentage of students who did not meet the standard increased by 4.69%.
3. The California State percentage of student who meet or exceed the standard was 30.49% and HMBHS has 21.01%. This shows that HMBHS has 9.45% fewer student meeting these standards that the state average.

School and Student Performance Data

ELPAC Results

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1530.9	1474.0	1504.6	1521.3	1454.9	1492.0	1539.8	1492.6	1516.6	17	17	21
10	1502.7	1532.0	1493.4	1499.1	1522.0	1468.9	1505.7	1541.3	1517.5	19	16	14
11	1505.9	1459.5	1484.5	1484.0	1436.1	1461.2	1527.2	1482.3	1507.2	20	21	13
12	1569.6	1523.0	1478.9	1578.9	1514.9	1449.1	1559.7	1530.8	1508.3	12	16	14
All Grades										68	70	62

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	11.76	0.00	9.52	17.65	0.00	28.57	52.94	47.06	23.81	17.65	52.94	38.10	17	17	21
10	16.67	25.00	0.00	27.78	31.25	21.43	11.11	12.50	35.71	44.44	31.25	42.86	18	16	14
11	5.00	4.76	0.00	35.00	19.05	38.46	20.00	14.29	0.00	40.00	61.90	61.54	20	21	13
12	25.00	25.00	0.00	8.33	12.50	14.29	50.00	18.75	21.43	16.67	43.75	64.29	12	16	14
All Grades	13.43	12.86	3.23	23.88	15.71	25.81	31.34	22.86	20.97	31.34	48.57	50.00	67	70	62

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	23.53	0.00	23.81	35.29	23.53	28.57	23.53	29.41	9.52	17.65	47.06	38.10	17	17	21
10	44.44	37.50	0.00	11.11	12.50	35.71	0.00	18.75	21.43	44.44	31.25	42.86	18	16	14
11	15.00	19.05	7.69	35.00	19.05	23.08	10.00	0.00	23.08	40.00	61.90	46.15	20	21	13
12	33.33	37.50	0.00	33.33	12.50	28.57	16.67	12.50	7.14	16.67	37.50	64.29	12	16	14
All Grades	28.36	22.86	9.68	28.36	17.14	29.03	11.94	14.29	14.52	31.34	45.71	46.77	67	70	62

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	0.00	4.76	23.53	0.00	4.76	47.06	17.65	42.86	29.41	82.35	47.62	17	17	21
10	0.00	6.25	0.00	11.11	25.00	14.29	27.78	31.25	21.43	61.11	37.50	64.29	18	16	14
11	0.00	4.76	0.00	20.00	0.00	15.38	30.00	23.81	23.08	50.00	71.43	61.54	20	21	13
12	0.00	0.00	7.14	33.33	31.25	7.14	41.67	12.50	0.00	25.00	56.25	85.71	12	16	14
All Grades	0.00	2.86	3.23	20.90	12.86	9.68	35.82	21.43	24.19	43.28	62.86	62.90	67	70	62

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	11.76	0.00	4.76	76.47	47.06	47.62	11.76	52.94	47.62	17	17	21
10	5.56	0.00	7.14	55.56	68.75	42.86	38.89	31.25	50.00	18	16	14
11	0.00	0.00	0.00	50.00	33.33	30.77	50.00	66.67	69.23	20	21	13
12	16.67	0.00	0.00	50.00	50.00	14.29	33.33	50.00	85.71	12	16	14
All Grades	7.46	0.00	3.23	58.21	48.57	35.48	34.33	51.43	61.29	67	70	62

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	52.94	35.29	52.38	29.41	11.76	14.29	17.65	52.94	33.33	17	17	21
10	55.56	62.50	21.43	0.00	6.25	35.71	44.44	31.25	42.86	18	16	14
11	45.00	38.10	50.00	25.00	0.00	16.67	30.00	61.90	33.33	20	21	12
12	75.00	56.25	35.71	8.33	12.50	0.00	16.67	31.25	64.29	12	16	14
All Grades	55.22	47.14	40.98	16.42	7.14	16.39	28.36	45.71	42.62	67	70	61

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	5.88	0.00	4.76	58.82	17.65	42.86	35.29	82.35	52.38	17	17	21
10	0.00	18.75	0.00	27.78	43.75	42.86	72.22	37.50	57.14	18	16	14
11	15.00	4.76	0.00	20.00	14.29	23.08	65.00	80.95	76.92	20	21	13
12	0.00	0.00	14.29	41.67	43.75	0.00	58.33	56.25	85.71	12	16	14
All Grades	5.97	5.71	4.84	35.82	28.57	29.03	58.21	65.71	66.13	67	70	62

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	0.00	0.00	82.35	35.29	52.38	17.65	64.71	47.62	17	17	21
10	0.00	0.00	0.00	55.56	68.75	71.43	44.44	31.25	28.57	18	16	14
11	0.00	4.76	15.38	55.00	33.33	30.77	45.00	61.90	53.85	20	21	13
12	16.67	6.25	0.00	58.33	56.25	35.71	25.00	37.50	64.29	12	16	14
All Grades	2.99	2.86	3.23	62.69	47.14	48.39	34.33	50.00	48.39	67	70	62

Conclusions based on this data:

1. The overall language performance Level 4 results 2023-2024 were 12.86% and the 2024-2025 it was 3.23%. This is a decrease of 9.63%.
2. The overall language performance Level 3 results 2023-2024 were 15.71% and the 2024-2025 it was 25.81%. This is an increase of 10.1%.
3. The total number of student assessed dropped from 70 to 62.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
911	**31.7%**	**8.6%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	78	8.6%
Foster Youth	0	0.0%
Homeless	1	0.1%
Socioeconomically Disadvantaged	289	31.7%
Students with Disabilities	140	15.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.2%
American Indian	0	0.0%
Asian	18	2%
Filipino	6	0.7%
Hispanic	463	50.8%
Two or More Races	41	4.5%
Pacific Islander	0	0.0%
White	379	41.6%

Conclusions based on this data:

1. Out largest Student group by race/ethnicity is Hispanic who make up 50.8% of the student body. The only other statistically significant student group based on Race/Ethnicity is White which make up 41.6% of the students.

2. 8.6% of our population are English Language Learners.

3. 31.7% of our students are socio-economic disadvantaged and 15.4% are students with disabilities.

School and Student Performance Data

Overall Performance

The 2025 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

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	**Graduation Rate**  Blue	**Suspension Rate**  Green
Mathematics  Orange		
English Learner Progress  Red		
College/Career  Green		

Conclusions based on this data:

1. English Language Arts low performance indicator as red is a high concern.
2. English Learner Progress as red is a high concern.
3. Our College and Career Indicator, Graduation Rate, and Suspension rates are positive.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
3	2	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red	 Orange	 No Performance Color
69.6 points below standard	149.8 points below standard	142.4 points below standard
Declined 53 points	Increased 21.5 points	11 Students
224 Students	32 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	0 Students	108.1 points below standard
		Declined 4.9 points
		66 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
204.2 points below standard	0 Students	0 Students
Declined 53.8 points		
30 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	103.5 points below standard
6 Students	2 Students	Declined 9 points
		109 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
88.8 points below standard	0 Students	43.2 points below standard
Declined 152.7 points		Declined 95.9 points
14 Students		94 Students

Conclusions based on this data:

1. ELA performance of all students is a high concern.
2. ELA performance of our Hispanic, Socio-Economically disadvantaged, and Student with Disabilities is a high concern.
3. ELA performance of our English Language Learners has improved.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
110.5 points below standard	226.1 points below standard	247.5 points below standard
Declined 4.1 points	Increased 10.5 points	11 Students
225 Students	34 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	0 Students	158.3 points below standard
		Increased 27.4 points
		68 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
215 points below standard	0 Students	0 Students
Increased 39.1 points		
30 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	161.8 points below standard
6 Students	2 Students	Increased 28.4 points
		112 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
92.3 points below standard	0 Students	65.7 points below standard
Declined 80.6 points		Declined 38.3 points
14 Students		94 Students

Conclusions based on this data:

1. Math performance of all students is a high concern.
2. Math performance of our Hispanic, Socio-Economically disadvantaged, and Student with Disabilities is a high concern.
3. Math performance of our English Language Learners is a particularly high concern.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Red	 No Performance Color
40.9 science points	29.9 science points	Fewer than 11 students - No Data for Privacy
Declined 6.7 points	Maintained -0.2 points	10 Students
236 Students	32 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	0 Students	36.6 science points
		Maintained 0.1 points
		70 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
23.3 science points	0 Students	0 Students
Declined 4.5 points		
34 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	34.1 science points
6 Students	2 Students	Declined 2.2 points
		119 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
48.2 science points	0 Students	46.2 science points
Declined 9.3 points		Declined 12.3 points
13 Students		97 Students

Conclusions based on this data:

1. Science performance of all students is a high concern.
2. Science performance of our Hispanic, Socio-Economically disadvantaged, and Student with Disabilities is a high concern.
3. Science performance of our English Language Learners and Students with Disabilities has maintained, but is still a high concern

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Red	No Performance Color
21.8 making progress.	27.6 making progress.
Number Students: 55 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.

2025 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**
12.7%	65.5%	0%	21.8%

Conclusions based on this data:

1. English Learner progress dropped from 27.7% in 2023-2024 to 21.8% in 2024-2025
2. The ELPI shows a decreased one level from 18.5% to 12.7% which is an improvement.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Very Low

Lowest Performance



Low



Medium



High



Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	0	1

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

2025 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
Prepared 49.1%	Prepared 3.6%	Prepared 6.3%
Increased 2.6%	Maintained	Maintained 1%
222 Students	28 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	Prepared 23.2%
	6 Students	Maintained -0.5%
		95 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
Prepared 10.5%	0 Students	0 Students
Increased 2.8%		
38 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0 Students	Prepared 23.5%
4 Students		Maintained 1%
		102 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
Prepared 64.3%	0 Students	Prepared 73.5%
Declined 29.5%		Increased 5.6%
14 Students		102 Students

Conclusions based on this data:

1. CCI shows White, SED, and SWD students all show improved performance.
2. CCI shows Hispanic maintained performance levels very minimally.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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 2025 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.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	1

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Blue	 No Performance Color	 No Performance Color
96.4% graduated	89.3% graduated	100% graduated
Increased 4.4%	Increased 7.1%	Increased 5.3%
222 Students	28 Students	16 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	93.7% graduated
	6 Students	Increased 3.9%
		95 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
94.7% graduated	0 Students	0 Students
Increased 2.1%		
38 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	94.1% graduated
4 Students		Increased 5.7%
		102 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Blue
100% graduated	0 Students	98% graduated
Increased 6.3%		Increased 2.7%
14 Students		102 Students

Conclusions based on this data:

1. Graduation rate for all students, including all subgroups, has increased.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	4	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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 Green	 Blue
2.4% suspended at least one day	3.8% suspended at least one day	0% suspended at least one day
Declined 0.9%	Declined 2.3%	Declined 9.7%
919 Students	78 Students	41 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	3.5% suspended at least one day
	8 Students	Declined 1.3%
		288 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
8.5% suspended at least one day	Fewer than 11 students - No Data for Privacy	0 Students
Increased 1.8%	3 Students	
141 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.2% suspended at least one day
Maintained 0%	6 Students	Declined 1.3%
18 Students		464 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Green
2.6% suspended at least one day	0 Students	1.3% suspended at least one day
Increased 0.6%		Declined 0.7%
39 Students		389 Students

Conclusions based on this data:

1. Suspension rates for all students have decreased except for Students With Disabilities and those with Two or More Races which have increased.

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

CUSD 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.

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

Goal 1

Increase ELA and Math 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 (22.7%); SED (18.64%); SWD (0%) [2024-2025]	3% growth of meets or exceeds standard for all subgroups
CAASPP Met or Exceeds Standard Improvement for Math for subgroups	Hispanic Math (21.62%); SED (19.68%); SWD (0%) [2024-2025]	3% growth of meets or exceeds standard for all subgroups
Reclassification Rate for EL students	10.5% reclassification rate [2024-2025]	3% growth of reclassification rate
English Learner Progress Indicator	21.8% making progress toward proficiency [2024-2025]	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, specificallyHispanic, English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (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)
0	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, English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Use performance data analysis from CAASPP, Interim Comprehensive Assessments, 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)
0	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, English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Tier II intervention during the Advisory Period. Track At-Promise students during bi-monthly MTSS meetings and initiate a Student Success Team meetings 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)
0	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 Hispanic, English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Site administration will explore ways to use Tier II 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 and Integrated ELD instructional practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	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, English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

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, English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) subgroups.

Strategy/Activity

Purchase supplementary curriculum to complement core 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)
12000	Unrestricted 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2025-26

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.

CAASPP and ELPAC data from the CDE Dashboard and Data Quest show mostly unmet goals but not in a significant way. CAASPP ELA performance data shows very little change for our Hispanic and SED populations. Hispanic student performance dropped by .27% and SED rose by .24%. The SWD population dropped by 9%. CAASPP Math performance data shows that our Hispanic population performance rose by 12.62% and our SED population rose by 6.88%. Our SWD performance remained the same. Our reclassification rate for our ELL students dropped by 19.5% and performance on our English Language Progess Indicator dropped by 5/9%.

Summary:
Metric/Indicator #1 was not met for our Hispanic and SWD students, but it was met with our SED students.
Metric/Indicator #2 was exceed for our Hispanic and SED stuents, but our SWD student performance remained the same.
Metric/Indicator #3 and #4 for our English Language Learners was not met.

The goal and strategies/activities remain aligned to LCAP goal for academic improvement, but it is oriented toward California Assessment of Student Performance and Progress (CAASPP) testing with a specific focus on our identified subgroup 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 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

Increase At-Promise Student Readiness

LEA/LCAP Goal

CUSD 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.

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

CUSD LCAP 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-Economically Disadvantaged.

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

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.	53% UC/CSU site-wide eligibility [2024-2025].	5% growth of UC/CSU eligibility site-wide included subgroups listed above.
Increase Hispanic students being scheduled in Honors and AP courses.	13.9% 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.	44 students enrolled in CSM Dual Enrollment courses.	3% growth students in CSM dual enrollment courses.
Increase CTE completers.	33 student completed a CTE pathway [2024-2024].	5% growth of students completing a CTE pathway.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students taking AVID courses.	83 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, English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (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

Promote and implement AVID courses with fidelity and to support teachers attending professional development for AVID, Integrated ELD instruction, Universal Design Learning, Differentiation, and equity-minded Honors/AP course design.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 complement support At-Promise students to become College and Career Ready.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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: 2025-26

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

ANALYSIS

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

Data obtained from PowerSchool and CALPADS for this goal show mixed expected outcomes for this goal. The variance of years the data is based upon is due to what is available during an academic year. Year-end data from CALPADS will be from the prior year.

Summary:
A-G Readiness: 28% increase [2024-2025] *Note: CALPADS data inconsistency was identified. HMBHS Lead School Counselor and Lead Registar performed a manual analysis with PowerSchool data. This data is is refected on the baseline in the Annual Measurable Outcomes section.
Honors and AP courses: 10.9% decrease [2025-2026]
Dual Enrollment: 41.9 increase [2025-2026]
CTE completers: 2.69% decrease [2024-2025] *Note: CALPADS data inconsistency was identified and the number of completers is likely higher.
AVID students rostered: 12.2% increase [2025-2026]

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. HMBHS will continue to schedule our students to be A-G ready during there course of study. The master schedule provides access for all students to fulill A-G requirements. 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. We will continue to support 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 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 Student and Family Engagement

LEA/LCAP Goal

CUSD 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.

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

Goal 3

Promote an environment where student and 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.	92 parents 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.	428 9th,10th, and 11th grade students completed School Counselor Needs Assessment Survey.	90% students responding to the survey.
Improve attendance at school informational or other committees open to the public such as ELAC, School Site Council, PTO, and Cougar Boosters.	71 parents attended events given in the metric/indicator section.	20% increase of parents attending school organization events.
Student participation with California Healthy Kids survey (CHKS).	359 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 these strategies/activities.

Strategy/Activity

Provide more deliverate and welcoming attention to promotion of surveys, site events, and outreach toward parents/guardians. Message agenda, topics, and data points with community engagement meetings and committees with greater organization and frequency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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: 2025-26

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 number of parents completing the CalSCHLS has dropped from 107 to 92 respondents which is a 13% decrease. The number of students who completed needs assessments has increased from 71% to 94% of 9th, 10th, and 11th grade students. Parent attendance to ELAC, School Site Council, PTO, and Cougar Boosters meetings has grown 37% which exceeds the expected outcome of 2024-2025 of a 20% increase. The percentage of students taking the CalSCHLS has decreased by 23.9%. On the whole this data shows a mix increases and decreases of the expected

outcome. Further outreach is needed to parents/caregivers to complete the CalSCHLS survey. Although parent involvment at public meetings is improving, there is room to increase participation from our families.

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 2025-2026 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

CUSD 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.

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

CUSD LCAP 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.

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

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 our Wellness Program Coordinator.	Maintain current amount of counseling services.	Students will continue to have access to mental health counseling through our Wellness Program.
Alternative to Suspension, Restorative Justice/Practices, post suspension counseling, and Tier II and III interventions	Continue counseling referrals due to controlled substance use and other suspension offenses.	Move each subgroup (SWD and Hispanic) to the next positive indicator at the CDE Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
for suspensions given to students with disabilities.	Students with disabilities show orange in the CDE Dashboard for suspensions. Hispanic, English Learners, Socioeconomically Disadvantaged students show green in the CDE Dashboard for suspensions.	
Positive Behavior Interventions and Supports and Trauma Informed Practices Professional Development for staff.	Staff has been moderately trained in PBIS and Trauma Informed Practices.	Continue to provide training with PBIS and Trauma Informed Practices.
Wellness Program and Safe Space.	330 total sessions. 140 drop-in sessions. 6 non-IEP short-term counseling session. 7 IEP counseling sessions.	Maintain Wellness Program. Continue Safe Space program.
Continue Social Emotional Learning across grade levels from our School Counselors by integrating CORA (Community Overcoming Relationship Abuse) and NAMI (National Alliance on Mental Health)	Four times 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 provide mental health counseling services through our Wellness 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)
	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 and Trauma Informed Practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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: 2025-26

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.

All programs will continue to remain in place aside from not contracting with School Linked Services which ended the Fall of 2025. Our Wellness Program continues to serve our students with a larger volume of them using services, in addition to continuing with our Safe Space program. Our School Counselors will continue to provide sytematic Social Emotional Learning during our Advisory Period.

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

There are no major differences between the intended implementation and the budgeted expenditures to meet the articulated goal.

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

There is little change to the metric/indicator[s] and expected outcomes. Baseline/actual outcomes have been revised to reflect current data.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$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 ($)
Title I	$0.00

Subtotal of additional federal funds included for this school: $0.00

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	$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
Title I	0.00
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
5800: Professional/Consulting Services And Operating Expenditures	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF - Supplemental	1,686.00
4000-4999: Books And Supplies	Title I	0.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00

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
Hope Hirst	Classroom Teacher
Hector Moreno	Classroom Teacher
Yadira Acosta	Other School Staff
Catrine Brown	Parent or Community Member
Sue Legiewicz	Parent or Community Member
Catarina Williams	Parent or Community Member
Douglas Forster	Parent or Community Member
Jackson Long	Secondary Student
Rebecca Mulligan	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, 14, 2024.

Attested:

	Principal, Andrew Boysen on 5/28/2025
	SSC Chairperson, Susan Lugiewicz 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: **2026-27**



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 21, 2026	June 11, 2026

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 others; and practices good citizenship. This aligns with our Schoolwide Program by emphasizing academic achievement, positive school climate, student engagement, and equitable support for all students. Through coordinated services, instruction, and interventions aligned to the LCAP and other federal, state, and local programs, the school will work to ensure all students are supported academically, socially, and emotionally.

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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).

This section provides a description of surveys (i.e., student, parent, teacher) that will be used during the school year and a summary of the most recent survey results available.

The most recent School Climate Survey available was administered in May 2025.

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? (i.e., 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, 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, 6% sometimes

The survey for the upcoming school year has not yet been administered. Once available, results will be reviewed and used to inform planning, strengthen school climate, and support next steps.

To foster strong family engagement during the upcoming school year, newsletters will be emailed to parents and staff. Staff will continue to update and improve the school webpage and maintain links to the district webpage. Kings Mountain Associated Parents (KMAP) will continue to work closely with school staff to encourage family participation in school and school-related activities such as Open House, Field Day, Back to School Night, and student performances.

Classroom Observations

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

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

Formal observations will take place according to the Cabrillo Unified Teacher Association contract by the school principal. The principal will also observe classrooms informally to support and assess teacher and student needs, 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 Learners will be 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 will be given Bridges Math Assessments to inform classroom instruction, differentiate instruction, identify students who would benefit from targeted intervention and enrichment, and assess growth at the conclusion of the year.

Reading: Kindergarten through fifth grade students will be given DIBELS assessments three times a year, with students in grades 1–5 also assessed through Literably. These assessments will be used by teachers to create flexible reading groups, inform instruction, match students with independent-level reading books, identify students requiring intervention or enrichment, and target English Learner instruction. DIBELS assessments will be given in September, January, and May to measure reading accuracy, comprehension, and fluency. Each kindergarten student will also be assessed in September using the Brigance Inventory of Basic Skills.

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

Science: Fifth grade students will participate in CAST.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Kings Mountain School has credentialed teachers who hold the appropriate credentials for their assignments.

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 will participate in meetings and professional development opportunities that support lesson design aligned to Common Core State Standards and student needs. Teachers will attend staff development days provided by the district in accordance with the professional development plan approved by the school board. Professional development for the upcoming school year will continue to focus on effective literacy instruction, assessment practices, multi-age classroom instruction, and strategies that support student engagement and achievement. As a Professional Learning Community, staff will continue to focus on team teaching, push-in intervention, and Responsive Classroom practices to support student engagement, reflection, and ownership.

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

Professional development during the upcoming school year will focus on content standards, student performance data, literacy instruction, assessment practices, and instructional strategies that support the needs of Kings Mountain students in a multi-age setting.

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

Teachers at Kings Mountain will continue to receive instructional assistance and support funded through district, site, and parent organization resources. Kings Mountain teachers will continue to have access to district-supported teacher leadership opportunities as applicable.

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 assessment data, and modifying instruction for all students. Due to Kings Mountain's small school setting, teachers will continue to collaborate during leadership meetings and staff collaboration meetings throughout the school year.

Teaching and Learning

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

Teachers will continue using Benchmark Advance to align instruction to Common Core State Standards for English Language Arts. Students will continue using Bridges Math. One-to-one computing devices will continue to be available in grades TK–5.

Teachers will continue using student data to inform language arts and math instruction, differentiate instruction, and implement push-in intervention as needed.

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

Teachers will provide no less than the recommended and required instructional minutes according to the CDE Framework 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 250–300 minutes weekly; PE 100 minutes weekly (200 minutes 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 250–300 minutes weekly; PE 100 minutes weekly (200 minutes 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 250–300 minutes weekly; PE 100 minutes weekly (200 minutes for each 10 school days)

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

Teachers will continue working together with the Site Coordinator on an ongoing basis to adjust intervention lessons as needed through flexible targeted instructional groupings.

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

All students will have access to appropriate standards-based instructional materials. Students will continue using Bridges Math to support California Common Core State Standards. The district will continue to review and refine instructional materials in content areas as needed.

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 will continue using intervention materials such as Fountas and Pinnell intervention kits, Fundations, and Heggerty with students selected for targeted support based on assessments and teacher observations, as appropriate.

Opportunity and Equal Educational Access

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

Students identified as underperforming will receive intervention, including instructional-level reading in small targeted groups, scaffolded writing, phonics, word work, and English Language Development. Students in grades 1–5 will continue to have access to Homework Club four days each week, Monday through Thursday, as applicable. Students who continue to struggle may be referred to the Student Study Team process. Students may also be assessed by specialists to determine eligibility for an Individualized Education Program (IEP) or 504 Plan. IEPs and 504 Plans will be implemented accordingly.

Evidence-based educational practices to raise student achievement

The basis of the school's literacy program will continue to be Benchmark Advance. As a schoolwide instructional focus, teachers will continue to use PBIS, Second Step, and Responsive Classroom practices to support student engagement, behavior, and social-emotional growth. These practices help students develop self-awareness, self-regulation, and positive school behaviors.

Parental Engagement

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

Kings Mountain School will continue to work with the district and parent organization to provide additional support for underachieving students. The parent organization will continue to provide support for staffing and student learning needs as available. The district and other local resources will continue to support literacy intervention materials and student support services as appropriate.

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 will continue to have opportunities to plan, implement, and evaluate programs through Kings Mountain Associated Parents (KMAP), School Site Council, and district collaboration opportunities.

Funding

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

Categorically funded services during the upcoming school year may include professional development, instructional materials, and other supports aligned to student and school needs.

Fiscal support (EPC)

Cabrillo Unified School District and KMAP will continue to provide fiscal support for the school site to support student achievement and implementation of the Essential Program Components.

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 Single Plan for Student Achievement (SPSA) throughout the 2025–26 school year. In accordance with California Department of Education guidelines, the entire school community is notified of meetings through the weekly newsletter and weekly calendar emailed each Friday afternoon. Because Kings Mountain is a small school, the council includes all certificated staff, classified staff, and three parent representatives.

The School Site Council meets approximately six times each year to review progress toward SPSA goals and inform school planning. As part of this process, the council examines trimester reading data, DIBELS screener results, CAASPP results, ELPAC scores, when applicable, and annual

school climate survey data. These discussions help the school monitor student progress, reflect on current needs, and make adjustments in support of continuous improvement.

Resource Inequities

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

The required needs assessment identified several areas of need reflected in the school's data analysis. These include strengthening structured literacy support for students performing below standard, providing supplemental English Language Development support for English Learners, if applicable, increasing student engagement, and expanding support to address the social-emotional needs of referred students. These areas help guide the school's planning and resource allocation in response to student needs.

School and Student Performance Data

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Kings Mountain 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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	2.38%	2.17%	4.35%	1	1	2
Asian	%	%	2.17%			1
Filipino	2.38%	2.17%	%	1	1	
Hispanic/Latino	19.05%	17.39%	13.04%	8	8	6
White	73.81%	73.91%	76.09%	31	34	35
Multiple/No Response	2.38%	2.17%	4.35%	1	1	2
			Total Enrollment	42	46	46

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		7	5
Kindergarten	10	6	5
Grade 1	8	11	7
Grade 2	8	8	9
Grade3	4	9	8
Grade 4	3	2	10
Grade 5	9	3	2
Total Enrollment	42	46	46

Conclusions based on this data:

1. Overall enrollment increased slightly, from 42 students to 46 students, showing a gain of 4 students.
2. Grade 4 had the largest increase, moving from 3 students to 10 students, which is a significant jump for one grade level.
3. Grade 5 enrollment decreased, dropping from 9 students to 2 students, showing the biggest decline in the data.

School and Student Performance Data

Student Enrollment
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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	1	0	1	3.8%	2.4%	2.2%
Fluent English Proficient (FEP)	0	1	2	3.8%	0.0%	4.3%
Reclassified Fluent English Proficient (RFEP)				3.8%		

Conclusions based on this data:

1. English Learner enrollment remains very small, with only 1 EL student in 23-24, 0 in 24-25, and 1 in 25-26.
2. Fluent English Proficient students increased, moving from 0 students in 23-24, to 1 student in 24-25, and 2 students in 25-26.
3. The EL/FEP percentages are low overall, showing that only a small portion of the student population is identified as English Learner or Fluent English Proficient.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4	4	9	*	4	9	*	4	9		100	100
Grade 4	9	*	*	9	*	*	9	*	*	100.0		
Grade 5	10	9	*	10	9	*	10	9	*	100.0	100	
All Grades	23	16	14	21	15	14	21	15	14	91.3	93.8	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	38.10	53.33	35.71	42.86	40.00	50.00	19.05	6.67	7.14	0.00	0.00	7.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. ELA testing participation improved, moving from 91.3% in 22-23, to 93.8% in 23-24, and reaching 100% in 24-25.
2. The percentage of students meeting the standard increased, from 42.86% in 22-23, to 40.00% in 23-24, and then up to 50.00% in 24-25.
3. Most students are meeting or exceeding the ELA standard, with 85.71% of students in 24-25 either meeting or exceeding the standard.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4	4	9	*	4	9	*	4	9		100	100
Grade 4	9	*	*	9	*	*	9	*	*	100.0		
Grade 5	10	9	*	10	9	*	10	9	*	100.0	100	
All Grades	23	16	14	21	15	14	21	15	14	91.3	93.8	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11															
All Grades	N/A	N/A	N/A	52.38	40.00	21.43	14.29	40.00	28.57	33.33	20.00	42.86	0.00	0.00	7.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 11									
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Math testing participation improved, moving from 91.3% in 22-23, to 93.8% in 23-24, and reaching 100% in 24-25.
2. The percentage of students exceeding the standard decreased, from 52.38% in 22-23, to 40.00% in 23-24, and then to 21.43% in 24-25.
3. More students are now in the “nearly met” range, increasing from 20.00% in 23-24 to 42.86% in 24-25, showing that math may be an area for continued support.

School and Student Performance Data

ELPAC Results

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	*	*		*	*		*	*		*	*	

Conclusions based on this data:

1. ELPAC data is very limited, with most grade-level results suppressed or blank because the number of students tested is very small.
2. Only a few students were tested across the years, with results appearing mainly in Kindergarten and Grade 5, while most other grade levels show no reported data.
3. Because the student group is so small, it is difficult to identify clear trends, so this data should be reviewed alongside local information, classroom performance, and individual student progress.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
46	**17.4%**	**0.0%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	0	0.0%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	8	17.4%
Students with Disabilities	4	8.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	2.2%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	1	2.2%
Hispanic	8	17.4%
Two or More Races	1	2.2%
Pacific Islander	0	0.0%
White	34	73.9%

Conclusions based on this data:

1. Kings Mountain Elementary had 46 students enrolled in 2024-25, showing it is a small school community.

2. The largest student group by race/ethnicity is White students, with 34 students, or 73.9% of the total enrollment.

3. Socioeconomically disadvantaged students make up 17.4% of enrollment, with 8 students identified, while English Learners, Foster Youth, and Homeless students were all reported at 0.0%.

School and Student Performance Data

Overall Performance

The 2025 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

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics No Performance Color		

Conclusions based on this data:

1. Kings Mountain Elementary did not receive a performance color for ELA or Math, because there were fewer than 30 students included in the data.
2. The Dashboard data is limited for this small school, so local measures and classroom data will be important when reviewing student progress.

3. English Learner Progress and College/Career data were not reported, which means these areas do not currently have Dashboard performance information for the school.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.

2025 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color 46.1 points above standard Declined 10.6 points 14 Students	 No Performance Color 0 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. ELA performance is above standard overall, with students scoring 46.1 points above standard.
2. ELA performance declined from the previous year, dropping by 10.6 points, even though the school remains above standard.
3. No performance color was assigned because only 14 students were included, so the Dashboard data is limited and should be reviewed with local classroom data.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

2025 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color	 No Performance Color	
8.6 points above standard	0 Students	
Declined 16.9 points		
14 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		3 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. Math performance is above standard overall, with students scoring 8.6 points above standard.
2. Math performance declined from the previous year, dropping by 16.9 points, which shows math may need continued attention and support.
3. No performance color was assigned because only 14 students were included, so the Dashboard data is limited and should be reviewed with classroom and local assessment data.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 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 Fewer than 11 students - No Data for Privacy 1 Student

Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. Science data is very limited, with only 3 students included in the All Students group.
2. No performance color was assigned because there were fewer than 30 students, and detailed results were not reported due to privacy rules.
3. Because there is not enough public Dashboard data, science progress should be reviewed using local classroom assessments, teacher observations, and student work samples.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
making progress.	making progress.
Number Students:	Number 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.

2025 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. English Learner Progress data was not reported on the 2025 Fall Dashboard.
2. There were not enough English Learner students to calculate progress, so no percentage or student count was provided.
3. Because Dashboard data is unavailable, English Learner progress should be monitored through local data, such as ELPAC results, classroom performance, teacher observations, and individual student language goals.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

2025 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.

2025 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. College/Career data was not reported on the 2025 Fall Dashboard.
2. This indicator does not apply to Kings Mountain Elementary, since College/Career readiness is based on the percentage of high school graduates who are considered “Prepared.”
3. Because there is no Dashboard data for this area, Kings Mountain can focus on age-appropriate readiness skills, such as academic growth, attendance, engagement, responsibility, and preparation for middle school.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	
8.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	
Declined 5.3	1 Student	
48 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		9 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 Green 8.8% Chronically Absent Declined 3.3 34 Students

Conclusions based on this data:

1. Chronic absenteeism is low overall, with 8.3% of students chronically absent.
2. Attendance improved from the previous year, with chronic absenteeism declining by 5.3 points.
3. The school received a Green performance level for chronic absenteeism, showing this is a relative strength, though continued attention is still important for individual students and small student groups.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

2025 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.

2025 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. Graduation Rate data was not reported on the 2025 Fall Dashboard.
2. This indicator does not apply to Kings Mountain Elementary, since graduation rate is based on students completing high school.
3. Because there is no graduation data for this school, Kings Mountain can focus on early readiness skills, such as attendance, academic growth, responsibility, engagement, and preparation for middle school.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

2025 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	
Maintained 0%	1 Student	
49 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	Fewer than 11 students - No Data for Privacy
		9 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0% 35 Students

Conclusions based on this data:

1. Suspension rates are very low, with 0% of students suspended.
2. The school received a Blue performance level, which is the highest Dashboard rating for suspension rate.
3. This shows school climate and behavior support are a strength, and the school should continue using positive, relationship-based practices to maintain this progress.

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 Growth and Achievement

LEA/LCAP Goal

All students will develop the academic skills needed for college, career, and life, with a focus on literacy. This goal supports effective instruction, consistent implementation of academic standards, and equitable access to learning. Progress will be monitored regularly, and actions will be adjusted based on student needs.

Goal 1

All students will make measurable growth in reading and literacy skills and work toward meeting or exceeding grade-level benchmarks on DIBELS, Literably, and CAASPP ELA.

Identified Need

Kings Mountain students continue to demonstrate strong literacy achievement overall, but assessment data shows that reading growth is not consistent across all grade levels. DIBELS end-of-year data from 2024–25 showed strong growth in Kindergarten, 1st grade, and 3rd grade, while 2nd grade declined and 4th grade remained at 50% at or above benchmark. CAASPP ELA results also showed strong overall performance, with 85.71% of students meeting or exceeding standard in ELA. This data shows the need to maintain strong literacy instruction while providing targeted support for students who are below, near, or approaching benchmark. Students with IEPs and students demonstrating reading gaps will need regular progress monitoring, targeted intervention, and instructional adjustments based on assessment data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS and Literably Reading Assessments	DIBELS end-of-year data for the 2024–25 school year showed that student reading performance varied by grade level. Kindergarten increased from 20% at or above benchmark at BOY to 83% at EOY, 1st grade increased from 55% to 73%, and 3rd grade increased from 78% to 80%. Second grade declined from 74% to 62%, while 4th grade remained at 50% and 5th grade remained at 100% at or above benchmark.	By the end of the 2026–27 school year, students in grades K–5 will show growth from beginning-of-year to end-of-year reading assessments, with targeted improvement for students and grade levels below, near, or approaching benchmark.
CAASPP ELA, Grades 3–5	On the 2024–25 CAASPP, 85.71% of Kings Mountain students met or exceeded standard in ELA.	By the end of the 2026–27 school year, Kings Mountain Elementary will maintain strong ELA performance, with at least

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		85% of students in grades 3–5 meeting or exceeding standard on CAASPP ELA.

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

Strengthen classroom literacy instruction through consistent use of adopted curriculum, small-group instruction, and instructional practices aligned to student needs. Teachers will use DIBELS, Literably, CAASPP, classroom performance, and student work to plan instruction and provide additional support or enrichment.

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

Amount(s)	Source(s)
1800	Other State/Local — RU 2026–2027
205	Local/LCAP — Yearly Library Book Funding, LCAP Goal 2 Action 1D
1000	Local — Unrestricted Funds

Strategy/Activity 2

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

All students, with targeted support for students with IEPs and students who are below, near, or approaching reading benchmark.

Strategy/Activity

Provide targeted reading support and regular progress monitoring for students who are below, near, or approaching benchmark. Staff will review reading data during the year and use the results to adjust instruction, provide intervention, and determine whether additional support is 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)
1000	Local — Unrestricted Funds

Annual Review

SPSA Year Reviewed: 2025-26

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 2025–26 school year, Kings Mountain continued to support literacy instruction through the use of adopted curriculum, classroom instruction, small-group support, DIBELS, Literably, CAASPP data, classroom assessments, and teacher observation. Students continued to demonstrate strong overall literacy achievement, as reflected in the 2024–25 CAASPP ELA results, where 85.71% of students met or exceeded standard.

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 budgeted expenditures. The school continued to use adopted curriculum and available assessment tools to support literacy instruction.

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 2026–27 school year, Kings Mountain will continue to focus on literacy growth and achievement while simplifying the goal so it is easier to monitor and sustain. The annual measurable outcomes have been reduced to two key measures: DIBELS/Literably reading growth and CAASPP ELA performance. These two outcomes will allow the school to monitor both reading progress across grades K–5 and overall ELA achievement in grades 3–5.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College & Career Readiness

LEA/LCAP Goal

Prepare students for college, career, and future success.

Goal 2

Kings Mountain students will build the academic and school readiness skills they need to be ready for middle school by the end of fifth grade. Progress will be measured using CAASPP, DIBELS/Literably, and teacher observation.

Identified Need

Kings Mountain wants to ensure students leave fifth grade ready for the academic and social demands of middle school. Current data shows strong academic performance overall, with 93.3% of students meeting or exceeding benchmark in ELA and 80% in Math, while 75% of students met or exceeded benchmark on DIBELS/Literably. Teacher observation and site coordinator assessment also showed that 66% of current fifth grade students demonstrate the social-emotional skills needed for middle school. This data shows the need to maintain strong academic instruction while also supporting students in building readiness skills such as organization, self-control, problem-solving, and working with others.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Readiness: CAASPP ELA and Math, Grades 3–5	In 2024–25, 93.3% of students met or exceeded benchmark in ELA and 80% met or exceeded benchmark in Math.	By the end of the 2026–27 school year, Kings Mountain will maintain strong academic performance, with at least 90% of students in grades 3–5 meeting or exceeding standards in ELA and at least 80% meeting or exceeding standards in Math.
Middle School Readiness: Teacher Observation and Site Coordinator Assessment, Grade 5	In 2024–25, 66% of current fifth grade students demonstrated the social-emotional skills needed for middle school.	By the end of the 2026–27 school year, at least 85% of fifth grade students will demonstrate the school readiness skills needed for middle school, including organization, self-control, problem-solving, and working with others.

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

Provide strong instruction in English Language Arts and Math to help students build the academic skills needed for middle school. Teachers will use CAASPP, DIBELS/Literably, classroom work, and teacher observations to adjust instruction and respond 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)
1070	Other State/Local — RU 2026–2027
457	Other State/Local — RU Funds for FOSS Supplemental Materials
1457	Local — Unrestricted Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, with focused attention on fifth grade students

Strategy/Activity

Support students in building the school readiness skills needed for middle school through teacher observation, classroom support, and regular check-ins focused on organization, self-control, problem-solving, and working with others.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	

	Local — Unrestricted Funds

Annual Review

SPSA Year Reviewed: 2025-26

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 2025–26 school year, the strategies and activities connected to this goal were not formally implemented or monitored through the SPSA process due in part to a change in leadership. As a result, there is limited evidence to determine the effectiveness of the strategies and activities as written.

However, the available academic data still provides useful information for planning. CAASPP results showed that 93.3% of students met or exceeded benchmark in ELA and 80% met or exceeded benchmark in Math. Teacher observation and site coordinator assessment also showed that 66% of current fifth grade students demonstrated the social-emotional skills needed for middle school. Moving forward, this goal will be simplified so that it is clear, measurable, and realistic to implement and monitor during the 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.

There were no major differences.

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

No major changes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Implement a stakeholder communication plan to support parental involvement.

LEA/LCAP Goal

Implement a communication plan to support parental involvement.

Goal 3

Kings Mountain School will increase community and parent awareness and understanding of school programs and events.

Identified Need

Kings Mountain has a strong history of family and community involvement in school events and activities. Available data from prior years shows high participation in events such as Open House and class performances, while family survey participation and volunteer involvement were lower. This suggests a need for consistent communication and simple opportunities for families to stay informed, participate, and provide feedback. Based on past patterns, it is reasonable to expect that these areas will continue to be important in the coming school year. Kings Mountain will continue to strengthen school-home communication and family involvement through clear communication, school events, volunteer opportunities, and family feedback.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Participation in School Events	In 2024–25, 93% of families and community members participated in Open House and class performances.	By the end of the 2026–27 school year, Kings Mountain will maintain strong family participation, with at least 95% of families participating in major school events.
Family Engagement and Feedback	In 2024–25, 9 Panorama family surveys were submitted and 33% of families volunteered for art, field trips, and cooking.	By the end of the 2026–27 school year, Kings Mountain will increase family engagement and feedback, with at least 20 family survey responses and increased family volunteer participation.

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

Provide clear and consistent communication to families through the school newsletter, Google Group, website updates, and school event information so families stay informed about programs, events, and opportunities for involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	LCFF — 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

Create regular opportunities for family participation and feedback through school events, volunteer opportunities, and family surveys to strengthen school-home connection and increase parent involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	No additional cost

Annual Review

SPSA Year Reviewed: 2025-26

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 2025–26 school year, the strategies and activities connected to this goal were not formally implemented or monitored through the SPSA process due in part to a change in leadership. As a result, there is limited evidence to determine the effectiveness of the strategies and activities as written.

Kings Mountain did continue to communicate with families and hold school events, which helped maintain school-home connection. However, because this work was not monitored as part of a formal SPSA process, the school does not have clear evidence of the effectiveness of the strategies in relation to this goal. Moving forward, this goal will be simplified so that communication, family participation, and family feedback can be more clearly implemented and monitored during the 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.

The major difference between the intended implementation and actual implementation was that the goal was not formally monitored through the SPSA process during the year. As a result, there is limited information about how consistently the planned strategies were carried out or how effective they were.

Moving forward, the goal will be narrowed to two focused strategies: clear and consistent communication with families, and regular opportunities for family participation and feedback. This will make the work easier to implement, track, and review during 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.

For the 2026–27 school year, Kings Mountain will continue to focus on strengthening communication and family involvement, but the goal has been simplified to make it more manageable and sustainable. The annual measurable outcomes have been reduced to two key measures: family participation in major school events and family engagement through feedback and volunteer participation.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive School Climate

LEA/LCAP Goal

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

Goal 4

Kings Mountain School will continue to strengthen a positive, safe, and inclusive school climate where students feel respected, supported, and welcomed. The school will continue to promote respect for differences and help students build the social-emotional skills needed to contribute to a caring school community.

Identified Need

Kings Mountain wants to continue building a school climate where students feel safe, included, and supported. Prior school climate information shows many positive signs, including students reporting that they know who to talk to when they need help and that classroom and playground rules are clearly explained. At the same time, the school wants to keep strengthening students' sense of belonging, comfort in expressing themselves, and feeling welcome when joining others in play and school activities. This shows an ongoing need for clear schoolwide expectations, social-emotional learning, and intentional support for respectful and inclusive interactions among students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate and Belonging Survey	Prior climate information showed that 94% of students reported feeling welcome joining other kids' games, and 89% reported feeling comfortable expressing their opinions in class.	By the end of the 2026–27 school year, at least 95% of students will report feeling welcome, safe, and included at school.
Social-Emotional Learning / Behavior Support	Prior school climate information showed strong student understanding of who to talk to for help and of classroom and playground rules.	By the end of the 2026–27 school year, Kings Mountain will maintain strong schoolwide support systems, with at least 90% of students demonstrating understanding of school expectations, support systems, and respectful behavior.

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

Teach and reinforce clear schoolwide expectations for respectful, safe, and inclusive behavior through PBIS, classroom routines, and schoolwide support practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
123	Local/LCAP — PBIS Funding

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Provide regular social-emotional learning and school climate support through classroom lessons, relationship-building activities, and staff support focused on inclusion, bullying prevention, respect for differences, and positive peer interactions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	No additional cost

Annual Review

SPSA Year Reviewed: 2025-26

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 2025–26 school year, the strategies and activities connected to this goal were not formally implemented or monitored through the SPSA process due in part to a change in leadership. As a result, there is limited evidence to determine the effectiveness of the strategies and activities as written. Prior school climate information still provides helpful context for planning. Students reported strong understanding of who to talk to when they feel uncomfortable, clear understanding of classroom and playground rules, and generally positive feelings about those rules. At the same time, some responses showed a need to continue strengthening students' sense of belonging, comfort expressing opinions, and feeling welcome when joining others in play and school activities. Moving forward, this goal will be simplified so it is clear, measurable, and realistic to implement and monitor during the 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.

The major difference between the intended implementation and actual implementation was that the goal was not formally monitored through the SPSA process during the year. As a result, there is limited information about how consistently the planned strategies were carried out or how effective they were. For the revised plan, the work has been simplified into two broader and more sustainable areas: clear schoolwide expectations and support, and social-emotional learning focused on respect, inclusion, and positive peer interactions. This will make the goal easier to implement, track, and review during 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.

For the 2026–27 school year, Kings Mountain will continue to focus on a positive, safe, and inclusive school climate, but the goal has been simplified to make it more manageable and sustainable. The annual measurable outcomes have been reduced to two key measures: student perceptions of school climate and belonging, and student understanding of school expectations and respectful behavior.

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	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$7,694.00

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 ($)
	$7,694.00

Subtotal of state or local funds included for this school: $7,694.00

Total of federal, state, and/or local funds for this school: $7,694.00

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	96.00	96.00
Unrestricted	4042.00	4,042.00

Expenditures by Funding Source

Funding Source	Amount
	7,694.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,075.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		7,694.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,005.00
Goal 2	3,484.00
Goal 3	82.00
Goal 4	123.00

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

Name of Members	Role
David Jones	Principal
Kate Berkowitz	Classroom Teacher
Lesli Schmutz	Other School Staff
Aisha Baro	Parent or Community Member
Jennifer Murray	Parent or Community Member
Matthew Spigelman	Classroom Teacher
Melissa Godoy	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 5/21/2026.

Attested:



Principal, David Jones on 5/21/2026



SSC Chairperson, Aisha Baro on 5/21/2026

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: **2026-27**

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 7, 2026	June 11, 2026

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 2026-2027 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 a decrease in vaping amongst students, which we have addressed 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, and a follow up meeting with the teacher. 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. Both certificated and classified staff have received training in restorative practices. Both community building, and restorative circles have been behavior management tools that have been implemented.

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, 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, the leadership team, 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)

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 and continued analysis of our practice.

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

Our staff development plan for 2026-27 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. Department heads lead collaboration meetings with their teams a minimum of once per week. 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, at least one hour 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 district 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 some, English Learners are enrolled in two English courses for a total of 100 minutes and students have access to math classes for 240 minutes weekly.

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 allow all students to enroll in such classes regardless of schedule.

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

All Cunha students (100%) 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)

All Cunha students (100%) 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 can access the 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, IXL 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 supports our 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 the opportunity 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 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 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 7, 2065.

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 School Dashboard.

School and Student Performance Data

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Manuel F. Cunha Intermediate 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		
	23-24	24-25	25-26	23-24	24-25	25-26
Asian	1.29%	1.34%	1.64%	7	7	8
Filipino	0.92%	0.58%	0.82%	5	3	4
Hispanic/Latino	56.83%	52.02%	51.54%	308	271	251
Pacific Islander	0.18%	0.19%	0.21%	1	1	1
White	36.72%	40.12%	39.01%	199	209	190
Multiple/No Response	4.06%	5.37%	6.57%	22	28	32
			Total Enrollment	542	521	487

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	163	168	144
Grade 7	193	160	179
Grade 8	186	190	164
Grade 9		3	
Total Enrollment	542	521	487

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 decreased by 7%.
2. Our largest subgroup by ethnicity continues to be our Hispanic/Latino subgroup, at about 51.5%
3. If enrollment continues to decline our programs will be affected. For the 25-26 school year, we decreased 2.0 of our FTE due to decreasing enrollment.

School and Student Performance Data

Student Enrollment
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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	75	52	43	15.4%	13.8%	8.8%
Fluent English Proficient (FEP)	184	175	158	30.8%	33.9%	32.4%
Reclassified Fluent English Proficient (RFEP)				45.5%		

Conclusions based on this data:

1. Reclassification percentage from 2020-21 to 2024-2025:

   2020-21: 10.3%
   2021-22: 23.0%
   2022-23: 45.5%
   2023-24: 23.05%
   2024-2025: 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 at least 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 (TOSA) and highly-qualified ELD teachers.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	192	160	170	190	158	167	190	158	167	99.0	98.8	98.2
Grade 7	180	188	161	178	185	159	178	185	159	98.9	98.4	98.8
Grade 8	200	195	188	197	184	183	197	184	183	98.5	94.4	97.3
All Grades	572	543	519	565	527	509	565	527	509	98.8	97.1	98.1

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2490.	2506.	2508.	11.05	13.29	16.77	21.05	24.68	26.35	32.11	31.01	29.94	35.79	31.01	26.95
Grade 7	2507.	2527.	2517.	11.80	16.22	10.06	28.65	24.86	29.56	16.85	25.95	23.90	42.70	32.97	36.48
Grade 8	2541.	2535.	2532.	7.61	8.15	10.38	34.01	33.15	30.60	32.49	26.09	24.04	25.89	32.61	34.97
All Grades	N/A	N/A	N/A	10.09	12.52	12.38	27.96	27.70	28.88	27.43	27.51	25.93	34.51	32.26	32.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.63	20.25	20.96	50.53	50.00	49.10	36.84	29.75	29.94
Grade 7	11.80	21.62	18.24	61.24	54.05	56.60	26.97	24.32	25.16
Grade 8	12.18	14.67	16.94	59.90	58.70	53.55	27.92	26.63	29.51
All Grades	12.21	18.79	18.66	57.17	54.46	53.05	30.62	26.76	28.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.95	9.49	11.38	48.42	48.73	53.29	42.63	41.77	35.33
Grade 7	15.17	14.59	10.69	42.70	51.35	47.17	42.13	34.05	42.14
Grade 8	10.66	12.50	12.02	58.88	46.74	49.18	30.46	40.76	38.80
All Grades	11.50	12.33	11.39	50.27	48.96	49.90	38.23	38.71	38.70

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.11	15.19	9.58	76.84	66.46	77.84	11.05	18.35	12.57
Grade 7	10.11	10.81	7.55	71.35	71.89	77.99	18.54	17.30	14.47
Grade 8	14.21	10.87	13.66	71.07	74.46	69.40	14.72	14.67	16.94
All Grades	12.21	12.14	10.41	73.10	71.16	74.85	14.69	16.70	14.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.63	20.89	16.17	67.37	62.03	67.66	20.00	17.09	16.17
Grade 7	14.04	16.76	10.69	57.87	60.54	63.52	28.09	22.70	25.79
Grade 8	17.77	14.13	13.11	69.04	70.11	69.40	13.20	15.76	17.49
All Grades	14.87	17.08	13.36	64.96	64.33	66.99	20.18	18.60	19.65

Conclusions based on this data:

1. Based on overall student performance, the 6th and 8th grade 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, and 7th graders at Cunha saw a decline in those students below standards in Listening.
3. In the Writing portion of the CAASPP, the 6th and 8th graders improved when combining the Met Standards and Exceeded Standard scores. The 7th graders for this past year saw a decline in Writing performance.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	192	160	170	190	159	168	190	159	168	99.0	99.4	98.8
Grade 7	180	188	161	179	185	158	179	185	158	99.4	98.4	98.1
Grade 8	200	195	188	198	190	184	198	190	184	99.0	97.4	97.9
All Grades	572	543	519	567	534	510	567	534	510	99.1	98.3	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2482.	2497.	2511.	11.05	14.47	20.83	16.32	16.35	19.64	27.89	27.04	23.21	44.74	42.14	36.31
Grade 7	2492.	2509.	2508.	10.61	15.14	11.39	20.67	13.51	21.52	18.44	31.89	25.32	50.28	39.46	41.77
Grade 8	2487.	2482.	2511.	6.06	5.79	11.96	13.64	13.16	15.22	20.20	18.42	25.00	60.10	62.63	47.83
Grade 11															
All Grades	N/A	N/A	N/A	9.17	11.61	14.71	16.75	14.23	18.63	22.22	25.66	24.51	51.85	48.50	42.16

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.58	15.09	16.67	36.84	34.59	45.83	51.58	50.31	37.50
Grade 7	15.64	16.22	15.19	32.96	43.24	40.51	51.40	40.54	44.30
Grade 8	6.06	6.84	9.24	38.89	38.95	47.28	55.05	54.21	43.48
Grade 11									
All Grades	10.93	12.55	13.53	36.33	39.14	44.71	52.73	48.31	41.76

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	9.47	11.32	16.07	54.21	52.20	50.60	36.32	36.48	33.33
Grade 7	10.06	16.22	8.86	49.72	48.11	55.70	40.22	35.68	35.44
Grade 8	9.09	5.26	10.87	47.47	56.84	50.00	43.43	37.89	39.13
All Grades	9.52	10.86	11.96	50.44	52.43	51.96	40.04	36.70	36.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.95	13.84	19.05	58.42	57.23	55.36	32.63	28.93	25.60
Grade 7	10.06	11.89	10.13	60.89	60.54	62.03	29.05	27.57	27.85
Grade 8	6.06	2.63	8.70	62.63	62.63	63.04	31.31	34.74	28.26
All Grades	8.29	9.18	12.55	60.67	60.30	60.20	31.04	30.52	27.25

Conclusions based on this data:

1. For the 24-25 school year the percentage of all students performing above standard increased by 3%. The percentage of overall students meeting standard increased by 4.4%.
2. Based on the overall student performance 7th graders saw the largest increase in Math performance for students meeting standard year over year.
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 allow for an increase in rigor for all students.

School and Student Performance Data

ELPAC Results

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1525.1	1532.1	1526.4	1534.5	1543.4	1532.4	1515.1	1520.3	1519.9	29	38	16
7	1550.1	1557.9	1568.4	1544.6	1569.6	1574.4	1555.0	1545.6	1561.9	28	16	21
8	1550.9	1457.5	*	1550.9	1467.1	*	1550.4	1447.5	*	25	23	9
All Grades										82	77	46

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	27.59	28.95	31.25	31.03	44.74	31.25	24.14	18.42	25.00	17.24	7.89	12.50	29	38	16
7	42.86	43.75	33.33	14.29	18.75	61.90	32.14	31.25	4.76	10.71	6.25	0.00	28	16	21
8	40.00	4.35	*	20.00	47.83	*	12.00	8.70	*	28.00	39.13	*	25	23	*
All Grades	36.59	24.68	28.26	21.95	40.26	47.83	23.17	18.18	19.57	18.29	16.88	4.35	82	77	46

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	51.72	55.26	50.00	27.59	31.58	25.00	10.34	5.26	12.50	10.34	7.89	12.50	29	38	16
7	35.71	62.50	66.67	50.00	6.25	28.57	3.57	31.25	4.76	10.71	0.00	0.00	28	16	21
8	48.00	21.74	*	20.00	39.13	*	4.00	4.35	*	28.00	34.78	*	25	23	*
All Grades	45.12	46.75	50.00	32.93	28.57	36.96	6.10	10.39	8.70	15.85	14.29	4.35	82	77	46

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	10.34	2.63	6.25	17.24	21.05	25.00	44.83	68.42	37.50	27.59	7.89	31.25	29	38	16
7	25.00	18.75	19.05	28.57	31.25	28.57	32.14	25.00	52.38	14.29	25.00	0.00	28	16	21
8	24.00	0.00	*	16.00	13.04	*	32.00	39.13	*	28.00	47.83	*	25	23	*
All Grades	19.51	5.19	10.87	20.73	20.78	30.43	36.59	50.65	41.30	23.17	23.38	17.39	82	77	46

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	17.24	26.32	25.00	65.52	57.89	62.50	17.24	15.79	12.50	29	38	16
7	14.29	18.75	9.52	67.86	75.00	90.48	17.86	6.25	0.00	28	16	21
8	32.00	4.35	*	44.00	56.52	*	24.00	39.13	*	25	23	*
All Grades	20.73	18.18	13.04	59.76	61.04	80.43	19.51	20.78	6.52	82	77	46

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	58.62	73.68	68.75	31.03	18.42	12.50	10.34	7.89	18.75	29	38	16
7	75.00	75.00	85.71	14.29	25.00	14.29	10.71	0.00	0.00	28	16	21
8	68.00	56.52	*	8.00	8.70	*	24.00	34.78	*	25	23	*
All Grades	67.07	68.83	73.91	18.29	16.88	19.57	14.63	14.29	6.52	82	77	46

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	6.90	5.26	6.25	37.93	34.21	37.50	55.17	60.53	56.25	29	38	16
7	28.57	12.50	14.29	32.14	56.25	52.38	39.29	31.25	33.33	28	16	21
8	24.00	0.00	*	28.00	34.78	*	48.00	65.22	*	25	23	*
All Grades	19.51	5.19	13.04	32.93	38.96	41.30	47.56	55.84	45.65	82	77	46

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	13.79	10.53	31.25	65.52	84.21	50.00	20.69	5.26	18.75	29	38	16
7	42.86	18.75	33.33	46.43	75.00	66.67	10.71	6.25	0.00	28	16	21
8	16.00	8.70	*	68.00	52.17	*	16.00	39.13	*	25	23	*
All Grades	24.39	11.69	26.09	59.76	72.73	65.22	15.85	15.58	8.70	82	77	46

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.
2. Based on the data, the reading domain is the domain most students struggle with to get a score of 4.
3. In the Writing domain, we see an increase in the Well Developed level (Level 4) for all grade levels.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
521	**31.3%**	**10%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	52	10%
Foster Youth	0	0.0%
Homeless	2	0.4%
Socioeconomically Disadvantaged	163	31.3%
Students with Disabilities	81	15.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	7	1.3%
Filipino	3	0.6%
Hispanic	271	52%
Two or More Races	28	5.4%
Pacific Islander	1	0.2%
White	209	40.1%

Conclusions based on this data:

1. 31.3% of our students are Socioeconomically Disadvantaged, a decrease from 47% in the previous year

2. Our student population identified as English Learners has decreased from 13.8% to 10% while our Hispanic population is the largest ethnic group at 52%.

3. Our population of students with disabilities is at 15.5%, a slight increase from 15.1%.

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our dashboard shows that our academic data is average for Math and slightly below average in Language Arts. However we have made progress with the English Learner subgroup.
2. While chronic absenteeism has decreased, it is an area of continued focus. 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 26-27.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
5	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Red	 Red
30.4 points below standard	96.9 points below standard	123.7 points below standard
Declined 4.5 points	Maintained -1.2 points	Declined 10.3 points
507 Students	159 Students	54 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Red
0 Students	Fewer than 11 students - No Data for Privacy	84.2 points below standard
	3 Students	Declined 19.4 points
		155 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
123 points below standard	0 Students	0 Students
Declined 17.4 points		
80 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	78 points below standard
7 Students	3 Students	Declined 11.3 points
		264 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
37.1 points above standard	Fewer than 11 students - No Data for Privacy	19.4 points above standard
Declined 3.3 points	1 Student	Maintained -2.4 points
32 Students		199 Students

Conclusions based on this data:

1. English Language Arts scores decreased by 4.5 points. The subgroups impacted most include English Learners & long term English Learners (maintained but very low), Socioeconomically Disadvantaged decreased by 19.4 points, and Hispanic decreased by 11.3 points.
2. Two subgroups increased or maintained scores. These subgroups include English Learners (-1.2 points) and White (+7.6 points),
3. Based on the data, we must focus on all students, however Long Term English Learners, Socioeconomically disadvantaged and Hispanic subgroups will be the main center of attention.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	0	1	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Red	 Orange
58.5 points below standard	137.2 points below standard	162.9 points below standard
Increased 11.4 points	Maintained 0.6 points	Increased 5.5 points
508 Students	161 Students	55 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
0 Students	Fewer than 11 students - No Data for Privacy	124.7 points below standard
	3 Students	Declined 13.4 points
		157 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
154.1 points below standard	0 Students	0 Students
Declined 9.6 points		
79 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	111.6 points below standard
7 Students	3 Students	Increased 3.3 points
		266 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
33.2 points above standard	Fewer than 11 students - No Data for Privacy	4.6 points below standard
Increased 15.5 points	1 Student	Increased 13.9 points
32 Students		198 Students

Conclusions based on this data:

1. Our overall student performance in Mathematics had an increase (an improvement of 11.4 points overall). Our subgroups of Long Term English Learners (+5.5), Hispanic (+3.3), Two or More Races (+15.5), and White (+13.9) saw the highest growth.
2. Students with disabilities (-9.6) and Socioeconomically disadvantaged students (-13.4) saw the highest decrease overall.
3. Based on the data, there must be a focus on continuing to improve Math scores, placing a high emphasis on students with disabilities and socioeconomically disadvantaged students.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	Yellow	No Performance Color
51.7 science points	37.2 science points	26.9 science points
Maintained 1.5 points	Increased 2 points	Maintained -1.4 points
184 Students	53 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - No Data for Privacy	41.5 science points
	1 Student	Maintained -0.8 points
		57 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
25.8 science points	0 Students	0 Students
Declined 8.7 points		
27 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	42.2 science points
2 Students	1 Student	Maintained 0.5 points
		96 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
64 science points	0 Students	60.9 science points
11 Students		Maintained -1.5 points
		74 Students

Conclusions based on this data:

1. Overall, students maintained in Science (1.5 points)
2. Students with disabilities declined (-8.7 points)
3. We need to place a higher emphasis on the Science assessment, ensuring all students, but mainly students with disabilities are the key focus.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Green	No Performance Color
66.7 making progress.	64.3 making progress.
Number Students: 42 Students	Number Students: 28 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.

2025 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**
2.4%	31%	0%	66.7%

Conclusions based on this data:

1. There is a strong trend towards progress, with 66.7% of English Learners making progress towards English Language proficiency.
2. Based on the data, 66.7% percent of English Learners have progressed at least one level.
3. Based on the data, only 2.4% decreased one level which is an improvement from the prior year.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

2025 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.

2025 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 2025 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.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Red	 Red
14.2% Chronically Absent	21.7% Chronically Absent	24.6% Chronically Absent
Declined 2.6	Maintained 0	Increased 1.5
527 Students	83 Students	57 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	17.9% Chronically Absent
	3 Students	Declined 2.7
		168 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
20.7% Chronically Absent	0 Students	0 Students
Declined 14.1		
87 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	17.6% Chronically Absent
7 Students	3 Students	Declined 1.4
		278 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
5.9% Chronically Absent	Fewer than 11 students - No Data for Privacy	11.8% Chronically Absent
Declined 3.2	1 Student	Declined 3.6
34 Students		204 Students

Conclusions based on this data:

1. 20.7% of Students with Disabilities have chronic absences, which is down from 34.8% the previous year.
2. Overall Chronic Absenteeism declined by 2.6%. Students with disabilities saw the highest decline of 14.1%
3. The data indicates that although the whole school is struggling with chronic absenteeism, we have made strides with several subgroups including: Students with disabilities -14.1%, Socio-Economically disadvantages -2.7%, White -3.6%, and Hispanic -1.4%. We need to put an emphasis on the chronic absenteeism of Long Term English Learners, which increased by 1.5%

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

2025 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.

2025 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 2025 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.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	0	4	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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Green	 Green
6.4% suspended at least one day	5.8% suspended at least one day	6.9% suspended at least one day
Increased 0.7%	Declined 3.4%	Declined 2.7%
530 Students	86 Students	58 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
0 Students	Fewer than 11 students - No Data for Privacy	5.4% suspended at least one day
	3 Students	Declined 2.2%
		168 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
12.5% suspended at least one day	0 Students	0 Students
Increased 1.3%		
88 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	5.7% suspended at least one day
7 Students	3 Students	Declined 1.8%
		281 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
11.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	6.4% suspended at least one day
Increased 2.7%	1 Student	Increased 3.4%
34 Students		204 Students

Conclusions based on this data:

1. The suspension rate for all students was 6.4%- an increase of 0.7% year over year. The suspension rate for students suspended for at least one day is as follows: White was 6.4% (increase of 3.4%), Students with Disabilities was 12.5% (increase by 1.3%), Socioeconomically Disadvantaged students was 5.4% (decrease of 2.2%), Hispanic 5.7% (decrease of 1.8%) and English Learners was 5.8% (decrease of 3.4%). With the increased focus on PBIS the suspension rate has increased slightly, but decreased immensely with certain subgroups.
2. Although the suspension rate increased by 0.7% overall, the increase for white students (3.4%) and students of two or more races (2.7%) was higher.
3. Moving forward will continue to focus strategies to lower the overall suspension rate and determine stronger alternatives to suspension.

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/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 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 (96.9 points below standard) and Socioeconomically Disadvantaged (84.2 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 (EL)	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 achieved reclassification 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 2026-27

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase in ELA/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 96.9 points below standard in ELA and 137.2 points below standard in Math.	Although not significant, English Learners Maintained in both ELA and Math scores. The expectation is to see an improvement in these scores for 25-26.
Increase in ELA/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 students were 84.2 points below standard in ELA and 124.7 points below standard in Math.	Socioeconomically disadvantaged students saw a decrease in CAASPP scores, the expectation is to see an increase for 25-26.

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 Student Groups

Strategy/Activity

Purchase the IXL learning platform for all students and increase access to 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)
10,000	Title I 4000-4999: Books And Supplies IXL Program for ELA, and Math
7,500	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)

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 or pull out small groups or work with students individually 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: 2025-26

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 continue to increase during the 2026-27 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 the IXL program in all grade levels for ELA and Math 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 IXL as a supplement 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/Translation for Back to School Night and 5th Grade Parents Night	Specific 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 will lead to an increase in parent involvement.
Conferences with a focus on at-promise students	Conferences were set up for at-promise students and families. With access to all teachers.	Continued conferences set up for at-promise students and families.
ELAC representation on the Parent Teacher Organization (PTO) 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.	Continue working with PTO and ELAC to coordinate accessible communication and increase Latinx representation on the PTO board and School Site Council.
Reach families with weekly videos and newsletters with Spanish translation	All interaction with the school is available in both Spanish and English. All weekly school videos and newsletters are	Continue the video communications effort and increase number of view for the video communication. Continue

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	created in both English and Spanish.	weekly newsletters to increase communication with families.
Increase the number of families/community membets 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. 2025-26 Year: Approximately 30 families involved throughout the year This is an increase from the 24-25 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. (4x per 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)

Group: ELs, Latinx/Hispanic and Spanish Speaking Students

Strategy/Activity

Spanish Speaking Back to School Night and 5th Grade Parents' Night sessions

Design Sessions at both events in Spanish for parents to access the presentations and question and answer sessions. Outreach will be conducted through the liaisons to reach families personally as necessary, coordinated with the elementary schools in the case of 5th grade parent night. Both site and off-site liaisons and hired translators will be brought in to make sure that all materials are translated, presentations conducted in Spanish, and interpreters available to assist in communications between staff and parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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)

Group: 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 as 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)

Group: All students and EL students

Strategy/Activity

Make sure that our ELAC group is represented on the PTO and School Site Council (SSC)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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)

Group: 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 Messenger. Production of a weekly newsletter using the Smore system. It provides automatic translation to make the information accessible to 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)
2000	Title I 5000-5999: Services And Other Operating Expenditures Persons to create weekly and special event videos throughout the year.
200	Title I Part A: Parent Involvement 5900: Communications Subscription to Smore for Weekly Newsletters

Annual Review

SPSA Year Reviewed: 2025-26

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 weekly newsletter has also had a positive impact and increased access as it is available in multiple languages.. 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 Hispanic 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 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 (MTSS) 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 Practices, 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 overall 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 2 ATOD referrals in 2025-26	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. The 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 23 bullying referrals in 2024-25 10 bullying referrals in 2025-26	Incidents of bullying between students have continued to decrease.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 11 referrals in 2025-26	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 to solve problems.
Referrals for School Linked Services counseling 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 29 referrals for SLS counseling occurred in 2025-26	While there has been an overall decrease in relation to 21-22, the recent increase in SLS referrals is indicative of the support our students need. Additionally, the decrease in other referrals (e.g. bullying and ATOD referrals) has contributed to the decreased need for SLS counseling services.
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 75 students participated in 2024-25	Challenge day will continue to be implemented in the 26-27 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)

Group: 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 2 instances of students with drugs/alcohol on campus during the 2025-26 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)

Group: 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 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)

Group: All Students

Strategy/Activity

Bullying Prevention Programs
Restorative practices- including circles. Continue the Challenge Day activities focusing on 7th/8th grade studnets.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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)

Group: 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. Increase social-emotional learning opportunities 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: 2025-26

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 2025-26 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. This trend is expected to continue in the 2026-27 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.

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 2026-27 school year, the staff will remain the same, with the exception of losing one teacher. We transitioned to a new Student Information System (PowerSchool) which is an issue to overcome this year, but use is improving. 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 (Decrease)

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 (Decrease)

Identified Need

Long Term English Learners have the highest percentage of chronic absences at 24.6%. With the exception of the English Learners all subgroups improved chronic absenteeism. Overall, Chronic Absenteeism declined by 2.6%. The data indicates that although the whole school is struggling with chronic absenteeism, we have made strides with several subgroups, especially students with disabilities (-14.1%), White (-3.6%)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve Chronic Absenteeism for all students (Decrease)	Chronic Absenteeism for Students with Disabilities is 20.7%%. Chronic Absenteeism for Socioeconomically Disadvantaged Students is 17.9%%. Chronic Absenteeism for English Learners is 21.7%. We use the Attention 2 Attendance (A2A) system to track and respond to Chronic Absenteeism.	Through 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)

Group: Students with Disabilities

Strategy/Activity

Targeted support from Case Managers, Parent Conferences, Letters Home, and Home Visits for students chronically absent

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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: 2025-26

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.

Long Term English Learners have the highest percentage of chronic absences at 24.6%. With the exception of the English Learners all subgroups improved chronic absenteeism. Overall, Chronic Absenteeism declined by 2.6%. The data indicates that although the whole school is struggling with chronic absenteeism, we have made strides with several subgroups, especially students with disabilities (-14.1%), White (-3.6%)

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 and the rate continues decreasing. 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 2026-27 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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$$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	$23,700.00

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	$23,500.00
Title I Part A: Parent Involvement	$200.00

Subtotal of additional federal funds included for this school: $23,700.00

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: $23,700.00

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	17,355.40
Title III	15248.00	15,248.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Title I	23,500.00
Title I Part A: Parent Involvement	200.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	10,000.00
5000-5999: Services And Other Operating Expenditures	12,500.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00
5900: Communications	200.00

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	10,000.00
5000-5999: Services And Other Operating Expenditures	Title I	12,500.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00
5900: Communications	Title I Part A: Parent Involvement	200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,500.00
Goal 2	4,200.00
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

1 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

1 Secondary Students

Name of Members	Role
Victor Guzman	Principal
Brittany Hoooker	Other School Staff
Janice Lee	Classroom Teacher Parent or Community Member
Matt Allen	Parent or Community Member
Annapaula Pacheco-Brazil	Parent or Community Member
Johnny Valencia	Other School Staff
Angela Ekberg	Parent or Community Member
Martina Moonoey	Parent or Community Member
Molly Banks	Parent or Community Member
Gustavo Garcia	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 7th, 2026.

Attested:

	Principal, Victor Guzman on 5/7/2026
	SSC Chairperson, Angela Ekberg on 5/7/2026

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: **2026-27**



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	4/10/2026	June 11, 2026

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 remain high priorities, along with support for student engagement and the social-emotional needs of students requiring additional assistance. The school's plan also includes strengthening student literacy through targeted interventions and supplemental support for English Learners, while continuing to address school climate through a focus on attendance and graduation rate. These priorities are aligned with the California Accountability Dashboard, local measures, the Local Control and Accountability Plan, and other federal, state, and local programs.

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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 7 which includes 3 teachers, an administrative assistant, a resource teacher, and a principal. Informal surveys regarding student achievement, curriculum adoption, master scheduling, and school climate are held regularly during 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 surveys for school climate, safety and engagement, including the California Healthy Kids Survey.

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.

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

The school principal will formally observe teachers according to the Cabrillo Unified Teachers Association contract. Informal classroom observations will continue regularly. All staff at Pilarcitos are committed to helping students achieve their primary goal of earning a high school diploma while also supporting their social-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 through May, English Learner students will take the English Language Proficiency Assessments for California (ELPAC) to determine English language proficiency. Results will assist teachers in identifying appropriate English credit recovery options, including textbooks or online curriculum, and in determining how instruction should be scaffolded during direct instruction. Eleventh grade students will participate in the CAASPP assessments in English language arts, mathematics, and science. Pilarcitos will also continue 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)

ELPAC, CAASPP, Edgenuity student achievement data, and teacher assessments of student progress will continue to assist staff in modifying instruction to meet individual student needs.

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 hold single subject teaching credentials. Staff development will continue to focus 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)

Staff development will continue to focus on understanding and analyzing data, such as credits recovered and graduation rates, in order to assess student performance and improve practice.

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

Staff will continue participation in restorative practices training and other support opportunities as available.

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

The site principal and teachers will continue to meet weekly to discuss students' academic achievements and challenges. Areas of focus will include credit recovery, postsecondary pathways, and the impact of mental health needs on student success.

Teaching and Learning

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

Since adopting Edgenuity as the online curriculum, Pilarcitos has aligned curriculum to content and performance standards. Adult learner curriculum will continue to support students with learning gaps in an accessible format.

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)

Students will continue to have access to standards-based instructional materials and curriculum designed for adult learners at varying 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 will continue to have access to standards-aligned instructional materials. Based on academic levels, students will be placed in courses and supports that best fit their needs.

Opportunity and Equal Educational Access

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

Student wellness will continue to be central to the teaching approach across content areas. Self-regulation, goal setting, and motivation will remain embedded in instruction. Teachers will continue providing hands-on learning opportunities both in the classroom and outdoors, as these settings have supported strong student engagement.

Evidence-based educational practices to raise student achievement

Students will continue to participate in evidence-based educational practices, including hands-on and outdoor learning opportunities such as Farm to Desk, agricultural leadership experiences, native plant restoration, and equine education when available.

Parental Engagement

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

Many parents of Pilarcitos students are unsure of how to best support school-related functions. The school will continue working to create opportunities for families to participate in ways that fit their lifestyles and strengths. These opportunities may include beginning-of-the-year orientations, entry circles for students and parents, parent-teacher conferences, and parent education 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, other school personnel, and students will continue to participate in the planning, implementation, and evaluation of the SPSA. School Site Council will continue to provide a space for feedback as the plan is updated. The council is expected to review the Comprehensive Safety Plan and SPSA goals during the school year.

Funding

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

Pilarcitos High School is funded through district LCAP funds as well as categorical grants, including Title I and Title I Family Engagement funds, to support academic resiliency and services for at-promise students.

Fiscal support (EPC)

Cabrillo Unified School District will continue to provide fiscal support for the school site in meeting the state-required Nine Essential Program Components in support of academic and social-emotional student achievement aligned to the Common Core State Standards and the Local Control and Accountability Plan.

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), made up of the administrative assistant, teachers, parents, and student representatives, was meaningfully involved in the development of the Single Plan for Student Achievement (SPSA). During School Site Council meetings held from March 2026, April 2026, and May 2026, the council reviewed the previous year's SPSA, analyzed relevant data to develop goals for the current school year, and identified actions needed to achieve those goals. The SSC also used a circle process to listen to diverse perspectives, ask questions, and build a shared vision for how the school will move forward.

Resource Inequities

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

Resource inequities identified through the needs assessment include the need for additional structured literacy support for students performing below standard, increased English Language Development (ELD) support for English Learners, stronger systems to promote student engagement, and additional services to address the social-emotional needs of students requiring targeted support. The data also highlight the need to strengthen school climate through attention to attendance and related engagement factors. These areas of need are reflected in the California Accountability Dashboard and local measures.

School and Student Performance Data

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Pilarcitos High 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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	2.44%	%	%	1		
Filipino	2.44%	%	%	1		
Hispanic/Latino	65.85%	80.00%	79.41%	27	20	27
White	24.39%	16.00%	20.59%	10	4	7
Multiple/No Response	4.88%	4.00%	%	2	1	
			Total Enrollment	41	25	34

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 10		1	1
Grade 11	13	5	14
Grade 12	28	19	19
Total Enrollment	41	25	34

Conclusions based on this data:

1. Total enrollment decreased and then increased, moving from 41 students in 23-24, down to 25 students in 24-25, and then up to 34 students in 25-26.
2. Hispanic/Latino students make up the largest student group, representing 79.41% of enrollment in 25-26, with 27 students.
3. Most students are in grades 11 and 12, with 14 students in Grade 11 and 19 students in Grade 12 in 25-26. This shows Pilarcitos mainly serves upper-grade high school students.

School and Student Performance Data

Student Enrollment
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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	7	5	7	18.4%	17.1%	20.6%
Fluent English Proficient (FEP)	16	11	17	65.79%	39.0%	50.0%
Reclassified Fluent English Proficient (RFEP)				50.0%		

Conclusions based on this data:

1. English Learner enrollment remained fairly steady, with 7 students in 23-24, 5 students in 24-25, and 7 students again in 25-26.
2. The percentage of English Learners increased slightly, moving from 18.4% in 23-24, to 17.1% in 24-25, and then up to 20.6% in 25-26.
3. Fluent English Proficient students make up a large portion of enrollment, with 17 students, or 50.0%, in 25-26.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	10	17	12	10	9	9	10	9	9	100.0	52.9	75
All Grades	10	17	12	10	9	9	10	9	9	100.0	52.9	75

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. ELA testing participation has been inconsistent, moving from 100% in 22-23, down to 52.9% in 23-24, and then increasing to 75% in 24-25.
2. Only Grade 11 students are included in the CAASPP ELA data, with 12 enrolled students and 9 students tested in 24-25.
3. ELA achievement results are not publicly reported, because the number of students tested is small, so the school should use local data, student work, and classroom assessments to understand student progress.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	10	17	12	9	8	8	9	8	8	90.0	47.1	66.7
All Grades	10	17	12	9	8	8	9	8	8	90.0	47.1	66.7

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Math testing participation has been inconsistent, moving from 90.0% in 22-23, down to 47.1% in 23-24, and then increasing to 66.7% in 24-25.
2. Only Grade 11 students are included in the CAASPP Math data, with 12 enrolled students and 8 students tested in 24-25.
3. Math achievement results are not publicly reported, because the number of students tested is small, so the school should use local assessments, classroom performance, and student work to better understand math progress.

School and Student Performance Data

ELPAC Results

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										5	*	4

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. ELPAC data is limited because the number of students tested is small, so most detailed performance results are suppressed for privacy.
2. ELPAC testing appears mainly in grades 10, 11, and 12, showing that English Learner data at Pilarcitos is focused on high school students.
3. Because public results are limited, English Learner progress should be monitored through local data, including ELPAC reports, classroom performance, teacher feedback, and individual student goals.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
25	**52%**	**20%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	5	20%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	13	52%
Students with Disabilities	9	36%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	0	0.0%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	20	80%
Two or More Races	1	4%
Pacific Islander	0	0.0%
White	4	16%

Conclusions based on this data:

1. Pilarcitos had 25 students enrolled in 2024-25, showing it is a small high school program.

2. A majority of students were socioeconomically disadvantaged, with 13 students, or 52% of enrollment.

3. Hispanic students made up the largest student group, with 20 students, or 80% of total enrollment.

School and Student Performance Data

Overall Performance

The 2025 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

2025 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. Pilarcitos did not receive performance colors for ELA, Math, English Learner Progress, or College/Career.
2. Dashboard data is limited because of the small student population, so several indicators show “No Performance Color.”
3. Local data will be important for understanding student progress, including credit completion, attendance, graduation progress, classroom performance, and individual student goals.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.

2025 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 5 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 Fewer than 11 students - No Data for Privacy 9 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. ELA Dashboard data is very limited, with only 10 students included in the All Students group.
2. No performance color was assigned for ELA, because the student group size was too small to report public performance results.
3. Several student groups had fewer than 11 students, so results were not reported for privacy. Pilarcitos will need to use local data, student work, classroom assessments, and credit progress to better understand ELA growth.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

2025 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 5 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 Fewer than 11 students - No Data for Privacy 9 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

1. Math Dashboard data is very limited, with only 10 students included in the All Students group.
2. No performance color was assigned for Math, because the student group size was too small to report public performance results.
3. Several student groups had fewer than 11 students, so results were not reported for privacy. Pilarcitos will need to use local math assessments, classroom performance, student work, and credit progress to better understand math growth.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

2025 Fall Dashboard Science 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
No Performance Color	No Performance Color	No Performance Color
12.1 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 5.1 points	5 Students	4 Students
16 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	9.5 science points
		Declined 6.8 points
		12 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 5 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 13 science points Declined 3.6 points 13 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1. Science performance declined overall, with All Students scoring 12.1 science points and declining by 5.1 points from the previous year.
2. No performance color was assigned for Science, even though some data was reported, because the student group size was still small.
3. Socioeconomically Disadvantaged and Hispanic student groups also showed declines, with Socioeconomically Disadvantaged students declining by 6.8 points and Hispanic students declining by 3.6 points, showing science may need continued attention and support.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 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.

2025 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. English Learner Progress data is very limited, with only 2 students included in the indicator.
2. No performance color was assigned, because the number of English Learner students is too small for a Dashboard performance rating.
3. Long-Term English Learner Progress also includes only 2 students, so Pilarcitos should continue monitoring language progress through ELPAC results, classroom work, teacher feedback, and individual student goals.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

2025 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.

2025 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
Prepared 0%	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained	7 Students	6 Students
23 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	Prepared 0%
	3 Students	Maintained
		15 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Prepared 0% Maintained 17 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. College/Career readiness is an area of need, with 0% of students identified as Prepared.
2. No performance color was assigned, because the student group size is small, even though 23 students were included in the All Students group.
3. Socioeconomically Disadvantaged and Hispanic student groups also showed 0% Prepared, which shows Pilarcitos should continue building college and career pathways, transition planning, internships, dual enrollment, CTE connections, and postsecondary support.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.

2025 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.

2025 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 Absenteeism data was not reported on the 2025 Fall Dashboard.
2. This indicator does not appear to apply to Pilarcitos in this report, since the Dashboard section is focused on students in kindergarten through grade 8.
3. Because Dashboard data is unavailable, Pilarcitos should continue monitoring attendance locally, including chronic absenteeism, attendance patterns, student check-ins, and barriers that impact students coming to school.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

2025 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.

2025 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
64% graduated	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 5.2%	9 Students	8 Students
25 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	58.8% graduated
	3 Students	Declined 7.8%
		17 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 68.4% graduated Increased 1.8% 19 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. The overall graduation rate was 64%, with 16 out of 25 students graduating.
2. The overall graduation rate declined by 5.2%, showing graduation remains an important area for continued support.
3. Hispanic students showed slight improvement, with a 68.4% graduation rate, increasing by 1.8%, while Socioeconomically Disadvantaged students declined to 58.8%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

2025 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.

2025 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 - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 0%	9 Students	7 Students
47 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
	1 Student	Maintained 0%
		22 Students

Students with Disabilities	African American	American Indian
 No Performance Color 0% suspended at least one day Maintained 0% 17 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0% 37 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. Suspension rates are very low, with 0% of students suspended across 47 students.
2. Pilarcitos received a Blue performance level, which is the highest Dashboard rating for suspension rate.
3. This is a clear school climate strength, including for Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities, all showing 0% suspended.

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

Data, Progress Monitoring, and Continuous Improvement

LEA/LCAP Goal

1. Student Achievement: Maximize Student Outcomes
2. At-Promise Students: Increase At-Promise Student Readiness
Priority 4: Pupil Achievement
Priority 5: Pupil Engagement
Priority 8: Other Pupil Outcomes

Goal 1

Pilarcitos will develop and consistently use a schoolwide local data system to monitor student progress, guide instruction, and evaluate the effectiveness of school supports, with a focus on attendance, credit completion, graduation progress, Schoolwide Learner Outcomes, and postsecondary readiness.

Identified Need

Pilarcitos needs a consistent schoolwide system for collecting, reviewing, and using local student data. WASC identified the lack of local measurable data as a major area of growth and noted that without data, the school cannot clearly measure the effectiveness of changes or supports. The school needs a simple and sustainable system to monitor attendance, credits earned, credits attempted, course completion, graduation progress, student understanding of academic progress, and progress toward Schoolwide Learner Outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Schoolwide Local Data System	Pilarcitos currently uses some student data, but does not yet have a consistent schoolwide local data system to regularly track and review attendance, credit completion, graduation progress, Schoolwide Learner Outcomes, and postsecondary readiness.	By June 2027, Pilarcitos will develop and use a schoolwide local data system to monitor attendance, credit completion, graduation progress, Schoolwide Learner Outcomes, and postsecondary readiness.
Staff Data Review Meetings	Staff currently discuss student progress, but data review is not yet consistently structured around a schoolwide local data system.	By June 2027, Pilarcitos staff will review local student data at monthly staff meetings to identify student needs, guide instruction, and adjust supports.
Student Survey on Academic Progress and Attendance	Pilarcitos does not yet have a consistent monthly student survey measuring student	By June 2027, students will complete a monthly survey to track their understanding of academic progress,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	understanding of academic progress and attendance.	attendance, credits, and next steps toward graduation.
Pre/Post Assessment Completion	Pilarcitos is beginning to strengthen local measures of student learning and progress.	By June 2027, at least 80% of students will complete a pre- and post-assessment to help staff measure growth and guide instruction.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop and implement a schoolwide local data system to monitor attendance, credits earned, credits attempted, course completion, graduation progress, Schoolwide Learner Outcomes, postsecondary readiness, and pre/post assessment completion. The system will be simple, consistent, and used by staff to identify student needs and monitor progress over time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	Federal — Title I, Part A
750	Local — Unrestricted Funds

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

Hold monthly staff meetings focused on reviewing schoolwide local data. Staff will analyze attendance, credit completion, graduation progress, student survey results, pre/post assessment completion, and student support needs. Staff will use this information to adjust instruction, identify students needing intervention, and monitor the effectiveness of supports.

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

Amount(s)	Source(s)
500	Federal — Title I, Part A
500	Local — Unrestricted Funds

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
Administer a monthly student survey to help students reflect on their attendance, academic progress, credits, and next steps toward graduation. Staff will use survey results to better understand student awareness, identify barriers, and guide one-on-one student check-ins.

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

Amount(s)	Source(s)
250	Federal — Title I, Part A
250	Local — Unrestricted Funds

Annual Review

SPSA Year Reviewed: 2025-26

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.

Pilarcitos has continued to support students through relationship-based practices, credit recovery, flexible learning options, and individualized support. However, WASC identified that the school needs a stronger and more consistent local data system to measure the effectiveness of these supports. Without consistent data on attendance, credit completion, graduation progress, student understanding, and academic growth, it is difficult to determine which strategies are working and which need to be adjusted. This goal creates a simple structure for staff to collect, review, and use data on a monthly basis.

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

This is a revised goal that shifts the focus from only tracking graduation outcomes to building a broader schoolwide progress-monitoring system. The major difference is that staff will now use a consistent local data system, monthly data review meetings, student surveys, and pre/post assessments to monitor progress throughout the year instead of relying mainly on end-of-year data.

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 has been revised to align with WASC recommendations by focusing on local data collection, progress monitoring, and continuous improvement. The revised metrics and strategies can be found in Goal 1 and include the development of a schoolwide local data system, monthly staff data review meetings, monthly student surveys, and 80% student completion of pre- and post-assessments.

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

Attendance, Engagement, and Consistent Progress Toward Graduation

LEA/LCAP Goal

Student Achievement: Maximize Student Outcomes
At-Promise Students: Increase At-Promise Student Readiness
Priority 4: Pupil Achievement
Priority 5: Pupil Engagement
Priority 7: Course Access
Priority 8: Other Pupil Outcomes

Goal 2

Pilarcitos will improve student attendance, engagement, and sustained credit completion by creating stronger systems for student accountability, relationship-based support, consistent pacing, and increased access to live teacher-led instruction.

Identified Need

Pilarcitos needs stronger systems to support regular attendance, student engagement, and steady progress toward graduation. WASC found that progress toward graduation could not be measured well without local data and also noted that in-person instruction lacked consistency and rigor because of low attendance and limited instructional time. The school needs a clear baseline for credit completion, stronger accountability systems, longer periods for core instruction, and increased access to live teacher-led instruction, including at least one A-G course. WASC also recommended that the school focus first on attendance and engagement for all students rather than centering A-G completion.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Attendance Rate 2023–24: 66.9%	By June 2027, Pilarcitos will maintain an attendance rate of at least 65% while continuing to strengthen student engagement and re-engagement systems.
Credit Completion Baseline	Pilarcitos does not yet have a clear schoolwide baseline for credit completion across Edgenuity, in-person courses, and other credit-bearing options.	By June 2027, Pilarcitos will establish and use a baseline for student credit completion to monitor sustained progress toward graduation.
Live Teacher-Led Core Instruction	WASC noted limited instructional time in core content and concerns about consistency and rigor in in-person instruction.	By June 2027, Pilarcitos will create longer periods for core content instruction and offer one or more live teacher-led A-G classes to increase student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		access to direct instruction and academic engagement.

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Create and use a schoolwide system to establish a baseline for credit completion and monitor ongoing student progress toward graduation. Staff will track credits attempted, credits earned, course completion, and pacing so the school can better identify students needing additional support and measure growth over time.

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

Amount(s)	Source(s)
1000	Other State/Local — RU 2026–2027

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

Strengthen attendance, engagement, and student accountability through regular check-ins, relationship-based support, and consistent progress monitoring. Staff will identify students with attendance concerns early, provide outreach, review pacing and completion, and create support plans to help students stay engaged and make steady progress toward graduation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	

	Federal — Title I, Part A
1000	Local — Unrestricted Funds
123	Local/LCAP — PBIS Funding

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

Increase access to live teacher-led instruction by creating longer periods for core content classes and offering one or more live A-G courses. This will strengthen instructional consistency, increase opportunities for direct support, and improve student engagement in rigorous academic work.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2444	Other State/Local — RU 2026–2027
1000	Local — Unrestricted Funds
205	Local/LCAP — Yearly Library Book Funding

Annual Review

SPSA Year Reviewed: 2025-26

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.

Pilarcitos has continued to support students through relationship-based practices, credit recovery options, and flexible programming. At the same time, WASC identified the need for stronger

systems to measure progress toward graduation and improve consistency in instruction. Attendance and engagement remain central challenges, and limited time for live core instruction has affected rigor and pacing. This revised goal responds by focusing on stronger accountability systems, a credit completion baseline, longer instructional periods, and increased access to live teacher-led instruction.

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

This revised goal shifts the focus from mainly communicating progress through visual credit recovery tools to building stronger systems for attendance, engagement, pacing, and live instruction. The major difference is that the goal now emphasizes student accountability, credit completion tracking, longer core instructional periods, and access to live A-G coursework rather than only progress displays.

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 has been revised to align more closely with WASC recommendations by centering attendance, engagement, sustained credit completion, and stronger live instruction. The revised metrics and strategies can be found in Goal 2 and include establishing a credit completion baseline, maintaining at least 65% attendance, and increasing access to longer core content instruction and one or more live teacher-led A-G classes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Counseling Consistency and Postsecondary Pathways

LEA/LCAP Goal

1. Student Achievement: Maximize Student Outcomes
2. At-Promise Students: Increase At-Promise Student Readiness
Priority 4: Pupil Achievement
Priority 5: Pupil Engagement
Priority 7: Course Access
Priority 8: Other Pupil Outcomes

Goal 3

Pilarcitos will strengthen consistent academic counseling so that every student regularly reviews credits, graduation status, pathway options, and postsecondary plans, including diploma, college, CTE, employment, and other completion pathways as appropriate.

Identified Need

Pilarcitos needs a more consistent system for academic counseling and postsecondary planning so students clearly understand their credits, graduation status, pathway options, and next steps after high school. WASC identified strengthening academic counseling consistency and postsecondary pathways as a key action area and noted the importance of tracking graduation progress and helping students navigate college, CTE, employment, and other options after graduation. The school needs a simple and sustainable structure so students regularly review progress and seniors leave with a clear plan for what comes next.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Progress Review Meetings	Pilarcitos has informal systems for reviewing student progress, but does not yet have a consistent schoolwide structure so every student regularly reviews credits, graduation status, and pathway options.	By June 2027, Pilarcitos will implement a consistent academic counseling system so that all students participate in regular progress review meetings focused on credits, graduation status, and pathway options.
Senior "What's Next" Plan Completion	Pilarcitos is strengthening postsecondary planning, but does not yet have a consistent expectation that all seniors complete a written plan for after graduation.	By June 2027, at least 70% of seniors will complete a postsecondary plan called "What's Next" identifying their next step after graduation, including diploma, college, CTE, employment, or another appropriate pathway.
Postsecondary Pathway Orientation	Pilarcitos needs a more consistent starting point so	By June 2027, Pilarcitos will hold an initial whole-group

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	students understand pathway options and expectations early in the process.	meeting for students to introduce graduation status review, pathway options, and postsecondary planning expectations.

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

Establish a consistent academic counseling structure so students regularly review credits earned, credits needed, graduation status, and pathway options. Staff will use these meetings to help students understand progress and identify next steps toward 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)
500	Local — Unrestricted Funds

Strategy/Activity 2

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

All Students, with emphasis on seniors

Strategy/Activity

Hold an initial whole-group meeting to introduce students to graduation requirements, available completion pathways, and postsecondary options, including college, CTE, employment, and other next-step planning. This meeting will help create a shared understanding of expectations and available supports.

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

Amount(s)	Source(s)

272	Local — Unrestricted Funds

Strategy/Activity 3

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

Seniors

Strategy/Activity

Create and use a senior postsecondary planning process called “What’s Next” so students identify and document their plan for after graduation. Staff will support seniors in completing the plan and reviewing options that match their goals and graduation pathway.

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

Amount(s)	Source(s)
500	Local — Unrestricted Funds

Annual Review

SPSA Year Reviewed: 2025-26

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.

Pilarcitos has continued to support students through individualized guidance, flexible programming, and relationship-based practices. At the same time, WASC identified the need for stronger consistency in academic counseling and clearer systems for helping students understand graduation progress and postsecondary options. This revised goal responds by creating a more consistent structure for student progress review, pathway planning, and postsecondary preparation, especially for seniors approaching graduation.

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

This revised goal shifts the focus from general communication about progress to a more structured academic counseling system. The major difference is that the school will now provide regular progress review meetings, an initial whole-group meeting to introduce pathway options, and a formal senior “What’s Next” planning process.

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 has been revised to align more closely with WASC recommendations by centering academic counseling consistency, graduation progress review, and postsecondary pathway planning. The revised metrics and strategies can be found in Goal 3 and include regular student progress review meetings, an initial whole-group pathway meeting, and completion of the senior “What’s Next” plan by at least 70% of seniors.

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

Family Engagement and Shared Understanding of Student Progress

LEA/LCAP Goal

3. Student & Parent Engagement: Improve Student & Family Engagement
Priority 3: Parental Involvement and Family Engagement
Priority 5: Pupil Engagement

Goal 4

Pilarcitos will increase meaningful family engagement by improving communication, building trust, and helping families better understand student progress, graduation requirements, attendance expectations, and the school's supports and pathways.

Identified Need

Family engagement remains an area of growth at Pilarcitos. WASC noted that families tend to be involved at intake, but that involvement does not always continue throughout the student's time at the school. In a continuation high school setting, consistent parent communication can be difficult, but it remains important to student attendance, engagement, and progress toward graduation. Pilarcitos needs simple and sustainable systems that keep families informed, strengthen trust, and create regular opportunities for families to better understand student progress and school expectations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Intake Circle Participation	Pilarcitos uses intake circles to welcome students and families, but needs to maintain strong participation and continue building family trust beyond intake.	By June 2027, Pilarcitos will maintain 95% participation in intake circles.
Outro Circle Participation	Pilarcitos is working to strengthen family connection through the full student experience, including closure and transition conversations.	By June 2027, Pilarcitos will reach 75% participation in outro circles.
Weekly Parent Snapshot	Pilarcitos communicates with families, but needs a more consistent and predictable system for keeping all parents informed about student progress, attendance, and school expectations.	By June 2027, Pilarcitos will create and send a weekly parent snapshot to 100% of parents.

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

Teachers will meet monthly with contract students to review attendance, discuss the monthly student survey, and identify next steps for support. Information from these meetings will help strengthen communication with families and improve shared understanding of student progress and attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	No additional cost

Strategy/Activity 2

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

Continue and strengthen intake and outro circles so families are engaged both when students enter Pilarcitos and when they prepare to leave or complete the program. Staff will use these circles to build trust, explain expectations, review progress, and support family understanding of student pathways and next steps.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	Federal — Title I, Part A 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 and Families

Strategy/Activity

Create and send a weekly parent snapshot to all families with updates related to attendance, student progress, reminders, and next steps when needed. This communication will provide families with a clear and predictable way to stay informed and connected to their student's 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)
0	No additional cost

Annual Review

SPSA Year Reviewed: 2025-26

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.

Pilarcitos has continued to prioritize family communication through meetings, circles, and relationship-based outreach. At the same time, WASC identified family engagement as an area that still needs strengthening, especially beyond the intake process. This revised goal responds by creating clearer and more consistent systems for family communication, trust-building, and shared understanding of student progress, attendance, graduation requirements, and pathways.

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

This revised goal moves beyond general parent involvement and focuses on more consistent, ongoing family communication. The major difference is that the school will now use monthly teacher meetings with contract students, stronger intake and outro circles, and a weekly parent snapshot to create a more predictable and meaningful family engagement structure.

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 has been revised to align more closely with WASC recommendations by centering meaningful family engagement, improved communication, trust-building, and family understanding of student progress. The revised metrics and strategies can be found in Goal 4 and include monthly

teacher meetings with contract students, 95% participation in intake circles, 75% participation in outro circles, and a weekly parent snapshot sent to 100% of 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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$11,376.00

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 ($)
	$11,376.00

Subtotal of state or local funds included for this school: $11,376.00

Total of federal, state, and/or local funds for this school: $11,376.00

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	2,047.00
Title I Part A: Parent Involvement	82.00	82.00
General Fund	400.00	400.00
LCFF	121.00	121.00
Other	4000.00	4,000.00

Expenditures by Funding Source

Funding Source	Amount
	11,376.00

Expenditures by Budget Reference

Budget Reference	Amount
	10,126.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		11,376.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,250.00
Goal 2	6,772.00
Goal 3	1,272.00
Goal 4	82.00

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

0 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
David Jones	Principal
Lizeth Bendana	Classroom Teacher
Dudley Hughes	Classroom Teacher
Molly Schauer	Classroom Teacher
Yasmin East-Bratt	Parent or Community Member
Martin Juarez	Secondary Student
Lizet Cortes	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 4/10/2026.

Attested:



Principal, David F. Jones on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • 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 11, 2026
TO: Members of the Governing Board
FROM: Israel Castillo, Ed. M., Chief Academic Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Career Technical Education (CTE) Course Outlines for Half Moon Bay High School

BACKGROUND INFORMATION

As Cabrillo Unified School District continues to expand its focus on college and career readiness at Half Moon Bay High School, the district is submitting new and revised Career Technical Education (CTE) course outlines for Board consideration.

As part of ongoing CTE pathway development and course revision for the 2026-27 school year, the district is presenting a set of revised and newly authored CTE courses. These revisions strengthen each pathway sequence from the concentrator through the capstone level, add honors-level rigor where appropriate, and align coursework with industry certifications and dual enrollment. All capstone courses include ePortfolios as a formative final assessment, with the potential for students to earn a regional micro-credential.

New courses:

- Video Production / Broadcasting I Honors
- Video Production / Broadcasting II Honors
- Construction Tech I
- Construction Tech II Honors
- Floriculture II
- Ag Business II

Courses being revised:

- Ag Plant & Soil Biology
- Ag Business Communications I

School and district staff developed and reviewed these course outlines. Each is aligned to the appropriate California state and CTE Model Curriculum Standards and to UC A-G requirements, follows program-specific learning objectives, and meets the requirements for district-approved curriculum.

SPSA/LCAP Goal Alignment

These courses serve students enrolled in CTE pathways at Half Moon Bay High School.

- 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.
- The CTE course outlines are aligned to UC A-G requirements and embed industry-recognized certifications and dual enrollment, directly supporting college and career readiness. Technical reading and writing within the coursework reinforces literacy across the pathways.

- Increase the percentage of students who are engaged in a curriculum that prepares them to be college or career ready.
- The addition of honors-level courses and capstone experiences expands rigorous, career-aligned options, and A-G certification ensures these courses count toward college eligibility.
- Create a positive school climate where students feel safe and supported.
- CTE pathways provide hands-on, applied learning that engages a broad range of students and supports continued strong nontraditional enrollment across the school's diverse population.

Monitor Progress and Success

Progress will be monitored through CTE concentrator and completer counts, A-G course completion, industry certification attainment, capstone ePortfolio completion, and dual enrollment participation. Each course outline includes a detailed scope and sequence and standards alignment.

FISCAL ANALYSIS

There is no direct fiscal impact associated with the approval of these course outlines. Any instructional materials or software needed to support the courses will be addressed through the appropriate CTE budget and procurement process.

RECOMMENDATION

It is recommended that the Governing Board approve the new and revised CTE course outlines as presented, enabling submission to the University of California Office of the President (UCOP) for A-G certification.

Prepared by: *Josefina Infanzon*

Half Moon Bay High School CTE Course Outline Proposal

BACKGROUND INFORMATION

These courses were chosen, modeled after and customized in collaboration with industry professionals, previous regional advisory feedback, teacher choice and feedback as well as best practices exhibited in other programs and current adopted / recommended content/ curriculum providers.

- These initiatives were aligned with K12 SWP grants, GSPP, CTEIG and Perkins funding alignment.
- Once they are board approved Collaborative Education Advisors will enter clean copies into A-G Portal.
- CollaborativeEducationAdvisors are available with pacing guides aligned to these courses and integration of the industry certifications and curriculum and content as needed.
- The team worked on leveraging current textbooks and software being used at Half Moon Bay High School already in mainstream science courses as well as CTE / Industry specific digital resources/ texts.

Recommendations and new course outlines

*** indicates a text book is integrated that was already on campus/ previous content/software used on site.**
~ indicates new software or digital text that needs to be integrated for the teacher of instruction/ student

Video Production / Broadcasting 1H Course Link ~(Will need to purchase Brain Buffet Premier Digital Textbook licenses for students, Adobe, Certiport Premier Pro Certification vouchers, recommend additional training/ certification for teacher using same tools

Video Production / Broadcasting 2H Course Link. ~(Brain Buffet After Effects Digital Textbook licenses for students, Adobe, Certiport Premier Pro Certification vouchers) Capstone course includes ePortfolios as formative final assessment with potential to earn a regional Micro-credential.

Construction Tech 1(Concentrator) Course Link ~ NCCER Online Digital textbook Licenses for students CORE safety and instructional certification

Construction Tech 2H (Capstone) Course Link~NCCER Online Digital textbook Licenses for students, OSHA 10 Certification Vouchers. Capstone course includes ePortfolios as formative final assessment with potential to earn a regional Micro-credential. Recommended Pilot next year, full honors implementation 27-28 with additional training/ support
***Support for Frank with technology, student online textbook, certifications and ePortfolios, modifications for 2 year construction displacement, needs a laptop still with bigger keys/ screen.

Ag Plant and Soil Biology (Concentrator) Course Link * Integrates current Biology adoption textbook Biology: California the Living Earth, as well as ICEV and Activate Learning/ Open Sci Ed Biology adoption alignment. HInstructor should have access to the:

- district Biology adoption training and resources that should come with the district access via the adoption.

https://www.savvas.com/california/solutions/science/custom-programs/california-experience-biology-the-living-earth And

- Open Science Ed High School Biology https://activatelearning.com/high-school-curriculum/openscied-high-school/
- Capstone project per discussion is the FFA Agriscience Fair project, modeled after the FFA Rubrics for this project.

Floriculture 2H Course Link ~The outline is based on the work that the teacher has conducted with the SSP, and after analyzing the rigor of her capstone course, I've authored the course outline to represent honors level "F" submission status.**~ ICEV and Capstone Certification**

Ag Business Communications 1 Course Link (AgBizCom1) *Agriculture Communications in Action: A Hands-on Approach (District has 1:1), ICEV, FFA Marketing Plan, . **Teacher may need access to the resources for this previously adopted textbook from Engage.

Ag Business 2 Course Link ~ ICEV and Capstone Certification , *FFA Marketing Plan, Capstone course includes ePortfolios as formative final assessment with potential to earn a regional Micro-credential.

** New Bonus Pathway Pilot Course **Media Arts/ Digital Com 1(Incl Yearbook) Intermediate 7220** (If .4 is taught by Christine with a CTE AME Credential)
Photoshop Certification in Capstone Y2

Next year the plan is to complete the update for Adv. Manufacturing / Welding Concentrator and Capstone, update Ag Earth Science and Ag Chemistry and any support needed for Digital Media or Video Arts/Broadcasting or any of your teacher content, as well as ePortfolio push in's.

Proud of these new courses we've created and customized and updated for your teachers and scholars.

Best,

Dawn Fregosa
CEO

dawn.fregosa@collaborativeeducationadvisors.com
www.CollaborativeEducationAdvisors.com

Agriculture Business 2 (Ag Biz 2)

Capstone FFA Project https://www.ffa.org/participate/cdes/marketing-plan/

Course Title	Agriculture Business 2 (Ag Biz 2)
Grades	10, 11, 12
Environment	Classroom
Honors	No
Subject:	Agriculture Business
Discipline	G Academic Elective
Institution Modeled After	https://docs.google.com/document/d/1fVu9nlL5CHYq0yd5P5Xm1cI6RGZXVa4UX_ahHgKptQo/edit?usp=sharing Visalia Unified School District

Course Overview

Agricultural Business 2 is the capstone course in the Agriculture Business Pathway designed to advance student competencies in agricultural marketing, sales, branding, customer relations, digital communications, entrepreneurship, leadership, and agribusiness management through authentic industry-aligned projects and FFA-integrated experiences. Building upon concepts introduced in Agricultural Business 1 and Agricultural Business Communications 1, students apply advanced communication, analytical, financial, and marketing strategies to real-world agricultural products, services, and industry challenges.

The course is centered around the development and implementation of a comprehensive **FFA Agricultural Marketing Plan Project** that evolves throughout the first six instructional units. Students collaboratively develop a professional agricultural marketing plan focused on an agricultural product, service, agribusiness venture, or industry initiative. Through ongoing market research, branding development, customer analysis, financial forecasting, promotional planning, sales strategy development, and multimedia campaign production, students apply industry-standard marketing practices aligned to authentic agricultural business environments and FFA Career Development Event expectations.

Students engage in rigorous project-based learning experiences involving communication strategy development, digital marketing, advertising, merchandising, customer engagement, business operations, risk management, and leadership development. The course integrates industry-standard technologies, collaborative problem-solving, professional presentations, multimedia communication, and data-driven decision-making processes that mirror modern agribusiness and agricultural marketing industries.

Throughout the course, students complete selected ICEV marketing, finance, communication, and agribusiness modules to strengthen industry knowledge and reinforce technical skill development. ICEV

lessons are embedded into each instructional unit and support authentic workforce preparation, career readiness, financial literacy, leadership development, and agricultural marketing competencies.

Leadership development is embedded throughout the course through participation in FFA activities, professional presentations, collaborative projects, sales simulations, agricultural advocacy experiences, and Supervised Agricultural Experience (SAE) documentation and reflection activities. Students continually refine communication, leadership, professionalism, and workplace readiness skills while exploring postsecondary opportunities and agricultural business careers.

The course culminates in a professional ePortfolio capstone project in which students curate, revise, and present portfolio-quality artifacts demonstrating growth, technical proficiency, leadership development, agricultural business competencies, marketing expertise, and real-world application of skills developed throughout the Agriculture Business Pathway. Students whose portfolio projects meet performance benchmarks may earn industry-aligned microcredential recognition through Foundation4Innovation.

Unit 1 – Foundations of Agricultural Marketing & Consumer Engagement

Unit 1 Description **Est # of Instructional Hours**	Unit 1 introduces students to foundational principles of agricultural marketing, consumer behavior, branding, promotion, communication systems, and market dynamics within agricultural industries. Students examine how agricultural businesses utilize branding, audience targeting, digital communication, sales strategies, and customer engagement techniques to build successful agricultural enterprises and promote agricultural products and services within local, national, and global markets. Students explore the role of marketing within free-market economies while analyzing how agribusinesses identify customer needs, evaluate competitors, develop brand identities, and create communication strategies that influence purchasing behavior and public perception. Students investigate authentic agricultural marketing campaigns and evaluate how the Four Ps of Marketing — product, price, place, and promotion — shape consumer engagement and business success across agricultural industries. Throughout the unit, students begin development of their year-long **FFA Agricultural Marketing Plan Project** by identifying an agricultural product, service, agribusiness venture, or agricultural issue that will serve as the foundation for their comprehensive marketing plan. Students conduct introductory market research, analyze customer demographics, investigate industry trends, and evaluate branding strategies utilized by successful agricultural businesses and organizations. Students strengthen competencies in **consumer research, branding, audience analysis, professional communication, digital literacy, leadership, collaboration, critical thinking, and multimedia communication** while utilizing industry-standard technologies and marketing frameworks. Emphasis is placed on ethical communication practices, professionalism, teamwork, and authentic application of agricultural marketing concepts aligned to FFA Career Development Event expectations and real-world agribusiness environments. **ICEV Lessons** • Fundamentals of Marketing – CC (5 Hours) • Ag Marketing 101 – CC (5 Hours)

Unit 1 Key Assignments	# KA 1.1 – Agricultural Marketing Foundations Chapter Study & Summative Assessment Students engage in a comprehensive study of foundational agricultural marketing concepts through guided reading, vocabulary development, collaborative discussion, multimedia analysis, and applied communication activities connected to course texts, agricultural industry case studies, and ICEV marketing curriculum resources. Students examine how agricultural businesses utilize branding, promotion, communication systems, audience targeting, and market analysis strategies to build successful agricultural enterprises and strengthen customer engagement. Students complete structured chapter notes, annotation activities, and technical vocabulary development exercises focused on terminology including but not limited to target market, branding, market segmentation, consumer behavior, promotion, product differentiation, customer engagement, free-market systems, advertising, and agricultural communication strategies. Students analyze authentic agricultural marketing campaigns and evaluate how communication techniques influence customer behavior, public perception, and agribusiness success. Through collaborative discussions, visual media analyses, communication critiques, and marketing investigations, students evaluate how agricultural businesses communicate value to consumers while balancing ethical considerations, branding strategies, and audience needs. Students strengthen competencies in **critical reading, technical vocabulary acquisition, media literacy, communication analysis, audience awareness, and professional collaboration** while connecting course concepts to real-world agricultural business applications. The assignment culminates in a summative assessment in which students demonstrate mastery of foundational agricultural marketing terminology, communication systems, branding principles, customer engagement strategies, and marketing concepts through selected-response, written-response, case-study analysis, and application-based assessment tasks. ## Student Deliverables ● Guided reading notes and annotations ● Agricultural marketing vocabulary development activities ● Marketing campaign analysis worksheets ● Collaborative discussion participation and reflection ● Consumer behavior and branding analysis activities ● Summative assessment covering foundational agricultural marketing concepts and terminology ## CTE Agriculture Business Pathway Standards **CTE A7.0** — Understand agricultural marketing systems **CTE A7.1** — Explain how marketing functions in a free-market society **CTE A7.4** — Explore the impact of advertising, promotion, and data analysis on the

marketing of agricultural products and services
CTE A8.0 — Understand the sales of agricultural products and services

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.RI.11-12.1 — Cite strong and thorough textual evidence to support analysis
CCSS.ELA-LITERACY.RI.11-12.4 — Determine the meaning of words and phrases including technical vocabulary
CCSS.ELA-LITERACY.RI.11-12.7 — Integrate and evaluate information presented visually and digitally
CCSS.ELA-LITERACY.SL.11-12.1 — Participate effectively in collaborative discussions
CCSS.ELA-LITERACY.L.11-12.4 — Determine and clarify meanings of unknown and technical vocabulary

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSS.ID.A.1 — Represent and interpret marketing and consumer data
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate marketing effectiveness and customer trends
CCSS.MATH.CONTENT.HSMP3 — Construct viable arguments and critique reasoning during marketing analyses

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KA 1.2 – FFA Agricultural Marketing Plan Project Launch & Product Selection

Students initiate development of their year-long **FFA Agricultural Marketing Plan Project** by identifying and evaluating an agricultural product, service, agribusiness venture, or agricultural issue that will serve as the focus of their comprehensive marketing plan. Students investigate agricultural industries, analyze market opportunities, evaluate customer needs, and conduct introductory competitor and industry research to support strategic product selection and business positioning.

Students examine official FFA Agricultural Marketing Plan expectations and analyze examples of professional agricultural marketing plans in order to understand the components of effective marketing strategy development, branding, communication planning, customer analysis, and sales positioning. Students apply principles of **design thinking, entrepreneurial reasoning, consumer research, branding analysis, and strategic communication** to develop an initial concept proposal aligned to authentic agricultural business opportunities and customer needs.

Students strengthen competencies in **research, communication, collaboration, critical thinking, audience analysis, leadership, and project management** while utilizing digital research tools, presentation platforms, collaborative planning systems, and multimedia communication technologies. Students participate in peer feedback sessions,

collaborative brainstorming activities, and strategic planning discussions designed to strengthen project feasibility and communication effectiveness.

Student Deliverables

- FFA Agricultural Marketing Plan Project proposal
- Product, service, or agribusiness venture selection rationale
- Initial customer and competitor research summary
- Agricultural market opportunity analysis
- Target audience profile draft
- Collaborative brainstorming and feedback reflection

CTE Agriculture Business Pathway Standards

CTE A7.0 — Understand agricultural marketing systems
CTE A7.6 — Develop a marketing plan for an agricultural product or service
CTE A8.1 — Determine the most effective methods for assessing customer needs and wants
CTE A6.0 — Understand entrepreneurship principles and business opportunities in agriculture

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.W.11-12.2 — Write informative and explanatory texts to examine and convey ideas clearly
CCSS.ELA-LITERACY.W.11-12.7 — Conduct research projects to answer questions and solve problems
CCSS.ELA-LITERACY.SL.11-12.1 — Participate effectively in collaborative discussions
CCSS.ELA-LITERACY.SL.11-12.4 — Present information and findings clearly and logically

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSS.ID.B.6 — Analyze relationships and trends in market research data
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate market feasibility and customer trends
CCSS.MATH.CONTENT.HSMP4 — Model business opportunities and marketing concepts mathematically

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KA 1.3 – Consumer Research & Target Audience Analysis Project

Students conduct a formal agricultural consumer research investigation designed to identify customer needs, consumer behaviors, purchasing trends, demographic characteristics, and market opportunities connected to their selected FFA Agricultural Marketing Plan product or service. Students develop surveys, collect customer data,

analyze audience trends, and evaluate consumer decision-making processes related to agricultural products, services, and communication strategies.

Students apply principles of **market research, audience segmentation, data analysis, communication strategy development, and customer profiling** while utilizing spreadsheets, digital survey tools, graphs, charts, and visual data representations to organize and interpret collected information. Students analyze how agricultural businesses utilize customer data and market analytics to strengthen communication strategies, improve product positioning, and increase customer engagement.

Student Deliverables

- Consumer survey and research instrument
- Audience segmentation and customer persona profiles
- Market research data tables and graphs
- Consumer trend analysis summary
- Research presentation and visual communication materials
- Reflection on customer engagement strategies and communication effectiveness

CTE Agriculture Business Pathway Standards

CTE A8.0 — Understand the sales of agricultural products and services
CTE A8.1 — Determine the most effective methods for assessing customer needs and wants
CTE A7.4 — Explore the impact of advertising, promotion, and data analysis on agricultural marketing

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.RST.11-12.7 — Integrate and evaluate information presented visually and quantitatively
CCSS.ELA-LITERACY.W.11-12.7 — Conduct research projects to answer questions and solve problems
CCSS.ELA-LITERACY.SL.11-12.5 — Make strategic use of digital media and visual displays

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSS.ID.A.1 — Represent data using plots and graphical displays
CCSS.MATH.CONTENT.HSS.ID.B.6 — Analyze data relationships and trends
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to interpret customer and market data

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KA 1.4 – Agricultural Branding & Identity Development Activity

	Students develop a professional agricultural brand identity connected to their FFA Agricultural Marketing Plan Project by applying principles of branding, visual communication, audience awareness, typography, color theory, logo design, and promotional strategy development. Students evaluate examples of agricultural branding campaigns and analyze how businesses communicate values, professionalism, authenticity, and product identity through visual and multimedia communication systems. Students create branding assets and introductory promotional materials designed to establish customer recognition, strengthen audience engagement, and communicate the mission and value of their selected agricultural product or service. **Student Deliverables** ● Agricultural business or product logo design ● Brand mission statement and communication slogan ● Color palette and typography guide ● Introductory promotional graphic or social media advertisement ● Branding rationale and audience communication analysis ● Peer critique and revision reflection **CTE Agriculture Business Pathway Standards** **CTE A7.4** — Explore the impact of advertising, promotion, and data analysis on agricultural marketing **CTE A7.6** — Develop a marketing plan for an agricultural product or service **CTE A8.0** — Understand the sales of agricultural products and services **CCSS English Language Arts Standards** **CCSS.ELA-LITERACY.W.11-12.4** — Produce clear and coherent writing appropriate to task and audience **CCSS.ELA-LITERACY.SL.11-12.5** — Make strategic use of digital media and visual displays **CCSS.ELA-LITERACY.L.11-12.3** — Apply language and rhetorical techniques to strengthen communication effectiveness **CCSS High School Math Standards** **CCSS.MATH.CONTENT.HSN.Q.A.1** — Use quantitative reasoning to evaluate audience engagement and branding effectiveness **CCSS.MATH.CONTENT.HSMP4** — Model communication and marketing concepts mathematically

Unit 2 – Marketing Research, Customer Analysis & Strategic Planning

Unit 2 Description **Est # of Instructional Hours**	Unit 2 develops advanced competencies in agricultural market research, customer analysis, consumer behavior evaluation, communication strategy development, and strategic marketing planning within agricultural industries. Students examine how agribusinesses utilize research systems, demographic analysis, consumer data, surveys, audience segmentation, and market analytics to guide marketing decisions, improve communication effectiveness, and strengthen customer engagement. Students expand development of their year-long **FFA Agricultural Marketing Plan Project** by conducting formal market investigations connected to their selected agricultural product, service, agribusiness venture, or agricultural issue. Students analyze customer needs, identify market opportunities, investigate competitors, evaluate consumer purchasing behaviors, and interpret industry trends to support strategic marketing decisions and audience targeting. Through collaborative discussions, applied research activities, multimedia analysis, survey development, and strategic planning exercises, students strengthen competencies in **research design, quantitative analysis, communication strategy, customer profiling, leadership, critical thinking, problem-solving, data interpretation, and professional communication**. Students utilize spreadsheets, graphs, survey tools, presentation technologies, and collaborative workflow systems to organize, evaluate, and present marketing research findings aligned to authentic agricultural business applications and FFA Career Development Event expectations. Students investigate how agribusinesses utilize customer data, audience analytics, branding research, and market segmentation strategies to improve product positioning, communication campaigns, customer loyalty, and sales performance. Emphasis is placed on ethical data collection, professionalism, collaboration, communication clarity, and evidence-based decision-making within agricultural marketing environments. **ICEV Lessons** • Marketing & Economics: Market Planning & Consumer Research – CC (5 Hours) • Determining Customer Needs – CC (5 Hours)
Unit 2 Key Assignments	# KA 2.1 – Agricultural Marketing Research Chapter Study & Summative Assessment Students engage in a comprehensive study of agricultural marketing research systems, customer analysis techniques, communication strategies, and consumer behavior concepts through guided reading, vocabulary development, annotation activities, collaborative discussion, multimedia analysis, and applied communication exercises connected to course texts, industry case studies, and ICEV curriculum resources. Students complete structured chapter notes and technical vocabulary development activities focused on terminology including but not limited to market segmentation, demographic analysis, target audience, customer profiling, survey methods, data collection, consumer trends, market analytics, branding strategy, purchasing behavior, and communication effectiveness. Students analyze how agribusinesses utilize research

and customer data to guide marketing decisions, improve communication strategies, and increase customer engagement.

Through collaborative discussions, marketing critiques, and case-study analyses, students evaluate authentic agricultural marketing campaigns and investigate how businesses identify customer needs, evaluate audience behaviors, and utilize strategic communication to strengthen brand recognition and sales performance. Students strengthen competencies in **critical reading, technical vocabulary acquisition, media literacy, communication analysis, audience awareness, and collaborative problem-solving** while connecting course concepts to real-world agricultural marketing systems.

The assignment culminates in a summative assessment in which students demonstrate mastery of agricultural marketing terminology, customer analysis systems, communication strategies, and research methodologies through selected-response, written-response, case-study analysis, and application-based assessment tasks.

Student Deliverables

- Guided reading notes and annotations
- Agricultural marketing vocabulary development activities
- Consumer behavior and communication analysis worksheets
- Collaborative discussion participation and reflection
- Agricultural marketing case-study evaluations
- Summative assessment covering marketing research systems, customer analysis, and communication strategies

CTE Agriculture Business Pathway Standards

CTE A7.0 — Understand agricultural marketing systems
CTE A7.4 — Explore the impact of advertising, promotion, and data analysis on agricultural marketing
CTE A8.0 — Understand the sales of agricultural products and services
CTE A8.1 — Determine the most effective methods for assessing customer needs and wants

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.RI.11-12.1 — Cite strong and thorough textual evidence to support analysis
CCSS.ELA-LITERACY.RI.11-12.4 — Determine the meaning of words and phrases including technical vocabulary
CCSS.ELA-LITERACY.RST.11-12.7 — Integrate and evaluate information presented visually and quantitatively
CCSS.ELA-LITERACY.SL.11-12.1 — Participate effectively in collaborative discussions
CCSS.ELA-LITERACY.L.11-12.4 — Determine and clarify meanings of unknown and technical vocabulary

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSS.ID.A.1 — Represent and interpret market and customer data
CCSS.MATH.CONTENT.HSS.ID.B.6 — Analyze relationships and trends within customer and marketing datasets
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate customer trends and communication effectiveness
CCSS.MATH.CONTENT.HSMP3 — Construct viable arguments and critique reasoning during marketing analyses

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KA 2.2 – Agricultural Consumer Survey & Data Analysis Project

Students design and conduct a formal agricultural consumer research investigation focused on identifying customer needs, consumer behaviors, purchasing preferences, communication trends, and market opportunities related to their selected FFA Agricultural Marketing Plan product or service. Students apply principles of **market research, audience segmentation, communication analysis, data interpretation, and strategic planning** while utilizing digital survey platforms, spreadsheets, graphs, charts, and visual communication systems to organize and evaluate collected data.

Students develop research questions, construct surveys, collect and interpret customer responses, and evaluate demographic trends connected to agricultural products, services, or industry initiatives. Students analyze how agribusinesses utilize customer analytics and audience research to improve communication effectiveness, product positioning, branding strategies, customer engagement, and marketing performance.

Students strengthen competencies in **research methodology, quantitative reasoning, communication strategy development, collaborative problem-solving, leadership, and professional presentation skills** while applying authentic agricultural marketing research techniques aligned to FFA Career Development Event expectations and real-world agribusiness systems.

Student Deliverables

- Agricultural consumer survey instrument
- Digital data collection system
- Customer demographic analysis charts and graphs
- Consumer behavior trend analysis summary
- Research findings presentation
- Reflection on customer engagement and communication effectiveness

CTE Agriculture Business Pathway Standards

CTE A7.4 — Explore the impact of advertising, promotion, and data analysis on agricultural marketing
CTE A8.0 — Understand the sales of agricultural products and services
CTE A8.1 — Determine the most effective methods for assessing customer needs and

wants
CTE A7.6 — Develop a marketing plan for an agricultural product or service

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.W.11-12.2 — Write informative and explanatory texts to examine and convey ideas clearly
CCSS.ELA-LITERACY.W.11-12.7 — Conduct research projects to answer questions and solve problems
CCSS.ELA-LITERACY.SL.11-12.4 — Present information and findings clearly and logically
CCSS.ELA-LITERACY.SL.11-12.5 — Make strategic use of digital media and visual displays

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSS.ID.A.1 — Represent data using plots and graphical displays
CCSS.MATH.CONTENT.HSS.ID.B.6 — Analyze relationships and trends within customer datasets
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to interpret customer and marketing data
CCSS.MATH.CONTENT.HSMP4 — Model customer behaviors and market trends mathematically

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KA 2.3 – Customer Persona & Audience Segmentation Development

Students develop professional customer personas and audience segmentation profiles connected to their FFA Agricultural Marketing Plan Project by analyzing customer demographics, psychographics, purchasing behaviors, communication preferences, and consumer needs within agricultural industries. Students examine how agribusinesses strategically target specific audiences and adapt communication strategies to strengthen customer engagement and improve marketing effectiveness.

Students apply principles of **audience analysis, branding strategy, communication planning, consumer psychology, and market segmentation** to create detailed customer profiles representing ideal target audiences for their selected agricultural product or service. Students evaluate how communication style, media selection, branding, pricing, and promotional techniques influence consumer decision-making and purchasing behavior.

Through collaborative analysis activities, peer critiques, and communication strategy discussions, students strengthen competencies in **research, audience awareness, communication reasoning, digital literacy, collaboration, leadership, and strategic planning** while applying authentic agricultural marketing concepts to real-world business environments.

Student Deliverables

- Customer persona profiles
- Audience segmentation analysis charts
- Consumer behavior reflection and communication analysis
- Branding and communication adaptation strategy summary
- Visual audience targeting infographic or presentation
- Peer critique and revision reflection

CTE Agriculture Business Pathway Standards

CTE A7.4 — Explore the impact of advertising, promotion, and data analysis on agricultural marketing
CTE A8.0 — Understand the sales of agricultural products and services
CTE A8.1 — Determine the most effective methods for assessing customer needs and wants

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.W.11-12.4 — Produce clear and coherent writing appropriate to task and audience
CCSS.ELA-LITERACY.SL.11-12.1 — Participate effectively in collaborative discussions
CCSS.ELA-LITERACY.SL.11-12.5 — Make strategic use of digital media and visual displays

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSS.ID.B.6 — Analyze relationships and trends within audience datasets
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate customer behaviors and market trends
CCSS.MATH.CONTENT.HSMP4 — Model customer segmentation and communication strategies mathematically

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KA 2.4 – FFA Marketing Plan Research & Strategic Planning Report

Students synthesize research findings, customer analysis data, competitor evaluations, communication strategies, and market trends into a formal strategic planning report connected to their year-long FFA Agricultural Marketing Plan Project. Students develop a comprehensive research-based framework that outlines customer needs, target market characteristics, competitor positioning, communication goals, branding opportunities, and strategic recommendations for their selected agricultural product or service.

Students apply principles of **strategic communication, market analysis, branding development, data interpretation, business reasoning, and professional writing**

	while creating an industry-style planning document aligned to FFA Agricultural Marketing Plan expectations and authentic agricultural business practices. Students strengthen competencies in **professional communication, project management, leadership, collaboration, analytical reasoning, quantitative analysis, and multimedia presentation** through strategic planning activities, peer feedback cycles, and collaborative revision processes designed to mirror professional agribusiness planning environments. ## Student Deliverables ● FFA Marketing Plan strategic planning report ● Market opportunity and competitor analysis ● Customer needs and communication strategy summary ● Strategic goals and branding recommendations ● Supporting graphs, charts, and research visuals ● Professional presentation of planning findings ● Peer critique and revision reflection ## CTE Agriculture Business Pathway Standards **CTE A7.0** — Understand agricultural marketing systems **CTE A7.4** — Explore the impact of advertising, promotion, and data analysis on agricultural marketing **CTE A7.6** — Develop a marketing plan for an agricultural product or service **CTE A8.1** — Determine the most effective methods for assessing customer needs and wants **CTE A6.0** — Understand entrepreneurship principles and business opportunities in agriculture ## CCSS English Language Arts Standards **CCSS.ELA-LITERACY.W.11-12.2** — Write informative and explanatory texts to examine and convey ideas clearly **CCSS.ELA-LITERACY.W.11-12.4** — Produce clear and coherent writing appropriate to task and audience **CCSS.ELA-LITERACY.W.11-12.7** — Conduct research projects to answer questions and solve problems **CCSS.ELA-LITERACY.SL.11-12.4** — Present information and findings clearly and logically **CCSS.ELA-LITERACY.RST.11-12.7** — Integrate and evaluate information presented visually and quantitatively ## CCSS High School Math Standards **CCSS.MATH.CONTENT.HSS.ID.A.1** — Represent and interpret market research data visually **CCSS.MATH.CONTENT.HSS.ID.B.6** — Analyze relationships and trends within customer and marketing datasets **CCSS.MATH.CONTENT.HSN.Q.A.1** — Use quantitative reasoning to evaluate strategic marketing opportunities

	CCSS.MATH.CONTENT.HSMP2 — Reason abstractly and quantitatively using authentic business data **CCSS.MATH.CONTENT.HSMP4** — Model strategic marketing and customer engagement concepts mathematically

Unit 3 – Product Development, Pricing, Sales & Distribution Systems

Unit 3 Description **Est # of instructional hours _**	Unit 3 develops advanced competencies in agricultural product development, pricing strategy, sales systems, merchandising, inventory management, customer relations, and distribution logistics within agricultural industries. Students examine how agribusinesses strategically position products and services to maximize customer engagement, improve profitability, strengthen brand identity, and increase market competitiveness within local, regional, national, and global agricultural markets. Students continue development of their year-long **FFA Agricultural Marketing Plan Project** by refining product concepts, evaluating production and operational costs, developing pricing models, analyzing competitors, creating sales projections, and designing customer acquisition and distribution strategies. Students investigate how agricultural businesses utilize branding, pricing psychology, merchandising techniques, inventory systems, and communication strategies to influence consumer purchasing behavior and improve overall business performance. Through collaborative projects, sales simulations, pricing analyses, product evaluations, and communication strategy activities, students strengthen competencies in **entrepreneurial reasoning, quantitative analysis, customer engagement, sales communication, collaboration, leadership, critical thinking, inventory management, and strategic planning**. Students apply mathematical modeling, spreadsheets, graphs, financial analysis tools, and multimedia presentation systems to organize and evaluate authentic agribusiness data connected to product pricing, sales performance, and customer behavior. Students investigate how agribusinesses balance operational costs, customer expectations, competition, branding, and distribution systems while maintaining profitability and long-term sustainability. Emphasis is placed on professionalism, ethical sales practices, persuasive communication, teamwork, problem-solving, and evidence-based business decision-making aligned to FFA Agricultural Marketing Plan Career Development Event expectations and authentic agricultural business environments. **ICEV Lessons** ● Agricultural Business: Marketing & Pricing – CC (5 Hours) ● Agricultural Business: The Selling Process – CC (5 Hours)

Unit 3 Key Assignments	# KA 3.1 – Agricultural Product Pricing & Sales Strategy Analysis Students engage in a comprehensive study of agricultural pricing systems, sales strategies, merchandising concepts, inventory management, and customer engagement techniques through guided reading, vocabulary development, collaborative discussion, case-study analysis, and applied business communication activities connected to course texts, agricultural industry examples, and ICEV curriculum resources. Students complete structured chapter notes, annotation activities, and technical vocabulary development exercises focused on terminology including but not limited to fixed costs, variable costs, profit margin, markup, break-even analysis, merchandising, inventory control, pricing psychology, target pricing, sales forecasting, customer acquisition, and distribution systems. Students analyze how agribusinesses utilize pricing strategies and sales systems to strengthen customer relationships, increase profitability, and improve operational performance. Through collaborative discussions, financial analyses, sales critiques, and marketing evaluations, students investigate how agricultural businesses balance operational costs, customer expectations, competition, and branding while developing effective pricing and sales strategies. Students strengthen competencies in **critical reading, quantitative reasoning, communication analysis, financial literacy, customer relations, and collaborative problem-solving** while connecting course concepts to authentic agricultural business systems. The assignment culminates in a summative assessment in which students demonstrate mastery of agricultural pricing terminology, sales concepts, merchandising systems, and customer engagement strategies through selected-response, written-response, case-study analysis, and application-based assessment tasks. ## Student Deliverables ● Guided reading notes and annotations ● Agricultural pricing and sales vocabulary development activities ● Product pricing analysis worksheets ● Sales and merchandising strategy evaluations ● Collaborative discussion participation and reflection ● Summative assessment covering pricing systems, sales strategies, and inventory management concepts ## CTE Agriculture Business Pathway Standards **CTE A1.6** — Calculate the fixed and variable costs associated with the production of agricultural products and determine output levels that yield maximum profit **CTE A7.0** — Understand agricultural marketing systems **CTE A7.6** — Develop a marketing plan for an agricultural product or service **CTE A8.0** — Understand the sales of agricultural products and services ## CCSS English Language Arts Standards **CCSS.ELA-LITERACY.RI.11-12.1** — Cite strong and thorough textual evidence to support analysis **CCSS.ELA-LITERACY.RI.11-12.4** — Determine the meaning of words and phrases including technical vocabulary **CCSS.ELA-LITERACY.RST.11-12.7** — Integrate and evaluate information presented visually and quantitatively **CCSS.ELA-LITERACY.SL.11-12.1** — Participate effectively in collaborative discussions **CCSS.ELA-LITERACY.L.11-12.4** — Determine and clarify meanings of unknown and technical vocabulary ## CCSS High School Math Standards **CCSS.MATH.CONTENT.HSA.CED.A.1** — Create equations and inequalities to represent relationships between costs, revenue, and profit

CCSS.MATH.CONTENT.HSF.LE.A.1 — Distinguish between linear and exponential growth models within business systems
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate pricing strategies and sales performance
CCSS.MATH.CONTENT.HSMP4 — Model pricing systems and business concepts mathematically

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KA 3.2 – FFA Agricultural Marketing Plan Product, Price & Place Development

Students continue development of their year-long **FFA Agricultural Marketing Plan Project** by constructing comprehensive product positioning, pricing, and distribution strategies aligned to authentic agricultural business environments and customer needs. Students analyze competitor products, evaluate operational costs, identify target market expectations, and develop customer-centered pricing and distribution systems designed to maximize engagement, profitability, and market effectiveness.

Students apply principles of **marketing strategy, product positioning, pricing analysis, distribution logistics, communication planning, branding development, and entrepreneurial reasoning** while refining the Product, Price, and Place components of the Four Ps of Marketing. Students investigate how agricultural businesses utilize strategic distribution systems, merchandising techniques, sales channels, and customer communication strategies to strengthen product visibility and customer accessibility.

Students strengthen competencies in **financial literacy, strategic planning, communication analysis, quantitative reasoning, leadership, collaboration, and project management** through collaborative planning activities, pricing evaluations, competitor analyses, and strategic business discussions aligned to FFA Agricultural Marketing Plan expectations.

Student Deliverables

- Product positioning and branding summary
- Pricing strategy and break-even analysis charts
- Distribution and sales channel plan
- Competitor comparison and market analysis
- Product merchandising and placement strategy
- FFA Marketing Plan Product, Price & Place written section
- Peer critique and strategic planning reflection

CTE Agriculture Business Pathway Standards

CTE A1.6 — Calculate fixed and variable costs associated with agricultural products and determine profit-maximizing output levels
CTE A7.0 — Understand agricultural marketing systems
CTE A7.6 — Develop a marketing plan for an agricultural product or service
CTE A8.0 — Understand the sales of agricultural products and services
CTE A8.1 — Determine the most effective methods for assessing customer needs and wants

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.W.11-12.2 — Write informative and explanatory texts to examine and convey ideas clearly
CCSS.ELA-LITERACY.W.11-12.4 — Produce clear and coherent writing appropriate to task and audience
CCSS.ELA-LITERACY.SL.11-12.4 — Present information and findings clearly and logically
CCSS.ELA-LITERACY.RST.11-12.7 — Integrate and evaluate information presented visually and quantitatively

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSA.CED.A.2 — Create equations to represent relationships among quantities in business systems
CCSS.MATH.CONTENT.HSF.LE.B.5 — Interpret parameters in business and pricing models within context
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate pricing and distribution strategies
CCSS.MATH.CONTENT.HSMP2 — Reason abstractly and quantitatively using authentic business data
CCSS.MATH.CONTENT.HSMP4 — Model agricultural marketing systems mathematically

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KA 3.3 – Agricultural Sales Simulation & Customer Relations Activity

Students participate in authentic agricultural sales simulations and customer relations activities designed to strengthen competencies in professional communication, persuasive sales techniques, customer engagement, negotiation, objection handling, and relationship-building within agricultural industries. Students apply principles of **sales communication, customer service, branding, audience awareness, persuasion, and professional presentation** while engaging in role-play scenarios connected to agricultural products, services, and agribusiness environments.

Students analyze customer behaviors, communication preferences, and purchasing motivations while practicing strategies for identifying customer needs, recommending products, overcoming objections, and closing sales professionally and ethically. Students evaluate how communication style, professionalism, product knowledge, and customer engagement influence consumer trust and purchasing decisions within agricultural markets.

Students strengthen competencies in **leadership, collaboration, public speaking, interpersonal communication, problem-solving, professionalism, and workplace readiness** through collaborative simulations, peer critiques, reflective analysis, and professional sales presentations aligned to FFA Agricultural Sales Career Development Event expectations.

Student Deliverables

- Agricultural sales role-play participation
- Customer needs assessment and communication strategy worksheet
- Sales pitch script and persuasive communication outline
- Objection-handling reflection and customer response analysis
- Professional sales presentation
- Peer critique and self-assessment reflection

CTE Agriculture Business Pathway Standards

CTE A7.0 — Understand agricultural marketing systems
CTE A7.4 — Explore the impact of advertising, promotion, and data analysis on agricultural marketing
CTE A8.0 — Understand the sales of agricultural products and services
CTE A8.1 — Determine the most effective methods for assessing customer needs and wants

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.SL.11-12.1 — Participate effectively in collaborative discussions
CCSS.ELA-LITERACY.SL.11-12.4 — Present information and supporting evidence clearly and persuasively
CCSS.ELA-LITERACY.SL.11-12.6 — Adapt speech to a variety of contexts and tasks
CCSS.ELA-LITERACY.L.11-12.3 — Apply language and rhetorical techniques to strengthen communication effectiveness

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate sales performance and

customer trends
CCSS.MATH.CONTENT.HSMP1 — Make sense of problems and persevere in solving them during sales simulations
CCSS.MATH.CONTENT.HSMP3 — Construct viable arguments and critique reasoning during customer negotiations

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KA 3.4 – Product Pitch Presentation & Buyer Feedback Reflection

Students develop and deliver a professional product pitch presentation connected to their FFA Agricultural Marketing Plan Project in which they formally present their agricultural product, service, pricing strategy, branding framework, customer analysis, and sales positioning to peers, instructors, agricultural industry partners, advisory members, and/or simulated buyers. Students apply principles of **persuasive communication, professional presentation, audience engagement, branding strategy, multimedia communication, and entrepreneurial reasoning** while defending marketing decisions and responding to buyer feedback.

Students strengthen competencies in **public speaking, leadership, collaboration, professionalism, communication analysis, critical thinking, and strategic planning** while participating in formal presentation sessions, peer critiques, and reflective business discussions aligned to authentic agricultural sales and FFA marketing competition environments.

Students evaluate audience response, buyer feedback, communication effectiveness, and presentation quality in order to revise marketing strategies, strengthen customer engagement approaches, and improve product positioning.

Student Deliverables

- Professional agricultural product pitch presentation
- Multimedia presentation slides and branding materials
- Pricing and sales justification summary
- Audience engagement and communication strategy analysis
- Buyer feedback notes and revision plan
- Reflective presentation self-assessment

CTE Agriculture Business Pathway Standards

CTE A7.4 — Explore the impact of advertising, promotion, and data analysis on agricultural marketing
CTE A7.6 — Develop a marketing plan for an agricultural product or service
CTE A8.0 — Understand the sales of agricultural products and services
CTE A8.1 — Determine the most effective methods for assessing customer needs and wants

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.SL.11-12.4 — Present information, findings, and supporting evidence clearly and persuasively
CCSS.ELA-LITERACY.SL.11-12.5 — Make strategic use of digital media and visual displays
CCSS.ELA-LITERACY.W.11-12.4 — Produce clear and coherent communication appropriate to audience and purpose
CCSS.ELA-LITERACY.L.11-12.3 — Apply language and rhetorical techniques to strengthen communication effectiveness

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSF.LE.B.5 — Interpret parameters in pricing and sales models within context
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to justify pricing and sales decisions

	CCSS.MATH.CONTENT.HSMP4 — Model sales projections and customer engagement concepts mathematically

Unit 4 – Promotion, Advertising & Digital Agricultural Marketing

Unit 4 Description **Est # of Instructional Hours**	Unit 4 develops advanced competencies in agricultural promotion, advertising strategy, digital communication, social media marketing, visual branding, multimedia storytelling, and consumer engagement within agricultural industries. Students examine how agribusinesses utilize promotional campaigns, digital media platforms, branding systems, advertising strategies, and communication technologies to influence consumer behavior, strengthen customer relationships, increase product awareness, and build long-term brand recognition within competitive agricultural markets. Students continue development of their year-long **FFA Agricultural Marketing Plan Project** by designing comprehensive promotional campaigns aligned to their selected agricultural product, service, agribusiness venture, or agricultural issue. Students investigate how businesses strategically integrate branding, visual communication, social media engagement, advertising psychology, audience analytics, and digital storytelling techniques to strengthen marketing effectiveness and customer engagement. Through collaborative communication projects, multimedia production activities, social media analyses, branding critiques, and advertising simulations, students strengthen competencies in **creative problem-solving, multimedia communication, audience analysis, leadership, collaboration, strategic planning, digital literacy, visual communication, and professional presentation skills**. Students apply industry-standard technologies and communication platforms to create authentic agricultural marketing materials aligned to real-world agribusiness environments and FFA Agricultural Marketing Plan expectations. Students evaluate how communication style, branding consistency, audience targeting, visual design, promotional timing, and media selection influence customer engagement and purchasing decisions. Emphasis is placed on ethical advertising practices, professionalism, digital citizenship, communication effectiveness, and evidence-based marketing decision-making within agricultural communication systems. **ICEV Lessons** • Social Media Marketing Campaigns: Creation – CC (5 Hours) • Advertising for Agriculture – CC (5 Hours)
Unit 4 KeyAssignments	**KA 4.1 – Promotional Strategies & Agricultural Advertising Chapter Study** Students engage in a comprehensive study of agricultural advertising systems, promotional strategies, digital communication methods, branding concepts, and audience engagement techniques through guided reading, vocabulary development, annotation activities, collaborative discussion, multimedia analysis, and applied

marketing communication exercises connected to course texts, agricultural advertising examples, and ICEV curriculum resources.

Students complete structured chapter notes and technical vocabulary development activities focused on terminology including but not limited to branding, target audience, advertising strategy, promotional mix, digital engagement, visual hierarchy, multimedia communication, consumer influence, brand loyalty, social media analytics, communication channels, and audience reach. Students analyze how agricultural businesses utilize advertising and promotion to strengthen brand identity, influence purchasing behavior, and communicate effectively with consumers and stakeholders.

Through collaborative discussions, media critiques, and communication analyses, students evaluate authentic agricultural advertising campaigns and investigate how visual communication, persuasive messaging, digital storytelling, and multimedia production techniques impact customer engagement and communication effectiveness. Students strengthen competencies in **critical reading, media literacy, communication analysis, audience awareness, digital communication reasoning, and collaborative problem-solving** while connecting course concepts to authentic agricultural marketing systems.

The assignment culminates in a summative assessment in which students demonstrate mastery of advertising terminology, branding concepts, communication strategies, and promotional systems through selected-response, written-response, visual analysis, and application-based assessment tasks.

Student Deliverables

- Guided reading notes and annotations
- Agricultural advertising vocabulary development activities
- Multimedia advertising analysis worksheets
- Collaborative discussion participation and reflection
- Branding and communication critique activities
- Summative assessment covering advertising strategies, promotional systems, and digital communication concepts

CTE Agriculture Business Pathway Standards

CTE A7.0 — Understand agricultural marketing systems
CTE A7.4 — Explore the impact of advertising, promotion, and data analysis on agricultural marketing
CTE A7.5 — Assess how promotion trends for agricultural products influence individuals
CTE A7.6 — Develop a marketing plan for an agricultural product or service

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.RI.11-12.1 — Cite strong and thorough textual evidence to support analysis
CCSS.ELA-LITERACY.RI.11-12.4 — Determine the meaning of words and phrases including technical vocabulary
CCSS.ELA-LITERACY.RI.11-12.7 — Integrate and evaluate information presented visually and digitally
CCSS.ELA-LITERACY.SL.11-12.1 — Participate effectively in collaborative discussions
CCSS.ELA-LITERACY.L.11-12.4 — Determine and clarify meanings of unknown and technical vocabulary

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSS.ID.A.1 — Represent and interpret advertising and audience engagement data
CCSS.MATH.CONTENT.HSS.ID.B.6 — Analyze relationships and trends within marketing and communication datasets
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate advertising effectiveness and audience trends
CCSS.MATH.CONTENT.HSMP3 — Construct viable arguments and critique reasoning during communication analyses

KA 4.2 – Agricultural Social Media Marketing Campaign Project

Students develop and implement a professional agricultural social media marketing campaign connected to their year-long FFA Agricultural Marketing Plan Project by applying principles of **digital communication, branding strategy, multimedia storytelling, audience targeting, content creation, communication planning, and social media engagement**. Students investigate how agricultural businesses and organizations utilize digital platforms to communicate with consumers, increase product awareness, advocate for agricultural initiatives, and strengthen customer relationships.

Students create a comprehensive multimedia communication campaign including social media posts, branding graphics, promotional captions, digital advertisements, hashtags, communication calendars, and audience engagement strategies aligned to authentic agricultural business and marketing environments. Students analyze how communication tone, visual design, audience analytics, platform selection, posting schedules, and branding consistency influence customer engagement and communication effectiveness.

Students strengthen competencies in **creative communication, leadership, collaboration, digital literacy, visual communication, project management, strategic planning, and professional presentation skills** while utilizing industry-standard communication technologies and social media production workflows aligned to modern agricultural marketing industries.

Student Deliverables

- Agricultural social media campaign proposal
- Digital branding and promotional graphics
- Social media communication calendar
- Audience engagement and hashtag strategy
- Multimedia advertisements and promotional captions
- Campaign analytics and engagement reflection
- Peer critique and communication revision reflection

CTE Agriculture Business Pathway Standards

CTE A7.4 — Explore the impact of advertising, promotion, and data analysis on agricultural marketing
CTE A7.5 — Assess how promotion trends for agricultural products influence individuals
CTE A7.6 — Develop a marketing plan for an agricultural product or service
CTE A8.0 — Understand the sales of agricultural products and services

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.W.11-12.4 — Produce clear and coherent writing appropriate to task and audience
CCSS.ELA-LITERACY.W.11-12.6 — Use technology to produce, publish, and update writing products collaboratively
CCSS.ELA-LITERACY.SL.11-12.5 — Make strategic use of digital media and visual displays
CCSS.ELA-LITERACY.L.11-12.3 — Apply language and rhetorical techniques to strengthen communication effectiveness

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSS.ID.B.6 — Analyze trends and relationships within social media engagement datasets
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate audience engagement and campaign effectiveness
CCSS.MATH.CONTENT.HSMP4 — Model communication reach and engagement trends mathematically

KA 4.3 – Multimedia Advertisement & Branding Design Portfolio

Students develop a professional multimedia advertising and branding portfolio connected to their FFA Agricultural Marketing Plan Project by applying principles of **visual communication, branding consistency, typography, color theory, layout design, audience engagement, and multimedia storytelling**. Students evaluate authentic agricultural advertising campaigns and analyze how visual design systems influence customer perception, communication effectiveness, and product recognition.

Students create a series of professional advertising products including print advertisements, digital banners, posters, infographics, promotional videos, branded social media assets, and communication graphics aligned to their selected agricultural product or service. Students apply design-thinking methodologies and communication strategies to strengthen branding consistency, visual appeal, customer engagement, and promotional effectiveness.

Students strengthen competencies in **digital media production, visual communication, creative problem-solving, audience analysis, collaboration, communication reasoning, and professional presentation** while utilizing industry-standard design software and multimedia production technologies aligned to agricultural marketing industries.

Student Deliverables

- Multimedia advertising portfolio
- Print and digital promotional graphics
- Branded infographic or poster design
- Promotional video storyboard or media concept
- Typography and branding guide
- Visual communication rationale and audience analysis
- Peer critique and design revision reflection

CTE Agriculture Business Pathway Standards

CTE A7.4 — Explore the impact of advertising, promotion, and data analysis on agricultural marketing
CTE A7.5 — Assess how promotion trends for agricultural products influence individuals
CTE A7.6 — Develop a marketing plan for an agricultural product or service

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.W.11-12.4 — Produce clear and coherent communication appropriate to audience and purpose
CCSS.ELA-LITERACY.SL.11-12.5 — Make strategic use of digital media and visual displays
CCSS.ELA-LITERACY.L.11-12.3 — Apply language and rhetorical techniques to strengthen communication effectiveness

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate audience engagement and communication effectiveness
CCSS.MATH.CONTENT.HSMP4 — Model advertising effectiveness and communication outcomes mathematically
CCSS.MATH.CONTENT.HSMP5 — Use appropriate digital tools strategically to create and analyze communication products

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KA 4.4 – FFA Marketing Plan Promotional Strategy

Development

Students synthesize branding systems, customer analysis data, communication strategies, multimedia advertising products, and audience engagement plans into the promotional component of their year-long FFA Agricultural Marketing Plan Project. Students develop a comprehensive promotional strategy aligned to authentic agricultural marketing systems and FFA Career Development Event expectations.

Students apply principles of **strategic communication, multimedia storytelling, audience targeting, branding development, digital marketing, communication analysis, and professional presentation** while creating an industry-style promotional plan designed to increase product awareness, strengthen customer engagement, and support long-term marketing objectives.

Students strengthen competencies in **leadership, collaboration, critical thinking, communication reasoning, quantitative analysis, project management, and professional communication** through collaborative planning activities, peer critiques, communication evaluations, and formal presentation opportunities aligned to authentic agricultural marketing and advertising environments.

Student Deliverables

- FFA Marketing Plan promotional strategy section
- Communication goals and target audience summary
- Multimedia advertising campaign examples
- Promotional calendar and media strategy plan
- Audience engagement and branding analysis
- Communication effectiveness reflection
- Formal presentation of promotional strategy findings

CTE Agriculture Business Pathway Standards

CTE A7.0 — Understand agricultural marketing systems
CTE A7.4 — Explore the impact of advertising, promotion, and data analysis on agricultural marketing
CTE A7.5 — Assess how promotion trends for agricultural products influence individuals
CTE A7.6 — Develop a marketing plan for an agricultural product or service
CTE A8.0 — Understand the sales of agricultural products and services

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.W.11-12.2 — Write informative and explanatory texts to examine and convey ideas clearly
CCSS.ELA-LITERACY.W.11-12.4 — Produce clear and coherent writing appropriate to task and audience
CCSS.ELA-LITERACY.SL.11-12.4 — Present information and findings clearly and logically
CCSS.ELA-LITERACY.SL.11-12.5 — Make strategic use of digital media and visual displays
CCSS.ELA-LITERACY.RST.11-12.7 — Integrate and evaluate information presented visually and quantitatively

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSS.ID.A.1 — Represent and interpret promotional and audience engagement data visually
CCSS.MATH.CONTENT.HSS.ID.B.6 — Analyze trends and relationships within advertising and communication datasets
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate communication effectiveness and marketing performance
CCSS.MATH.CONTENT.HSMP2 — Reason abstractly and quantitatively using authentic marketing data
CCSS.MATH.CONTENT.HSMP4 — Model promotional systems and customer engagement strategies mathematically

Unit 5 – Agribusiness Operations, Risk Management & Financial Decision-Making

Unit 5 Description **Est # of Weeks-___**	Unit 5 develops advanced competencies in agribusiness operations, financial literacy, budgeting, accounting systems, investment strategies, funding sources, insurance systems, operational sustainability, and risk management within agricultural industries. Students examine how agribusinesses evaluate operational challenges, manage financial systems, reduce business risk, secure funding, and maintain long-term profitability and sustainability within evolving agricultural markets. Students continue development of their year-long **FFA Agricultural Marketing Plan Project** by constructing financial forecasts, operational management systems, budgeting models, funding strategies, and risk management plans aligned to their selected agricultural product, service, agribusiness venture, or agricultural issue. Students investigate how agribusinesses balance operational costs, production systems, labor, insurance, investments, communication strategies, and customer expectations while maintaining profitability and organizational stability. Through collaborative financial planning activities, operational analyses, research investigations, communication projects, and budgeting simulations, students strengthen competencies in **financial literacy, quantitative reasoning, communication analysis, strategic planning, leadership, collaboration, problem-solving, project management, and professional communication**. Students utilize spreadsheets, financial modeling systems, accounting tools, graphs, charts, and multimedia presentation platforms to organize, interpret, and communicate authentic agribusiness financial data and operational systems. Students analyze how risk management systems, insurance programs, budgeting processes, investment strategies, and financial decision-making influence business growth, communication planning, customer trust, and long-term agricultural business sustainability. Emphasis is placed on ethical business practices, professionalism, communication clarity, teamwork, analytical reasoning, and evidence-based financial decision-making aligned to authentic agribusiness environments and FFA Agricultural Marketing Plan expectations. **ICEV Lessons** • Budgeting for Agribusiness – CC (5 Hours) • Risk Management – CC (5 Hours)
Unit 5 Key Assignments	**KA 5.1 – Agribusiness Finance & Risk Management Chapter Study** Students engage in a comprehensive study of agribusiness finance systems, budgeting concepts, accounting practices, insurance systems, funding sources, investment strategies, and risk management principles through guided reading, vocabulary development, annotation activities, collaborative discussion, financial analysis, and applied business communication exercises connected to course texts, agricultural finance case studies, and ICEV curriculum resources.

Students complete structured chapter notes and technical vocabulary development activities focused on terminology including but not limited to operational costs, budgeting, cash flow, assets, liabilities, profit margin, investments, financial forecasting, insurance, business liability, production risk, economic uncertainty, and operational sustainability. Students analyze how agribusinesses utilize budgeting systems, financial planning strategies, insurance programs, and risk management techniques to improve long-term business stability and profitability.

Through collaborative discussions, financial evaluations, communication analyses, and case-study investigations, students examine authentic agricultural business scenarios and evaluate how operational and financial decisions influence marketing effectiveness, customer confidence, and organizational sustainability. Students strengthen competencies in **critical reading, financial literacy, communication analysis, quantitative reasoning, collaborative problem-solving, and strategic planning** while connecting course concepts to authentic agricultural business operations.

The assignment culminates in a summative assessment in which students demonstrate mastery of agribusiness finance terminology, budgeting systems, operational planning concepts, and risk management strategies through selected-response, written-response, financial analysis, and application-based assessment tasks.

Student Deliverables

- Guided reading notes and annotations
- Agribusiness finance and risk management vocabulary development activities
- Budgeting and operational analysis worksheets
- Agricultural business case-study evaluations
- Collaborative discussion participation and reflection
- Summative assessment covering agribusiness finance, budgeting, insurance, and risk management concepts

CTE Agriculture Business Pathway Standards

CTE A5.0 — Understand risk management strategies within agricultural business systems
CTE A5.2 — Determine the meaning and importance of risk and uncertainty
CTE A5.3 — Describe alternative approaches to reducing risk including insurance systems and financial planning
CTE A1.6 — Calculate fixed and variable costs associated with agricultural products and determine output levels that yield maximum profit
CTE A7.0 — Understand agricultural marketing systems

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.RI.11-12.1 — Cite strong and thorough textual evidence to support analysis
CCSS.ELA-LITERACY.RI.11-12.4 — Determine the meaning of words and phrases including technical vocabulary
CCSS.ELA-LITERACY.RST.11-12.7 — Integrate and evaluate information presented visually and quantitatively
CCSS.ELA-LITERACY.SL.11-12.1 — Participate effectively in collaborative discussions
CCSS.ELA-LITERACY.L.11-12.4 — Determine and clarify meanings of unknown and technical vocabulary

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSA.CED.A.1 — Create equations and inequalities representing operational costs and financial systems
CCSS.MATH.CONTENT.HSF.LE.B.5 — Interpret parameters in financial and operational models within context
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate budgeting and operational performance
CCSS.MATH.CONTENT.HSMP4 — Model agribusiness financial systems mathematically

KA 5.2 – Agricultural Budgeting & Financial Forecasting Project

Students develop a comprehensive agribusiness budgeting and financial forecasting project connected to their year-long FFA Agricultural Marketing Plan Project by applying principles of **financial literacy, budgeting systems, accounting analysis, operational planning, quantitative reasoning, and strategic decision-making**. Students construct operational budgets, calculate projected expenses and revenue, analyze profit margins, and evaluate financial sustainability related to their selected agricultural product or service.

Students investigate authentic agricultural business financial systems and analyze how agribusinesses manage operational expenses, production costs, labor, inventory, equipment, marketing expenditures, and revenue projections in order to maintain profitability and long-term business sustainability. Students utilize spreadsheets, graphs, accounting tools, and mathematical models to organize and interpret financial data connected to authentic agribusiness operations.

Students strengthen competencies in **financial analysis, quantitative reasoning, communication strategy development, leadership, project management, collaboration, and strategic planning** while applying industry-style financial planning systems aligned to FFA Agricultural Marketing Plan expectations and real-world agribusiness environments.

Student Deliverables

- Operational budget and expense analysis
- Revenue projection and profit forecasting spreadsheets
- Break-even analysis charts and graphs
- Financial sustainability reflection and business analysis
- Marketing expenditure and operational cost summary
- Financial forecasting presentation and visual communication materials

CTE Agriculture Business Pathway Standards

CTE A1.6 — Calculate fixed and variable costs associated with agricultural products and determine output levels that yield maximum profit
CTE A5.0 — Understand risk management strategies within agricultural business systems
CTE A5.2 — Determine the meaning and importance of risk and uncertainty
CTE A7.6 — Develop a marketing plan for an agricultural product or service

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.W.11-12.2 — Write informative and explanatory texts to examine and convey ideas clearly
CCSS.ELA-LITERACY.W.11-12.7 — Conduct research projects to answer questions and solve problems
CCSS.ELA-LITERACY.SL.11-12.4 — Present information and findings clearly and logically
CCSS.ELA-LITERACY.RST.11-12.7 — Integrate and evaluate information presented visually and quantitatively

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSA.CED.A.1 — Create equations representing financial and operational relationships
CCSS.MATH.CONTENT.HSF.LE.A.1 — Distinguish between linear and exponential financial growth models
CCSS.MATH.CONTENT.HSF.LE.B.5 — Interpret parameters in financial forecasting models within context
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate financial sustainability and budgeting systems
CCSS.MATH.CONTENT.HSMP2 — Reason abstractly and quantitatively using authentic financial data
CCSS.MATH.CONTENT.HSMP4 — Model financial systems and operational outcomes mathematically

KA 5.3 – Insurance, Investment & Agricultural Funding Research Presentation

Students conduct an in-depth research investigation focused on agricultural business insurance systems, funding opportunities, investment strategies, lending institutions, grant programs, and financial support services available within agricultural industries. Students analyze how agribusinesses secure funding, reduce financial risk, and maintain operational sustainability through strategic financial planning and risk management systems.

Students research agricultural insurance agencies, lenders, financial institutions, agricultural grant programs, investment opportunities, and government-supported agricultural funding systems. Students conduct interviews, analyze financial resources, and evaluate how funding systems support agricultural entrepreneurs, producers, marketers, and agribusiness organizations.

Students strengthen competencies in **research, professional communication, leadership, collaboration, financial literacy, presentation design, analytical reasoning, and strategic planning** while developing formal presentations aligned to authentic agricultural business and finance environments.

Student Deliverables

- Agricultural finance and insurance research summary
- Industry interview or professional communication documentation
- Funding and investment comparison analysis
- Multimedia presentation and visual communication materials
- Risk reduction and financial sustainability reflection
- Peer critique and presentation revision reflection

CTE Agriculture Business Pathway Standards

CTE A5.0 — Understand risk management strategies within agricultural business systems
CTE A5.2 — Determine the meaning and importance of risk and uncertainty
CTE A5.3 — Describe alternative approaches to reducing risk including insurance systems and financial planning
CTE A6.0 — Understand entrepreneurship principles and business opportunities in agriculture

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.W.11-12.7 — Conduct research projects to answer questions and solve problems
CCSS.ELA-LITERACY.SL.11-12.4 — Present information and findings clearly and logically
CCSS.ELA-LITERACY.SL.11-12.5 — Make strategic use of digital media and visual displays
CCSS.ELA-LITERACY.RI.11-12.7 — Integrate and evaluate information presented visually and quantitatively

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSS.ID.B.6 — Analyze relationships and trends within financial and operational datasets
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate funding opportunities and operational risk
CCSS.MATH.CONTENT.HSMP3 — Construct viable financial arguments and critique reasoning during presentations

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KA 5.4 – FFA Marketing Plan Financial & Operations

Section Development

Students synthesize financial forecasts, budgeting systems, operational management plans, funding strategies, risk management systems, and sustainability analyses into the financial and operations section of their year-long FFA Agricultural Marketing Plan Project. Students apply principles of **financial literacy, strategic planning, operational analysis, communication reasoning, quantitative modeling, and entrepreneurial decision-making** while developing an industry-style agribusiness operations framework aligned to authentic agricultural business environments and FFA Career Development Event expectations.

Students evaluate how budgeting systems, operational planning, inventory management, communication strategies, staffing considerations, marketing expenditures, and financial sustainability influence long-term agricultural business success. Students utilize authentic financial models, graphs, spreadsheets, charts, and operational analyses to justify business decisions and demonstrate strategic reasoning.

Students strengthen competencies in **leadership, collaboration, analytical reasoning, project management, financial communication, professional presentation, and critical thinking** through collaborative planning activities, peer critiques, operational evaluations, and strategic business discussions aligned to authentic agribusiness management environments.

Student Deliverables

- FFA Marketing Plan financial and operations written section
- Operational budget and financial forecast models
- Risk management and sustainability strategy summary
- Funding and investment analysis documentation
- Operational workflow and staffing considerations
- Supporting graphs, spreadsheets, and financial visuals
- Formal presentation of financial and operational findings
- Peer critique and strategic planning reflection

CTE Agriculture Business Pathway Standards

CTE A1.6 — Calculate fixed and variable costs associated with agricultural products and determine output levels that yield maximum profit
CTE A5.0 — Understand risk management strategies within agricultural business systems
CTE A5.2 — Determine the meaning and importance of risk and uncertainty
CTE A5.3 — Describe alternative approaches to reducing risk including insurance systems and financial planning
CTE A6.0 — Understand entrepreneurship principles and business opportunities in agriculture
CTE A7.6 — Develop a marketing plan for an agricultural product or service

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.W.11-12.2 — Write informative and explanatory texts to examine and convey ideas clearly
CCSS.ELA-LITERACY.W.11-12.4 — Produce clear and coherent writing appropriate to task and audience
CCSS.ELA-LITERACY.W.11-12.7 — Conduct research projects to answer questions and solve problems
CCSS.ELA-LITERACY.SL.11-12.4 — Present information and findings clearly and logically
CCSS.ELA-LITERACY.RST.11-12.7 — Integrate and evaluate information presented visually and quantitatively

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSA.CED.A.1 — Create equations representing financial and operational systems
CCSS.MATH.CONTENT.HSF.LE.B.5 — Interpret parameters in financial and operational models within context
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate operational sustainability and financial performance
CCSS.MATH.CONTENT.HSMP2 — Reason abstractly and quantitatively using authentic financial data

	CCSS.MATH.CONTENT.HSMP4 — Model agribusiness financial and operational systems mathematically

Unit 6 – Leadership, Sales Communication & FFA Agricultural Marketing Plan Presentation

Unit 6 Description **Est # of Instructional Hours**	Unit 6 develops advanced competencies in agricultural leadership, persuasive communication, professional sales presentation, negotiation, stakeholder engagement, customer relations, and advocacy within agricultural business and marketing environments. Students examine how agribusiness professionals utilize leadership, strategic communication, audience awareness, and persuasive messaging to strengthen customer engagement, increase sales performance, advocate for agricultural industries, and communicate effectively with diverse audiences and stakeholders. Students finalize and formally present their year-long **FFA Agricultural Marketing Plan Project** through professional multimedia presentations aligned to authentic agribusiness environments and FFA Career Development Event expectations. Students synthesize research findings, branding systems, pricing models, promotional strategies, financial analyses, and customer engagement plans into a comprehensive industry-style marketing presentation designed to persuade investors, customers, stakeholders, and evaluators. Through collaborative leadership activities, sales simulations, public speaking workshops, presentation critiques, and customer engagement exercises, students strengthen competencies in **leadership, professionalism, persuasive communication, strategic reasoning, collaboration, public speaking, negotiation, problem-solving, audience analysis, and professional presentation design**. Students utilize multimedia technologies, visual communication systems, digital presentation platforms, and authentic business communication strategies to present and defend marketing decisions and business recommendations. Students investigate how communication style, professionalism, visual communication, presentation structure, audience adaptation, and stakeholder engagement influence customer trust, investor confidence, business partnerships, and marketing effectiveness. Emphasis is placed on ethical communication, leadership development, teamwork, professionalism, and evidence-based decision-making aligned to authentic agricultural business systems and FFA competition environments. **ICEV Lessons** • Pitching a Business Plan – CC (5 Hours) • Closing the Sale – CC (5 Hours)
Unit 6 Key Assignments	**KA 6.1 – Leadership & Agricultural Sales Communication Activities** Students participate in advanced leadership development and agricultural sales communication activities designed to strengthen competencies in persuasive

communication, customer engagement, teamwork, negotiation, professionalism, conflict resolution, and stakeholder interaction within agricultural business environments. Students apply principles of **sales communication, audience awareness, leadership theory, professional presentation, negotiation strategy, and customer service** while participating in role-play scenarios, leadership simulations, communication workshops, and collaborative problem-solving activities connected to authentic agricultural industries.

Students analyze how communication style, professionalism, listening skills, customer engagement strategies, and leadership behaviors influence workplace relationships, sales effectiveness, and customer trust. Students evaluate examples of effective agricultural leaders, sales professionals, and communication specialists while reflecting on their own leadership growth and communication strengths.

Students strengthen competencies in **public speaking, leadership, collaboration, interpersonal communication, problem-solving, professionalism, workplace readiness, and strategic communication** while preparing for advanced presentation and sales environments aligned to FFA Agricultural Sales and Marketing Career Development Event expectations.

Student Deliverables

- Leadership communication reflection and self-assessment
- Agricultural sales role-play participation
- Customer relations communication analysis
- Professional communication and negotiation activities
- Leadership and teamwork reflection journal
- Peer critique and communication improvement reflection

CTE Agriculture Business Pathway Standards

CTE A6.0 — Understand entrepreneurship principles and business opportunities in agriculture
CTE A7.0 — Understand agricultural marketing systems
CTE A8.0 — Understand the sales of agricultural products and services
CTE A8.1 — Determine the most effective methods for assessing customer needs and wants

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.SL.11-12.1 — Participate effectively in collaborative discussions
CCSS.ELA-LITERACY.SL.11-12.4 — Present information and supporting evidence clearly and persuasively
CCSS.ELA-LITERACY.SL.11-12.6 — Adapt speech to a variety of contexts and tasks
CCSS.ELA-LITERACY.L.11-12.3 — Apply language and rhetorical techniques to strengthen communication effectiveness

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate customer engagement and sales outcomes
CCSS.MATH.CONTENT.HSMP1 — Make sense of communication and negotiation

challenges and persevere in solving them
CCSS.MATH.CONTENT.HSMP3 — Construct viable arguments and critique reasoning during leadership and sales activities

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KA 6.2 – FFA Agricultural Marketing Plan Final Presentation

Students formally present their completed **FFA Agricultural Marketing Plan Project** to peers, instructors, agricultural industry professionals, advisory members, and/or FFA evaluators through a professional multimedia presentation aligned to authentic agricultural marketing and business environments. Students synthesize research findings, customer analyses, branding systems, pricing strategies, promotional campaigns, financial plans, operational systems, and communication strategies into a cohesive industry-style presentation designed to persuade stakeholders and demonstrate business viability.

Students apply principles of **professional presentation design, persuasive communication, strategic planning, audience engagement, multimedia storytelling, communication analysis, and entrepreneurial reasoning** while defending marketing decisions and responding to evaluator questions and stakeholder feedback. Students strengthen competencies in **public speaking, leadership, collaboration, professionalism, communication strategy, critical thinking, and project management** through formal presentation experiences aligned to FFA Agricultural Marketing Plan Career Development Event expectations.

Students evaluate presentation effectiveness, communication clarity, audience engagement, professionalism, and business feasibility while reflecting on how communication strategies and leadership skills influence customer trust, stakeholder confidence, and business success within agricultural industries.

Student Deliverables

- Completed FFA Agricultural Marketing Plan document
- Professional multimedia presentation slides
- Branding and communication materials portfolio
- Financial and marketing analysis visuals
- Oral presentation and stakeholder defense participation
- Audience feedback and evaluator response reflection
- Self-assessment and leadership growth analysis

CTE Agriculture Business Pathway Standards

CTE A6.0 — Understand entrepreneurship principles and business opportunities in agriculture
CTE A7.0 — Understand agricultural marketing systems
CTE A7.4 — Explore the impact of advertising, promotion, and data analysis on agricultural marketing

CTE A7.6 — Develop a marketing plan for an agricultural product or service
CTE A8.0 — Understand the sales of agricultural products and services

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.SL.11-12.4 — Present information, findings, and supporting evidence clearly and persuasively
CCSS.ELA-LITERACY.SL.11-12.5 — Make strategic use of digital media and visual displays
CCSS.ELA-LITERACY.W.11-12.4 — Produce clear and coherent communication appropriate to audience and purpose
CCSS.ELA-LITERACY.W.11-12.7 — Conduct research projects to answer questions and solve problems
CCSS.ELA-LITERACY.L.11-12.3 — Apply language and rhetorical techniques to strengthen communication effectiveness

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSA.CED.A.1 — Create equations and models representing business and marketing systems
CCSS.MATH.CONTENT.HSF.LE.B.5 — Interpret parameters in financial and marketing models within context
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to justify marketing and financial decisions
CCSS.MATH.CONTENT.HSMP2 — Reason abstractly and quantitatively using authentic business data
CCSS.MATH.CONTENT.HSMP4 — Model agricultural business systems mathematically

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KA 6.3 – Industry Panel Feedback & Marketing Plan Revision Reflection

Students participate in formal industry feedback and evaluation sessions in which agricultural professionals, educators, advisory members, FFA evaluators, and/or community stakeholders provide structured critiques and recommendations regarding students' FFA Agricultural Marketing Plan presentations and business proposals. Students analyze evaluator feedback related to branding effectiveness, communication strategies, customer engagement, pricing models, professionalism, operational feasibility, and presentation quality.

Students apply principles of **professional reflection, communication analysis, revision strategy development, critical thinking, audience awareness, and continuous improvement** while evaluating strengths and areas for growth connected to their marketing plans and presentation performances. Students strengthen competencies in **professional communication, leadership, collaboration, analytical reasoning, self-assessment, and strategic planning** through reflective writing, collaborative discussions, revision planning, and evaluator response activities.

Students investigate how professional feedback systems, peer critiques, and stakeholder evaluations contribute to business growth, communication effectiveness, and long-term organizational success within agricultural industries.

Student Deliverables

- Industry feedback notes and evaluator analysis
- Marketing plan revision strategy summary
- Communication strengths and improvement reflection
- Professional self-assessment and leadership growth analysis
- Peer feedback participation and critique activities
- Revised presentation or marketing plan components

CTE Agriculture Business Pathway Standards

CTE A6.0 — Understand entrepreneurship principles and business opportunities in agriculture
CTE A7.4 — Explore the impact of advertising, promotion, and data analysis on agricultural marketing
CTE A7.6 — Develop a marketing plan for an agricultural product or service
CTE A8.0 — Understand the sales of agricultural products and services

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.W.11-12.4 — Produce clear and coherent writing appropriate to task and audience
CCSS.ELA-LITERACY.W.11-12.5 — Develop and strengthen writing through planning, revising, editing, and rewriting
CCSS.ELA-LITERACY.SL.11-12.1 — Participate effectively in collaborative discussions
CCSS.ELA-LITERACY.SL.11-12.3 — Evaluate a speaker's point of view, reasoning, and use of evidence

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate marketing effectiveness and operational performance
CCSS.MATH.CONTENT.HSMP3 — Construct viable arguments and critique reasoning during evaluation activities
CCSS.MATH.CONTENT.HSMP6 — Attend to precision in financial, marketing, and communication analyses

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KA 6.4 – Agricultural Sales Pitch Competition & Professional Presentation

Students participate in a formal agricultural sales pitch competition in which they deliver persuasive product or service presentations designed to engage customers, address stakeholder concerns, overcome objections, and communicate the value of their agricultural product or service effectively and professionally. Students apply principles of

	sales communication, persuasive speaking, customer engagement, branding strategy, negotiation, audience adaptation, and professional presentation while participating in authentic sales simulations aligned to agricultural business industries and FFA Agricultural Sales Career Development Event expectations. Students evaluate how professionalism, communication clarity, audience awareness, product knowledge, branding consistency, and persuasive reasoning influence customer trust and purchasing decisions. Students strengthen competencies in **leadership, collaboration, strategic communication, interpersonal communication, professionalism, critical thinking, and workplace readiness** through role-play scenarios, presentation critiques, customer response evaluations, and reflective communication analyses. Students investigate how agricultural sales professionals utilize relationship-building, communication systems, and strategic messaging to strengthen customer engagement and support long-term business growth within agricultural markets. ## Student Deliverables ● Professional agricultural sales pitch presentation ● Customer needs assessment and sales communication outline ● Persuasive presentation and objection-handling responses ● Branding and promotional support materials ● Peer critique and customer feedback analysis ● Reflective communication and professionalism self-assessment ## CTE Agriculture Business Pathway Standards **CTE A7.0** — Understand agricultural marketing systems **CTE A7.4** — Explore the impact of advertising, promotion, and data analysis on agricultural marketing **CTE A8.0** — Understand the sales of agricultural products and services **CTE A8.1** — Determine the most effective methods for assessing customer needs and wants ## CCSS English Language Arts Standards **CCSS.ELA-LITERACY.SL.11-12.4** — Present information and supporting evidence clearly and persuasively **CCSS.ELA-LITERACY.SL.11-12.5** — Make strategic use of digital media and visual displays **CCSS.ELA-LITERACY.SL.11-12.6** — Adapt speech to a variety of contexts and tasks **CCSS.ELA-LITERACY.L.11-12.3** — Apply language and rhetorical techniques to strengthen communication effectiveness ## CCSS High School Math Standards **CCSS.MATH.CONTENT.HSN.Q.A.1** — Use quantitative reasoning to evaluate customer engagement and sales effectiveness **CCSS.MATH.CONTENT.HSMP1** — Make sense of communication and negotiation challenges and persevere in solving them

	CCSS.MATH.CONTENT.HSMP3 — Construct viable arguments and critique reasoning during sales presentations

Unit 7 – Career Development, Professional Portfolio & Agricultural Business Capstone

Unit 7 Description **Est # of Instructional Hours**	Unit 7 serves as the culminating capstone experience for the Agriculture Business Pathway and provides students with the opportunity to synthesize, refine, and professionally present evidence of technical skill development, leadership growth, agricultural business competencies, communication proficiency, marketing expertise, SAE experiences, and authentic industry application developed throughout the pathway. Students analyze how professional portfolios, digital branding systems, communication artifacts, and career-readiness materials are utilized within postsecondary education, entrepreneurship, agricultural leadership organizations, and workforce environments. Students compile, curate, revise, and organize portfolio-quality artifacts from the Agriculture Business pathway including branding projects, communication campaigns, multimedia advertisements, research activities, FFA Agricultural Marketing Plan materials, financial analyses, leadership experiences, presentations, customer engagement projects, and SAE documentation into a professional ePortfolio aligned to industry and postsecondary expectations. Students strengthen competencies in **professional branding, digital communication, reflective analysis, leadership development, career readiness, multimedia communication, strategic planning, and workplace professionalism** while utilizing industry-standard technologies and portfolio development platforms. Throughout the unit, students participate in professional networking activities, mock interviews, career exploration investigations, communication workshops, and presentation critiques designed to strengthen employability skills and workplace readiness within agricultural industries. Students reflect on growth, strengths, challenges, leadership experiences, communication effectiveness, and career interests while preparing portfolio artifacts for academic, scholarship, internship, employment, entrepreneurial, and industry presentation opportunities. Students whose portfolio projects meet established performance benchmarks may earn a Foundation4Innovation microcredential recognizing demonstrated proficiency in agricultural business communication, leadership, professional presentation, digital branding, and workforce readiness competencies. Emphasis is placed on professionalism, organization, communication clarity, leadership, ethical representation, audience awareness, self-reflection, and evidence-based presentation of technical and professional growth aligned to authentic agricultural business and leadership environments. **ICEV Lessons** • A Job Defined: Social Media Marketer – CC (5 Hours) • Agricultural Leadership & Public Policy – CC (5 Hours)

Unit 7 Key Assignments	# KA 7.1 – Professional Agricultural Business ePortfolio Development Project Students develop a professional agricultural business ePortfolio that showcases portfolio-quality artifacts demonstrating technical skill development, leadership experiences, communication proficiency, marketing expertise, financial literacy, multimedia production competencies, SAE participation, and authentic agricultural business applications completed throughout the Agriculture Business Pathway. Students analyze how digital portfolios are utilized within college admissions, scholarships, entrepreneurship, internships, industry networking, agricultural leadership organizations, and workforce environments. Students apply principles of **professional communication, visual organization, branding consistency, multimedia storytelling, audience awareness, digital literacy, and reflective analysis** while curating and organizing artifacts that demonstrate growth, professionalism, leadership development, and technical competency within agricultural business and marketing systems. Students revise previous assignments to improve clarity, organization, communication effectiveness, and professional presentation quality aligned to authentic workplace and postsecondary expectations. Students integrate evidence from their **FFA Agricultural Marketing Plan Project**, communication campaigns, financial analyses, branding systems, multimedia advertisements, leadership experiences, presentations, customer engagement projects, and SAE documentation into a cohesive digital portfolio demonstrating authentic application of agricultural business competencies. Students strengthen competencies in **career readiness, leadership, collaboration, reflective communication, multimedia production, organization, professional branding, and project management** while participating in peer critiques, revision cycles, collaborative discussions, and professional portfolio evaluations. ## Student Deliverables ● Professional agricultural business ePortfolio ● Organized portfolio artifact collection and navigation system ● Revised communication and marketing artifacts ● FFA Agricultural Marketing Plan portfolio integration ● SAE documentation and reflection artifacts ● Professional biography and career goals statement ● Portfolio reflection and self-assessment analysis ● Peer critique and revision reflection ## CTE Agriculture Business Pathway Standards **CTE A6.0** — Understand entrepreneurship principles and business opportunities in agriculture **CTE A7.0** — Understand agricultural marketing systems

CTE A7.6 — Develop a marketing plan for an agricultural product or service
CTE A8.0 — Understand the sales of agricultural products and services

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.W.11-12.4 — Produce clear and coherent writing appropriate to task, purpose, and audience
CCSS.ELA-LITERACY.W.11-12.5 — Develop and strengthen writing through planning, revising, editing, and rewriting
CCSS.ELA-LITERACY.W.11-12.6 — Use technology to produce, publish, and update writing products collaboratively
CCSS.ELA-LITERACY.W.11-12.10 — Write routinely for a range of tasks, purposes, and audiences
CCSS.ELA-LITERACY.SL.11-12.5 — Make strategic use of digital media and visual displays
CCSS.ELA-LITERACY.L.11-12.3 — Apply language and rhetorical techniques to strengthen communication effectiveness

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSS.ID.A.1 — Represent and interpret portfolio and project data visually
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate project outcomes and communication effectiveness
CCSS.MATH.CONTENT.HSMP4 — Model professional growth and portfolio systems mathematically using authentic data and evidence

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KA 7.2 – Resume, Cover Letter & LinkedIn/Professional Branding Revision

Students develop and refine professional career-readiness materials including resumes, cover letters, digital branding systems, LinkedIn-style professional profiles, and networking communication artifacts aligned to agricultural business, marketing, communications, leadership, and entrepreneurship career pathways. Students analyze how agricultural professionals utilize digital branding and professional communication systems to strengthen networking opportunities, employment readiness, and postsecondary advancement.

Students apply principles of **professional writing, communication strategy, audience awareness, branding consistency, multimedia communication, and career readiness** while revising previous work experiences, leadership activities, SAE participation, FFA experiences, certifications, communication projects, and technical competencies into industry-aligned professional documents and digital branding systems.

Students strengthen competencies in **professional communication, leadership, organization, reflective analysis, collaboration, digital literacy, and workplace professionalism** through peer critiques, resume workshops, communication evaluations,

and professional branding analyses aligned to authentic workforce expectations within agricultural industries.

Student Deliverables

- Professional resume and revision drafts
- Cover letter and professional correspondence samples
- LinkedIn-style professional profile or networking page
- Career pathway and workforce skills reflection
- Professional branding and communication strategy summary
- Peer critique and revision reflection

CTE Agriculture Business Pathway Standards

CTE A6.0 — Understand entrepreneurship principles and business opportunities in agriculture
CTE A8.0 — Understand the sales of agricultural products and services

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.W.11-12.4 — Produce clear and coherent writing appropriate to task and audience
CCSS.ELA-LITERACY.W.11-12.5 — Develop and strengthen writing through planning, revising, editing, and rewriting
CCSS.ELA-LITERACY.W.11-12.6 — Use technology to produce, publish, and update writing products collaboratively
CCSS.ELA-LITERACY.L.11-12.1 — Demonstrate command of conventions of standard English grammar and usage
CCSS.ELA-LITERACY.L.11-12.3 — Apply language and rhetorical techniques to strengthen communication effectiveness

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate workforce readiness and career planning systems
CCSS.MATH.CONTENT.HSMP6 — Attend to precision in professional communication and portfolio organization

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KA 7.3 – SAE & FFA Leadership Reflection Portfolio Integration

Students integrate Supervised Agricultural Experience (SAE) documentation, FFA leadership experiences, agricultural business projects, marketing activities, communication campaigns, community engagement, and workplace readiness experiences into their professional ePortfolio while reflecting on technical skill development, leadership growth, career interests, and authentic industry application.

	Students analyze how SAE programs, FFA leadership opportunities, and experiential learning systems strengthen career readiness, communication skills, professionalism, and leadership development within agricultural industries. Students apply principles of **reflective communication, professional storytelling, leadership analysis, audience awareness, and portfolio organization** while documenting growth, accomplishments, challenges, and future goals connected to agricultural business and leadership experiences. Students strengthen competencies in **leadership, collaboration, reflective analysis, professional communication, organization, workplace readiness, and strategic planning** while participating in peer critiques, collaborative discussions, and leadership reflection activities aligned to authentic agricultural leadership environments. **Student Deliverables** ● SAE documentation and artifact integration ● FFA leadership and competition reflection summary ● Leadership growth and career readiness reflection ● Agricultural business experience analysis ● Community engagement and service-learning documentation ● Portfolio integration and organization reflection **CTE Agriculture Business Pathway Standards** **CTE A6.0** — Understand entrepreneurship principles and business opportunities in agriculture **CTE A7.0** — Understand agricultural marketing systems **CTE A8.0** — Understand the sales of agricultural products and services **CCSS English Language Arts Standards** **CCSS.ELA-LITERACY.W.11-12.3** — Write narratives to develop real or imagined experiences using effective technique and details **CCSS.ELA-LITERACY.W.11-12.4** — Produce clear and coherent writing appropriate to task and audience **CCSS.ELA-LITERACY.W.11-12.10** — Write routinely for a range of reflective and analytical tasks **CCSS.ELA-LITERACY.SL.11-12.1** — Participate effectively in collaborative discussions **CCSS High School Math Standards** **CCSS.MATH.CONTENT.HSN.Q.A.1** — Use quantitative reasoning to evaluate leadership growth and experiential learning outcomes **CCSS.MATH.CONTENT.HSMP1** — Make sense of challenges and persevere in solving them through reflective analysis

KA 7.4 – Mock Interview & Professional Communication Simulation

Students participate in professional mock interview simulations and workplace communication activities designed to strengthen competencies in professional speaking, audience awareness, interpersonal communication, active listening, workplace professionalism, negotiation, and career readiness within agricultural business and marketing environments. Students apply principles of **professional communication, persuasive speaking, leadership, branding, audience adaptation, and workplace etiquette** while participating in authentic interview scenarios aligned to agricultural industries and workforce expectations.

Students evaluate how professionalism, communication style, confidence, preparation, digital branding, leadership experiences, and portfolio evidence influence hiring decisions and workplace success. Students strengthen competencies in **public speaking, collaboration, professionalism, problem-solving, critical thinking, workplace readiness, and interpersonal communication** through interview critiques, reflective communication analyses, and collaborative feedback activities.

Student Deliverables

- Mock interview participation
- Professional interview attire and preparation checklist
- Interview question response analysis
- Career readiness and workplace communication reflection
- Peer critique and communication feedback summary
- Professional self-assessment and improvement plan

CTE Agriculture Business Pathway Standards

CTE A6.0 — Understand entrepreneurship principles and business opportunities in agriculture
CTE A8.0 — Understand the sales of agricultural products and services

CCSS English Language Arts Standards

CCSS.ELA-LITERACY.SL.11-12.1 — Participate effectively in collaborative discussions
CCSS.ELA-LITERACY.SL.11-12.4 — Present information and supporting evidence clearly and persuasively
CCSS.ELA-LITERACY.SL.11-12.6 — Adapt speech to a variety of contexts and tasks
CCSS.ELA-LITERACY.L.11-12.3 — Apply language and rhetorical techniques to strengthen communication effectiveness

CCSS High School Math Standards

CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate workplace readiness and communication effectiveness

CCSS.MATH.CONTENT.HSMP3 — Construct viable arguments and critique reasoning during professional communication activities

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KA 7.5 – Agricultural Business Capstone Presentation & Portfolio Defense

Students participate in a formal Agricultural Business Capstone Presentation and Portfolio Defense in which they professionally present their completed ePortfolio, SAE experiences, FFA Agricultural Marketing Plan Project, communication campaigns, branding systems, leadership development, and technical competencies to peers, instructors, industry professionals, advisory members, and/or community stakeholders. Students apply principles of **professional presentation, strategic communication, leadership, audience engagement, multimedia storytelling, and reflective analysis** while defending portfolio evidence and demonstrating readiness for postsecondary education, entrepreneurship, and workforce opportunities.

Students synthesize pathway experiences, technical competencies, communication artifacts, financial analyses, branding projects, leadership experiences, customer engagement systems, and professional growth reflections into a cohesive capstone presentation demonstrating authentic application of agricultural business and marketing systems.

Students strengthen competencies in **leadership, professionalism, public speaking, communication analysis, collaboration, strategic reasoning, multimedia communication, and workplace readiness** through formal presentation experiences aligned to authentic agricultural business environments and postsecondary expectations.

Student Deliverables

- Professional capstone portfolio presentation
- Multimedia presentation slides and branding materials
- SAE and FFA experience integration summary
- Career readiness and postsecondary planning reflection
- Audience and evaluator feedback analysis
- Professional self-assessment and pathway growth reflection
- Final ePortfolio submission and portfolio defense participation

CTE Agriculture Business Pathway Standards

CTE A6.0 — Understand entrepreneurship principles and business opportunities in agriculture
CTE A7.0 — Understand agricultural marketing systems
CTE A7.6 — Develop a marketing plan for an agricultural product or service
CTE A8.0 — Understand the sales of agricultural products and services

CCSS English Language Arts Standards

	CCSS.ELA-LITERACY.SL.11-12.4 — Present information, findings, and supporting evidence clearly and persuasively **CCSS.ELA-LITERACY.SL.11-12.5** — Make strategic use of digital media and visual displays **CCSS.ELA-LITERACY.W.11-12.4** — Produce clear and coherent communication appropriate to audience and purpose **CCSS.ELA-LITERACY.W.11-12.10** — Write routinely for reflective and analytical tasks **CCSS.ELA-LITERACY.L.11-12.3** — Apply language and rhetorical techniques to strengthen communication effectiveness **CCSS High School Math Standards** **CCSS.MATH.CONTENT.HSN.Q.A.1** — Use quantitative reasoning to evaluate portfolio evidence and professional growth outcomes **CCSS.MATH.CONTENT.HSMP2** — Reason abstractly and quantitatively using authentic project and portfolio data **CCSS.MATH.CONTENT.HSMP4** — Model professional growth and career readiness systems mathematically

Textbooks

Title	Authors	Publisher	Edition	Website	Is Primary Y.N
ICEB		ICEV		www.icev.com	
FFA					

Unit	Unit Title	ICEV Lesson	Est. Hours	ICEV Alignment Focus
Unit 1	Foundations of Agricultural Marketing & Consumer Engagement	Fundamentals of Marketing – CC	5	Marketing foundations, branding, target markets, promotion systems, customer engagement
Unit 1	Foundations of Agricultural Marketing & Consumer Engagement	Ag Marketing 101 – CC	5	Agricultural marketing systems, consumer behavior, agricultural product promotion

Unit 2	Marketing Research, Customer Analysis & Strategic Planning	Marketing & Economics: Market Planning & Consumer Research – CC	5	Market research systems, customer data analysis, audience segmentation, communication strategy
Unit 2	Marketing Research, Customer Analysis & Strategic Planning	Determining Customer Needs – CC	5	Customer profiling, purchasing behavior, audience analysis, communication adaptation
Unit 3	Product Development, Pricing, Sales & Distribution Systems	Agricultural Business: Marketing & Pricing – CC	5	Pricing systems, merchandising, market positioning, sales forecasting
Unit 3	Product Development, Pricing, Sales & Distribution Systems	Agricultural Business: The Selling Process – CC	5	Sales communication, customer engagement, persuasion, agricultural sales systems
Unit 4	Promotion, Advertising & Digital Agricultural Marketing	Social Media Marketing Campaigns: Creation – CC	5	Digital branding, social media communication, campaign creation, audience engagement
Unit 4	Promotion, Advertising & Digital Agricultural Marketing	Advertising for Agriculture – CC	5	Agricultural advertising systems, promotional strategy, visual communication
Unit 5	Agribusiness Operations, Risk Management & Financial Decision-Making	Budgeting for Agribusiness – CC	5	Operational budgeting, financial forecasting, cost analysis, sustainability planning
Unit 5	Agribusiness Operations, Risk Management & Financial Decision-Making	Risk Management – CC	5	Insurance systems, operational risk reduction, financial planning, business sustainability
Unit 6	Leadership, Sales Communication & FFA Agricultural Marketing Plan Presentation	Pitching a Business Plan – CC	5	Professional presentations, stakeholder communication, persuasive speaking
Unit 6	Leadership, Sales Communication & FFA Agricultural Marketing Plan Presentation	Closing the Sale – CC	5	Negotiation, customer engagement, objection handling, sales communication

Unit 7	Career Development, Professional Portfolio & Agricultural Business Capstone	A Job Defined: Social Media Marketer – CC	5	Career readiness, digital branding careers, communication industries
Unit 7	Career Development, Professional Portfolio & Agricultural Business Capstone	Agricultural Leadership & Public Policy – CC	5	Leadership systems, advocacy, professionalism, agricultural policy communication

(Primary course modeled after current Ag Communications & Leadership that was authored in 2009 and modeled after)

AGRI31105

Course Title	Ag Business Comm 1
Grades	9, 10, 11
Environment	Classroom
Honors	NO
FFA Embedded Project	
Subject Area:	College-Preparatory Elective (G) / Interdisciplinary
Discipline	
Institution Modeled After	Current Ag Business Communications

Course Overview

Agriculture Business Communications 1 is an A–G approved, college-preparatory interdisciplinary **"G" elective** situated within the **Agriculture and Natural Resources – Agricultural Business Pathway**. The course prepares students to communicate effectively within agricultural industries by integrating advanced academic literacy, agribusiness systems, sales, marketing, media production, public relations, and leadership development. The California Agricultural Business Pathway emphasizes business operation and management, including accounting, finance, economics, business organization, marketing, and sales; this course uses those pathway expectations as the foundation for communication-based learning.

Using **Agricultural Communications in Action: A Hands-On Approach** as the primary text, students analyze agricultural issues, audiences, markets, and communication channels while producing professional written, oral, visual, and digital media products. Students read and evaluate agricultural texts for credibility, purpose, audience, bias, and industry relevance; write expository, argumentative, technical, journalistic, and promotional pieces; and develop multimedia communication products that reflect authentic agricultural business settings.

The course is anchored in three major FFA-aligned performance experiences: **Agricultural Sales**, **Agricultural Communications**, and **Agricultural Issues Forum**. Through these projects, students practice sales calls, customer service scenarios, press-conference reporting, feature writing, magazine layout, broadcast production, social media strategy, agricultural advocacy, and public issue presentations. These experiences develop students' communication, critical thinking, teamwork, ethics, leadership, and professional presentation skills while connecting classroom learning to the expectations of agricultural business, marketing, and

communications careers.

Students apply Agricultural Business standards through projects focused on customer needs, promotion trends, marketing plans, sales techniques, business decision-making, and agricultural markets. The pathway specifically includes marketing and sales expectations such as developing a marketing plan for an agricultural product or service, assessing customer needs, and describing successful sales techniques. Students also investigate local, national, and international agricultural markets and explain how trade, economic factors, and cultural conditions affect agricultural communication and business decisions.

Instruction emphasizes the natural alignment between CTE and academic standards. Students conduct short and sustained research, draw evidence from informational texts, translate technical and quantitative information into visual formats, and use writing, speaking, listening, and media production to communicate with specific audiences. The Agriculture and Natural Resources anchor standards explicitly require students to communicate effectively in oral, written, and multimedia formats and to use digital media legally, safely, and responsibly.

Media Arts standards are embedded through the creation, production, presentation, response, and connection of media products. Students design communication artifacts such as feature stories, layouts, public service announcements, social media campaigns, interviews, broadcast segments, marketing materials, and digital portfolio pages. Each product requires students to apply audience analysis, message design, visual composition, revision, critique, and ethical media practices.

By the end of the course, students compile a **capstone folder/ePortfolio of agricultural communication artifacts** demonstrating mastery of academic literacy, Agricultural Business CTE standards, Media Arts production skills, and FFA-aligned leadership competencies. This course serves as a foundational entry point into the **Agribusiness CUSD Agricultural Business Pathway**, preparing students for advanced coursework in agriculture business, entrepreneurship, marketing, communications, public relations, agricultural sales, and postsecondary/career opportunities.

Unit 1 Agricultural Communications Foundations & Career Exploration

Unit 1 Description **Est # of hours**	This unit introduces students to the field of agricultural communications, emphasizing the role of communication in informing, influencing, and connecting audiences within agricultural industries. Students explore historical and contemporary applications of communication in agriculture while examining career pathways and industry expectations across agribusiness, marketing, journalism, and public relations. Through structured research and introductory presentation activities, students develop foundational skills in information gathering, source evaluation, written communication, and oral presentation. Instruction emphasizes analyzing credible sources, organizing information effectively, and communicating ideas with clarity, purpose, and audience awareness. Students also begin to examine how communication functions within real-world agricultural systems and its impact on communities and industries.

Unit 1 Key Assignments	**KA 1.1 - Chapter Study, Vocabulary Development & Summative Assessment: Introduction to Agricultural Communications** Students read, analyze, and discuss Chapter 1: Introduction to Agricultural Communications from *Agricultural Communications in Action: A Hands-On Approach*. Through structured reading activities, collaborative discussions, vocabulary development exercises, note-taking, and written reflections, students build foundational understanding of the agricultural communications industry, communication systems, media channels, career pathways, ethics, and the role of communication within agricultural business and leadership organizations. Instruction emphasizes academic literacy, technical vocabulary acquisition, speaking and listening skills, comprehension of informational texts, and application of agricultural communication concepts to real-world industry practices. Students engage in close reading strategies to identify key concepts, analyze examples of agricultural communication in society, and evaluate how communication influences agricultural awareness, marketing, advocacy, education, and public perception. Students participate in guided discussions, peer collaboration, vocabulary application activities, and concept analysis connected to agricultural communication systems, FFA leadership development, media literacy, and agricultural industries. Students demonstrate comprehension of chapter concepts through written responses, vocabulary assessments, discussion participation, and a summative chapter quiz. Throughout this assignment, students: ● Read and annotate informational agricultural communications texts ● Identify and define industry-specific vocabulary and terminology ● Analyze key concepts related to agricultural communication systems and careers ● Participate in collaborative discussions using academic and technical language ● Practice speaking and listening skills during group analysis and class dialogue ● Apply chapter concepts to modern agricultural business and media examples ● Analyze the role of communication in agriculture, leadership, advocacy, and marketing ● Develop note-taking, summarization, and study strategies ● Demonstrate comprehension through written reflections and formative

activities
- Complete a summative quiz assessing understanding of chapter vocabulary and concepts

Through this assignment, students demonstrate their ability to comprehend and analyze technical agricultural communication texts, utilize industry-specific vocabulary, engage in collaborative academic discussions, and apply foundational agricultural communication concepts to authentic industry contexts. Evidence of learning is demonstrated through annotations, vocabulary activities, discussion participation, written responses, and performance on the chapter summative assessment.

Student Deliverables

- Annotated chapter reading notes
- Agricultural communications vocabulary guide
- Chapter concept organizer or study guide
- Written reflection or response questions
- Participation in collaborative discussion activities
- Chapter 1 summative quiz

CTE Agriculture Business Pathway Standards
A1.1 – Understand the role and scope of agricultural business within the agricultural industry.
A6.2 – Understand how participation in organizations would be beneficial in supporting various agricultural operations.
A7.3 – Understand the importance of effective communication within agricultural business operations.
A8.2 – Understand the role of communication and technology within agricultural business systems.
FFA Leadership & Communication Standards
CS.01.01 – Demonstrate effective written communication skills.
CS.01.02 – Demonstrate effective oral and multimedia communication skills.
CS.03.01 – Access and evaluate information from multiple agricultural sources.
CS.06.01 – Demonstrate effective interpersonal communication and collaboration skills.
Media Arts Standards
MA:Re7.1.HSI – Perceive and analyze artistic work and media messages.
MA:Re8.1.HSI – Interpret intent and meaning in media artworks.
MA:Cn10.1.HSI – Synthesize and relate knowledge and personal experiences to media arts.

Standards for Career Ready Practice
CRP1 – Apply appropriate technical skills and academic knowledge.
CRP2 – Communicate clearly, effectively, and with reason.
CRP4 – Apply technology to enhance productivity.
NGSS / CCSS Standards
RST.9-10.1 – Cite specific textual evidence to support analysis of science and technical texts.
RST.9-10.2 – Determine the central ideas or conclusions of a text and provide an accurate summary.
SL.9-10.1 – Initiate and participate effectively in a range of collaborative discussions with diverse partners.
L.9-10.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.

KA 1.2 – Agricultural Communications Industry Research & SAE Exploration Project

	Students conduct research on the agricultural communications industry, including its historical development, current trends, emerging technologies, media platforms, leadership organizations, and career opportunities within the Agriculture and Natural Resources – Agricultural Business pathway. Using multiple credible print, digital, and industry sources, students analyze information and produce a structured written research report following standard academic and industry formatting conventions. Instruction emphasizes research methodology, evaluation of sources, organization of ideas, audience awareness, digital literacy, and formal written communication. In addition to industry research, students begin connecting their findings to potential Supervised Agricultural Experience (SAE) interests by identifying areas within agricultural communications, agricultural marketing, media production, advocacy, public relations, sales, journalism, or agribusiness promotion that align with their personal interests, strengths, leadership goals, and career aspirations. Students also explore the role of FFA, industry organizations, and professional networking in supporting agricultural business and communications careers. Throughout this assignment, students: ● Conduct research using multiple credible, authoritative, and industry-relevant sources ● Evaluate information for accuracy, reliability, bias, audience, and purpose ● Analyze current trends in agricultural communications, media, marketing, and public outreach ● Research agricultural organizations, leadership opportunities, and industry career pathways ● Organize ideas into a structured, coherent written format using academic conventions ● Develop formal writing using appropriate tone, domain-specific vocabulary, and professional formatting ● Apply citation practices to support claims and avoid plagiarism ● Revise and refine written work for clarity, organization, coherence, and correctness ● Analyze agricultural communication systems and the role of media in agricultural industries ● Identify potential areas of interest for their SAE project and future pathway experiences ● Reflect on personal leadership, communication strengths, and future educational/career goals Through this assignment, students demonstrate their ability to analyze the role of communication within agricultural systems, evaluate career opportunities, synthesize research from multiple sources, and communicate findings through professional written products. Evidence of learning is demonstrated through the completion of a formal research report, career exploration reflection, and SAE

interest exploration artifacts that reflect clarity of organization, effective use of evidence, audience awareness, and application of academic and technical communication conventions.

CTE Agriculture Business Pathway Standards

A6.2 – Understand how participation in organizations would be beneficial in supporting various agricultural operations.
A6.3 – Identify, and electronically access, public and private agricultural organizations.
A7.3 – Understand the importance of effective communication within agricultural business operations.
A8.2 – Understand the role of communication and technology within agricultural business systems.

FFA Leadership & Communication Standards

CS.01.01 – Demonstrate effective written communication skills.
CS.01.02 – Demonstrate effective oral and multimedia communication skills.
CS.03.01 – Access and evaluate information from multiple agricultural sources.
CS.03.02 – Utilize communication skills to effectively convey agricultural information.

Media Arts Standards

MA:Cr1.1.HSI – Generate multiple ideas and plans for media artworks using creative processes.
MA:Cr2.1.HSI – Organize and develop artistic ideas and media work.
MA:Re7.1.HSI – Analyze how media artworks influence perception and understanding.

Standards for Career Ready Practice

CRP1 – Apply appropriate technical skills and academic knowledge.
CRP3 – Develop an education and career plan aligned with personal goals.
CRP4 – Communicate clearly, effectively, and with reason.

NGSS / CCSS Standards

WHST.9-10.7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; demonstrating understanding of the subject under investigation.
WHST.9-10.8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; integrate information into the text selectively to maintain the flow of ideas while avoiding plagiarism and following a standard format for citation.
RST.9-10.2 – Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
SL.9-10.4 – Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.

KA 1.2 - Agricultural Communications Introductory Presentation

Students deliver a brief oral presentation explaining the significance of communication within the agricultural industry and its impact on society. Drawing from their research, students organize and present key ideas in a clear and structured format. Instruction focuses on presentation organization, audience awareness, and effective verbal delivery.

Students begin developing confidence in professional communication while

practicing how to convey information clearly and purposefully to an audience.

Throughout this assignment, students:

- Organize ideas into a clear and logical presentation structure
- Communicate information effectively to an audience
- Practice appropriate tone, pacing, and clarity in speech
- Demonstrate audience awareness and purposeful messaging
- Develop confidence in verbal communication
- Reflect on presentation strengths and areas for improvement

Through this assignment, students demonstrate their ability to communicate ideas clearly, apply foundational speaking skills, and present information in a professional context. Evidence of learning is demonstrated through an oral presentation that reflects clarity of message, organization of ideas, and effective delivery techniques.

CTE Agriculture Business Pathway Standards

A6.2 - Understand how participation in organizations would be beneficial in supporting various agricultural operations.

Stds for Career Ready Practice

CRP2 - Communicate clearly, effectively, and with reason.

NGSS/CCSS Stds

WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

KA 1.3 - SAE Initiation & AET Setup

Students are introduced to the Supervised Agricultural Experience (SAE) as a course-long, student-driven project connected to agricultural career exploration and entrepreneurship. Students create and set up their Agricultural Experience Tracker (AET) accounts and begin documenting initial entries related to their interests, career exploration, and potential SAE project ideas.

Throughout this assignment, students:

- Set up and navigate the AET system for documentation
- Record initial journal entries reflecting interests, goals, and career exploration
- Identify potential SAE project ideas aligned to agricultural industries
- Explore different SAE types and pathways
- Analyze potential sources of supervision and support
- Develop an understanding of ongoing documentation expectations (hours, journals, reflections)

Students explore different types of SAE projects (e.g., entrepreneurship, placement, research) and begin identifying potential directions for an agriculturally focused venture. They also analyze potential sources of supervision and support, recognizing that these relationships will be further developed and formalized in later units.

	CTE Agriculture Business Pathway Standards ***A6.2*** - Understand how participation in organizations would be beneficial in supporting various agricultural operations. ***A6.3*** - Identify, and electronically access, public and private agricultural organizations. ***Stds for Career Ready Practice*** ***CRP1*** - Apply appropriate technical skills and academic knowledge. ***CRP3*** - Develop an education and career plan aligned with personal goals. ***NGSS/CCSS Stds*** ***WHST.9-10.10*** - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 2 Ag Sales and Customer Relations: Audience Analysis and Message Development:

Unit 2 Description **Est # of hours**	This unit focuses on the principles of audience analysis and message development within agricultural communication contexts. Students examine how effective communication is shaped by audience characteristics, purpose, and context, and how messages must be adapted to achieve specific goals within agricultural industries. Students analyze how different audiences–including consumers, producers, policymakers, and community stakeholders–interpret information, and how communication strategies must be tailored to address diverse perspectives, needs, and levels of understanding. Instruction emphasizes the role of purpose, tone, structure, and medium in shaping effective communication. Students will engage in all aspects of the FFA agricultural sales event and evaluate students' sales and customer service skills through individual and team activities, including written exams, sales calls, and customer service scenarios. It fosters essential communication, problem solving, and relationship-building abilities for success in agricultural sales careers." By the end of the unit, students demonstrate their ability to analyze audiences and develop target messages that are clear, purposeful, and aligned to specific communication goals within agricultural contexts.
Unit 2 Key Assignments	**KA 2.1 – Chapter Study, Audience Analysis & Summative Assessment: Effective Communication and Message Development** Students read, analyze, and discuss **Chapter 2: Effective Communication and Message Development** from *Agricultural Communications in Action: A Hands-On Approach*. Through structured reading activities, collaborative discussions, audience analysis exercises, vocabulary development, communication simulations, and written reflections, students develop foundational communication strategies used within agricultural business,

	agricultural sales, customer relations, and public outreach industries. Instruction emphasizes the communication process, audience awareness, interpersonal communication, professional speaking and listening skills, message design, persuasion strategies, customer engagement, and communication ethics. Students examine how agricultural businesses tailor messages to specific audiences and analyze how communication strategies influence customer relationships, marketing effectiveness, advocacy efforts, and organizational success. Students participate in collaborative activities that require them to evaluate communication scenarios, identify target audiences, analyze communication barriers, and adapt messages for different agricultural stakeholders including consumers, producers, businesses, community members, and industry organizations. Students practice using technical vocabulary and communication frameworks to strengthen professional communication skills used in agricultural sales and customer service environments. Students demonstrate understanding of chapter concepts through guided discussions, vocabulary development activities, audience analysis exercises, communication reflections, and a summative chapter quiz focused on effective communication principles and message development strategies. Throughout this assignment, students: ● Read and annotate informational agricultural communication texts ● Identify and define communication and media-related technical vocabulary ● Analyze components of the communication process and message development ● Examine audience needs, perspectives, and communication preferences ● Evaluate communication strategies used within agricultural business and sales settings ● Participate in collaborative discussions using academic and industry-specific language ● Practice interpersonal, verbal, and written communication skills ● Analyze examples of persuasive and professional communication within agricultural industries ● Develop audience-focused communication responses and message adaptations ● Apply communication concepts to agricultural customer service and sales scenarios ● Demonstrate comprehension through written reflections, formative activities, and discussion participation ● Complete a summative quiz assessing understanding of chapter vocabulary and key communication concepts Through this assignment, students demonstrate their ability to analyze

communication systems, evaluate audience-centered messaging strategies, utilize technical communication vocabulary, and apply effective communication principles within agricultural business contexts. Evidence of learning is demonstrated through annotations, vocabulary activities, audience analysis exercises, discussion participation, written reflections, and performance on the chapter summative assessment.

Student Deliverables

- Annotated chapter reading notes
- Communication vocabulary guide
- Audience analysis activity
- Communication scenario responses
- Written reflection on effective communication strategies
- Participation in collaborative discussion activities
- Chapter 2 summative quiz

CTE Agriculture Business Pathway Standards
A3.1 – Understand how to develop and implement agricultural marketing plans.
A3.3 – Understand the importance of customer service within agricultural businesses.
A4.2 – Demonstrate effective sales techniques and customer relations skills.
A7.3 – Understand the importance of effective communication within agricultural business operations.
A8.2 – Understand the role of communication and technology within agricultural business systems.
FFA Leadership & Communication Standards
CS.01.01 – Demonstrate effective written communication skills.
CS.01.02 – Demonstrate effective oral and multimedia communication skills.
CS.06.01 – Demonstrate effective interpersonal communication and collaboration skills.
CS.06.02 – Apply problem-solving and critical-thinking skills in communication scenarios.
Media Arts Standards
MA:Cr2.1.HSI – Organize and develop artistic ideas and media work.
MA:Re7.1.HSI – Analyze how media messages influence audiences and perception.
MA:Cn10.1.HSI – Synthesize and relate knowledge and personal experiences to media arts.
Standards for Career Ready Practice
CRP1 – Apply appropriate technical skills and academic knowledge.
CRP2 – Communicate clearly, effectively, and with reason.
CRP5 – Utilize critical thinking to make sense of problems and persevere in solving them.
CRP8 – Act as a responsible and contributing citizen and employee.
NGSS / CCSS Standards
RST.9-10.1 – Cite specific textual evidence to support analysis of science and technical texts.
RST.9-10.2 – Determine the central ideas or conclusions of a text and provide an accurate summary.
SL.9-10.1 – Initiate and participate effectively in a range of collaborative discussions with diverse partners.
SL.9-10.4 – Present information, findings, and supporting evidence clearly and logically.
L.9-10.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.

KA 2.2 - Audience Analysis and Communication Strategy Project

In this assignment, students analyze a selected agricultural issue or topic by identifying and evaluating multiple target audiences. Students examine how audience characteristics—such as background knowledge, values, needs, and perspectives—influence how messages are interpreted and understood.

Through structured analysis, students evaluate how communication strategies must be adapted to effectively inform, engage, or persuade different audiences. Instruction emphasizes identifying communication goals, analyzing audience needs, and recognizing potential barriers such as bias, misinterpretation, or lack of prior knowledge.

Throughout this assignment, students:

- Identify and analyze characteristics of multiple target audiences
- Evaluate how audience perspectives influence interpretation of information
- Analyze communication goals (inform, persuade, engage) within context
- Identify potential barriers to effective communication (bias, misunderstanding, access)
- Develop strategic approaches to tailor communication for specific audiences
- Justify communication decisions using evidence and reasoning
- Organize analytical findings into a structured, coherent format
- Reflect on how audience analysis informs their SAE direction through AET journal entries

Students synthesize their findings into a formal analysis that outlines audience profiles and justifies strategic communication decisions. This assignment develops students' ability to think critically about communication as a system of decision-making rather than a one-size-fits-all process. Evidence of learning is demonstrated through a structured written analysis that reflects depth of reasoning, clarity of organization, and application of communication principles.

CTE Agriculture Business Pathway Standards

A7.4 - Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
A8.1 - Determine the most effective methods for assessing customer needs and wants.
Stds for Career Ready Practice (1)
CRP5 - Utilize critical thinking to make sense of problems and persevere in solving them.
NGSS/CCSS Stds (2)
WHST.9-10.7 - Conduct short as well as more sustained research projects to answer a question or solve a problem; demonstrating understanding of the subject under investigation.
WHST.9-10.9 - Draw evidence from informational texts to support analysis, reflection, and research.

KA 2.3 - Target Message Development and Adaptation Task

In this assignment, students design and produce multiple communication messages based on a single agricultural topic, adapting each version for a different audience. Students apply principles of tone, language, structure, and purpose to ensure that each message aligns with its intended audience and communication objective.

Instruction focuses on message clarity, audience awareness, and strategic communication design. Students evaluate how subtle changes in wording, tone, and structure can significantly impact how a message is received and

	interpreted. **Throughout this assignment, students:** ● Develop clear and purposeful communication messages ● Adapt tone, language, and structure based on audience needs ● Apply principles of clarity, conciseness, and organization ● Evaluate how communication choices influence audience understanding ● Revise messaging to improve effectiveness and alignment with purpose ● Compare and reflect on differences between communication approaches ● Demonstrate strategic thinking in message construction ● Document communication decisions and message adaptations through ongoing AET reflections Students create and refine multiple communication products, demonstrating their ability to translate analysis into practical application. This assignment emphasizes adaptability, clarity, and intentional communication design. Evidence of learning is demonstrated through the production of multiple audience-specific messages that reflect appropriate tone, structure, and effectiveness. ***CTE Agriculture Business Pathway Standards(2)*** ***A7.5*** - Assess how promotion trends for agricultural products influence individuals. ***A8.1*** - Determine the most effective methods for assessing customer needs and wants. ***Stds for Career Ready Practice (1)*** ***CRP2*** - Communicate clearly, effectively, and with reason. ***NGSS/CCSS Stds (2)*** ***WHST.9-10.4*** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ***WHST.9-10.5*** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 3 Research Methods and Interviewing in Agricultural Communications

Unit 3 Description **Est # of instructional hours**	This unit focuses on research methods and information gathering within agricultural communication contexts, emphasizing how credible data, stakeholder perspectives, and real-world insights inform effective communication and decision-making. Students develop skills in conducting research, evaluating sources, and synthesizing information to better understand agricultural industries and communication practices. Students expand their research beyond secondary sources by engaging in primary research methods, including interviews with industry professionals and stakeholders. Through these interactions, students gain insight into real-world challenges, communication needs, and industry expectations within agricultural fields. As part of their course-long Supervised Agricultural Experience (SAE), students

	apply research methods to further refine their venture ideas by investigating problems, needs, and opportunities within their chosen agricultural context. Students analyze how real-world conditions influence communication strategies and project feasibility. In addition, students evaluate potential risks associated with their SAE and develop strategies to ensure safe and responsible project implementation. This process introduces students to safety awareness as a critical component of professional practice in agricultural and business environments. Students continue documenting their SAE development through ongoing AET journal entries, reflecting on research findings, interview insights, project direction, and safety considerations. Students demonstrate their ability to conduct and apply research, synthesize information from multiple sources, and use-real-world insights to inform communication and project development decisions.
Unit 3 Key Assignments	**KA 3.1 Chapter Study, Research Methods & Summative Assessment: Research Methods Used in Communication** Students read, analyze, and discuss **Chapter 3: Research Methods Used in Communication** from *Agricultural Communications in Action: A Hands-On Approach*. Through structured reading activities, collaborative discussions, research analysis exercises, vocabulary development, and applied communication investigations, students develop foundational research skills used within agricultural communications, journalism, marketing, public relations, and agricultural business industries. Instruction emphasizes research methodology, source evaluation, interviewing techniques, audience and market research, data collection, credibility analysis, ethics in research and communication, and synthesis of information into effective communication products. Students examine how agricultural communicators gather, analyze, verify, and communicate information to inform public audiences, support agricultural organizations, and strengthen business decision-making. Students engage in activities that require them to distinguish between primary and secondary sources, evaluate source reliability and bias, analyze communication research strategies, conduct mock interviews, and practice gathering information from agricultural industry perspectives. Students also examine how communication research supports agricultural marketing, advocacy, customer engagement, public awareness campaigns, and media production. Students demonstrate understanding of chapter concepts through annotations, vocabulary development, collaborative discussion, interview preparation activities, research scenario analysis, written reflections, and a summative chapter quiz assessing understanding of communication research practices

and interviewing techniques.

Throughout this assignment, students:

- Read and annotate informational agricultural communication texts
- Identify and define research and communication-related technical vocabulary
- Analyze qualitative and quantitative research methods used in agricultural communication
- Differentiate between primary and secondary sources
- Evaluate information for credibility, reliability, accuracy, audience, and bias
- Practice note-taking, summarization, and information synthesis strategies
- Develop research questions connected to agricultural issues and communication topics
- Conduct mock interviews using professional communication and questioning techniques
- Analyze ethical responsibilities related to research, journalism, and communication
- Participate in collaborative discussions using academic and industry-specific language
- Apply research strategies to agricultural communication and business scenarios
- Demonstrate comprehension through written reflections, formative activities, and discussion participation
- Complete a summative quiz assessing understanding of research methods and communication concepts

Through this assignment, students demonstrate their ability to conduct and evaluate research, analyze sources, gather information through interviews and inquiry, and apply foundational research methods within agricultural communication settings. Evidence of learning is demonstrated through annotations, vocabulary activities, interview planning exercises, source evaluations, written reflections, collaborative discussion participation, and performance on the chapter summative assessment.

Student Deliverables

- Annotated chapter reading notes
- Research methods vocabulary guide
- Source credibility analysis activity
- Mock interview questions and notes
- Research planning organizer
- Written reflection on communication research practices
- Participation in collaborative discussion activities
- Chapter 3 summative quiz

CTE Agriculture Business Pathway Standards
A1.2 – Understand the economic importance of agriculture and agribusiness systems.
A3.2 – Understand how agricultural market research influences business decisions.
A6.3 – Identify, and electronically access, public and private agricultural organizations.
A7.3 – Understand the importance of effective communication within agricultural business operations.
A8.2 – Understand the role of communication and technology within agricultural business systems.
FFA Leadership & Communication Standards
CS.01.01 – Demonstrate effective written communication skills.
CS.01.02 – Demonstrate effective oral and multimedia communication skills.
CS.03.01 – Access and evaluate information from multiple agricultural sources.
CS.03.02 – Utilize communication skills to effectively convey agricultural information.
CS.06.02 – Apply problem-solving and critical-thinking skills in communication scenarios.
Media Arts Standards
MA:Cr1.1.HSI – Generate and conceptualize artistic ideas and work.
MA:Re7.1.HSI – Analyze how media messages influence audiences and understanding.
MA:Cn10.1.HSI – Synthesize and relate knowledge and personal experiences to media arts.
Standards for Career Ready Practice
CRP1 – Apply appropriate technical skills and academic knowledge.
CRP2 – Communicate clearly, effectively, and with reason.
CRP4 – Apply technology to enhance productivity.
CRP5 – Utilize critical thinking to make sense of problems and persevere in solving them.
NGSS / CCSS Standards
WHST.9-10.7 – Conduct short as well as more sustained research projects to answer a question or solve a problem.
WHST.9-10.8 – Gather relevant information from multiple authoritative print and digital sources while avoiding plagiarism and following citation standards.
RST.9-10.1 – Cite specific textual evidence to support analysis of science and technical texts.
SL.9-10.1 – Initiate and participate effectively in collaborative discussions with diverse partners.
SL.9-10.3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

KA 3.2- Research Methods and Source Evaluation Project

In this assignment, students conduct structured research on a problem, need, or opportunity within an agricultural context related to their SAE project. Using multiple credible sources, students analyze trends, challenges, and communication practices within their selected area.

Instruction emphasizes research strategies, source validation, and ethical use of information. Students examine how misinformation, incomplete data, or biased sources can impact communication outcomes and public understanding.

Throughout this assignment, students:

- Identify and differentiate between primary and secondary sources
- Evaluate sources for credibility, bias, accuracy, and relevance
- Analyze how source quality impacts communication effectiveness
- Apply research strategies to gather meaningful information
- Organize and synthesize information into a structured format
- Use evidence to support claims and conclusions
- Demonstrate ethical use of information and citation practices
- Document research insights and reflections through AET journal entries

Students synthesize their findings into a structured analysis that demonstrates their ability to distinguish between high-quality and low-quality information. Evidence of learning is demonstrated through a written product that reflects critical evaluation of sources, effective organization, and evidence-based

reasoning.

CTE Model Curriculum Stds
A6.3 - Identify, and electronically access, public and private agricultural organizations.
A7.4 - Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
Stds for Career Ready Practice (1)
CRP5 - Utilize critical thinking to make sense of problems and persevere in solving them.
NGSS/CCSS Stds (2)
WHST.9-10.7 - Conduct short as well as more sustained research projects to answer a question or solve a problem; demonstrating understanding of the subject under investigation.
WHST.9-10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

KA 3.3 - Agricultural Interview and Communication Project

In this assignment, students conduct a structured interview with an agricultural industry professional, stakeholder, or subject matter expert related to their SAE project. Students prepare interview questions, conduct the interview, and analyze responses to gain insight into communication practices, industry challenges, and professional expectations.

Instruction focuses on interview design, question development, active listening, and professional communication. Students evaluate how question structure, tone, and follow-up strategies influence the quality and depth of information gathered.

Throughout this assignment, students:

- Develop purposeful, open-ended interview questions
- Apply active listening and note-taking strategies
- Conduct interviews using professional communication practices
- Analyze responses to identify key insights and themes
- Evaluate how questioning techniques influence information gathered
- Synthesize interview data into a clear and structured narrative
- Reflect on the role of interviews in effective communication

Students synthesize interview findings into a structured communication product, such as a written summary or article, demonstrating their ability to transform raw information into a clear and meaningful narrative. Evidence of learning is demonstrated through both the interview process and the final communication product, reflecting accuracy, clarity, and thoughtful interpretation of information.

CTE Agriculture Business Pathway Standards
A6.2 - Understand how participation in organizations would be beneficial in supporting various agricultural operations.
A8.1 - Determine the most effective methods for assessing customer needs and wants.
Stds for Career Ready Practice (1)
CRP2 - Communicate clearly, effectively, and with reason.
NGSS/CCSS Stds (2)
WHST.9-10.9 - Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9-10.10 - Write routinely over extended time frames and shorter time frames for a range of

discipline-specific tasks, purposes, and audiences.

KA 3.4 - Agricultural Sales Communication & Customer Relations Simulation

Students participate in an agriculture business sales and customer relations simulation modeled after components of the FFA Agricultural Sales Career Development Event (CDE). Through individual and collaborative activities, students develop professional sales communication, customer service, marketing, and relationship-building skills within authentic agricultural business contexts. Students engage in agricultural product research, customer needs analysis, sales presentation development, role-play sales calls, customer service problem-solving scenarios, and professional communication exercises aligned to agricultural sales industries.

Students analyze agricultural products, services, and markets while learning how communication strategies, audience targeting, professionalism, and ethical sales practices influence successful business operations. Instruction emphasizes persuasive communication, active listening, negotiation strategies, customer relationship management, teamwork, professionalism, and reflective improvement practices used throughout agricultural sales and marketing industries.

Students complete written and performance-based tasks that simulate real-world agricultural business interactions, including mock client meetings, sales pitches, customer objection handling, and follow-up communication. Students also evaluate how digital marketing, branding, and communication technologies support agricultural business growth and customer engagement.

Throughout this assignment, students:

- Research agricultural products, services, and target customer markets
- Analyze customer needs, preferences, and purchasing considerations
- Develop professional sales scripts, pitches, and customer communication strategies
- Participate in simulated sales calls and customer service interactions
- Practice active listening, professionalism, and ethical communication techniques
- Apply persuasive speaking and interpersonal communication strategies
- Collaborate in teams to solve customer service and sales-related scenarios
- Respond to customer concerns, objections, and problem-solving situations
- Demonstrate professional verbal, written, and nonverbal communication
- Evaluate the effectiveness of sales and marketing strategies within agricultural industries
- Reflect on leadership, teamwork, and communication growth throughout

	the simulation process Through this assignment, students demonstrate their ability to apply communication, marketing, and customer service strategies within agricultural business settings. Evidence of learning is demonstrated through sales presentations, customer interaction role-plays, written reflections, sales planning documents, and participation in collaborative business simulations reflecting industry professionalism and effective communication practices. **Student Deliverables** ● Agricultural product or service research summary ● Customer profile and target market analysis ● Professional sales script and sales pitch materials ● Mock sales call participation ● Customer service scenario responses ● Team-based agricultural sales presentation ● Reflection on communication and sales strategies ● Sales performance self-evaluation **CTE Agriculture Business Pathway Standards** **A3.1** – Understand how to develop and implement agricultural marketing plans. **A3.3** – Understand the importance of customer service within agricultural businesses. **A4.2** – Demonstrate effective sales techniques and customer relations skills. **A7.3** – Understand the importance of effective communication within agricultural business operations. **A8.2** – Understand the role of communication and technology within agricultural business systems. **FFA Leadership & Communication Standards** **CS.01.01** – Demonstrate effective written communication skills. **CS.01.02** – Demonstrate effective oral and multimedia communication skills. **CS.06.01** – Demonstrate effective interpersonal skills in team and leadership situations. **CS.06.02** – Apply problem-solving and critical-thinking skills in agricultural communication scenarios. **Media Arts Standards** **MA:Cr2.1.HSI** – Organize and develop artistic ideas and media work. **MA:Pr5.1.HSI** – Develop and refine technical and expressive presentation skills. **MA:Re7.1.HSI** – Analyze the impact of media messages and communication strategies on audiences. **Standards for Career Ready Practice** **CRP1** – Apply appropriate technical skills and academic knowledge. **CRP2** – Communicate clearly, effectively, and with reason. **CRP5** – Utilize critical thinking to make sense of problems and persevere in solving them. **CRP8** – Act as a responsible and contributing citizen and employee. **NGSS / CCSS Standards** **SL.9-10.1** – Initiate and participate effectively in a range of collaborative discussions with diverse partners. **SL.9-10.4** – Present information, findings, and supporting evidence clearly, concisely, and logically. **SL.9-10.6** – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated.

Unit 4 Business Communication and Professional Writing

Unit 4 Description **Est # of instructional**	This unit develops students' ability to produce clear, structured, and professional written communication within agricultural and business contexts. Students examine how written communication functions as a tool for conveying information, establishing credibility, and achieving specific professional objectives.

Hours	Students analyze the components of effective business communication, including organization, tone, clarity, and audience alignment. Emphasis is placed on understanding how written communication varies across formats such as emails, letters, and professional documents, and how t hese formats are adapted based on purpose and audience. As the unit progresses, students move from analyzing professional writing to producing their own communication artifacts. They evaluate how language choices, formatting, and structure influence readability and effectiveness, and revise their work to improve clarity and precision. Students apply these concepts through structured writing tasks that simulate real-world communication scenarios in agricultural and business settings. By the end of the unit, students demonstrate the ability to produce professional-quality written communication that is purposeful, audience-aware, and aligned with industry expectations.
Unit 4 Key Assignments	**KA 4.1 Chapter Study, Professional Writing & Summative Assessment: Business Communication** Students read, analyze, and discuss **Chapter 4: Business Communication** from *Agricultural Communications in Action: A Hands-On Approach*. Through structured reading activities, collaborative discussions, professional writing exercises, vocabulary development, and communication simulations, students develop foundational business communication skills used within agricultural business, agricultural marketing, customer relations, leadership organizations, and professional workplace environments. Instruction emphasizes professional written communication, workplace etiquette, audience awareness, business correspondence, digital communication practices, communication ethics, and message development strategies used in agricultural industries. Students analyze how agricultural businesses use written, verbal, and digital communication to maintain professional relationships, support organizational goals, market products and services, coordinate operations, and communicate with customers, stakeholders, and the public. Students engage in activities requiring them to evaluate business communication scenarios, analyze effective and ineffective communication practices, and develop professional written communication artifacts such as emails, memos, letters, meeting summaries, and customer responses. Students also examine communication tone, organization, formatting, clarity, professionalism, and audience adaptation within agricultural business contexts. Students demonstrate understanding of chapter concepts through annotations, vocabulary development, collaborative discussion, business writing activities, communication revision exercises, written reflections, and a summative chapter quiz assessing understanding of professional communication principles and business writing strategies. Throughout this assignment, students: ● Read and annotate informational agricultural business communication texts ● Identify and define business communication and workplace-related technical vocabulary ● Analyze principles of effective professional communication and message organization

- Evaluate communication tone, audience, purpose, and professionalism
- Develop formal business writing using industry-appropriate formatting and conventions
- Practice professional email, memo, and workplace communication skills
- Participate in collaborative discussions using academic and industry-specific language
- Analyze ethical communication practices and digital communication responsibilities
- Revise and refine written communication for clarity, organization, grammar, and professionalism
- Apply communication concepts to agricultural business and workplace scenarios
- Demonstrate comprehension through written reflections, formative activities, and discussion participation
- Complete a summative quiz assessing understanding of business communication concepts and vocabulary

Through this assignment, students demonstrate their ability to analyze workplace communication practices, develop professional written communication artifacts, utilize technical vocabulary, and apply effective business communication strategies within agricultural industry settings. Evidence of learning is demonstrated through annotations, vocabulary activities, professional writing exercises, communication revisions, collaborative discussion participation, written reflections, and performance on the chapter summative assessment.

Student Deliverables

- Annotated chapter reading notes
- Business communication vocabulary guide
- Professional email and memo writing activity
- Workplace communication scenario responses
- Business writing revision/editing activity
- Written reflection on professional communication practices
- Participation in collaborative discussion activities
- Chapter 4 summative quiz

CTE Agriculture Business Pathway Standards
A3.3 – Understand the importance of customer service within agricultural businesses.
A4.2 – Demonstrate effective sales techniques and customer relations skills.
A7.1 – Understand organizational structures and communication systems within agricultural businesses.
A7.3 – Understand the importance of effective communication within agricultural business operations.
A8.2 – Understand the role of communication and technology within agricultural business systems.
FFA Leadership & Communication Standards
CS.01.01 – Demonstrate effective written communication skills.
CS.01.02 – Demonstrate effective oral and multimedia communication skills.
CS.06.01 – Demonstrate effective interpersonal communication and collaboration skills.
CS.06.02 – Apply problem-solving and critical-thinking skills in communication scenarios.
Media Arts Standards
MA:Cr2.1.HSI – Organize and develop artistic ideas and media work.
MA:Pr5.1.HSI – Develop and refine technical and expressive presentation skills.
MA:Re8.1.HSI – Interpret intent and meaning in media artworks and communication messages.
Standards for Career Ready Practice
CRP1 – Apply appropriate technical skills and academic knowledge.
CRP2 – Communicate clearly, effectively, and with reason.
CRP4 – Apply technology to enhance productivity.
CRP8 – Act as a responsible and contributing citizen and employee.
NGSS / CCSS Standards
WHST.9-10.4 – Produce clear and coherent writing appropriate to task, purpose, and audience.
WHST.9-10.5 – Develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach.
SL.9-10.1 – Initiate and participate effectively in collaborative discussions with diverse partners.
SL.9-10.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated.
L.9-10.3 – Apply knowledge of language to understand how language functions in different contexts and

to make effective choices for meaning and style.

KA 4.2- Professional Communication Writing Portfolio (Emails, Letters, and Workplace Communications)

In this assignment, students develop a series of professional written communications based on realistic agricultural and business scenarios. These may include emails, formal letters, and workplace communication responses.

Instruction focuses on structure, tone, clarity, and purpose in professional writing. Students analyze examples of effective and ineffective communication, identifying how organization, formatting, and word choice impact message effectiveness.

Throughout this assignment, students:

- Apply professional writing conventions across multiple formats
- Organize information clearly using appropriate structure and formatting
- Adapt tone and language for different audiences and purposes
- Analyze how writing choices influence clarity and interpretation
- Revise writing to improve precisions, professionalism, and readability
- Demonstrate attention to detail in grammar, syntax, and formatting
- Evaluate effectiveness of communication in achieving its intended purpose

Students produce multiple written communication pieces, applying professional conventions and adapting their writing to different audiences and contexts. They revise and refine their work t o meet expectations for clarity, professionalism, and accuracy. Evidence of learning is demonstrated through a portfolio of written communications that reflect appropriate tone, structure, and effectiveness.

CTE Agriculture Business Pathway Standards
A6.2 - Understand how participation in organizations would be beneficial in supporting various agricultural operations.
A6.3 - Identify, and electronically access, public and private agricultural organizations.
Stds for Career Ready Practice (1)
CRP2 - Communicate clearly, effectively, and with reason.
NGSS/CCSS Stds (2)
WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

KA 4.3 - Communication Scenario Analysis and Revision Task

In this assignment, students analyze examples of workplace communication to evaluate effectiveness and identify areas for improvement. Students examine how miscommunication can occur due to tone, lack of clarity, poor organization, or audience misalignment, and how these issues impact professional interactions within agricultural and business environments.

Instruction emphasizes critical analysis of communication and the revision process as a tool for improving effectiveness. Students identify issues within sample communications and propose revisions that improve clarity, tone, and purpose alignment.

Students apply then apply these principles to authentic communication scenarios connected to their SAE, including interactions with project supervisors, mentors, or stakeholders. Students evaluate how effective communication supports professional relationships and project success, reinforcing the importance of clear and purposeful communication within real-world contexts.

Throughout this assignment, students:

- Analyze written communication for clarity, tone, and effectiveness
- Identify issues related to organization, audience alignment, and purpose
- Evaluate how miscommunication impacts understanding and outcomes
- Apply revision strategies to improve communication quality
- Justify revisions using communication principles and reasoning
- Demonstrate critical thinking in evaluating and improving writing
- Strengthen ability to edit and refine written communications
- Reflect on how effective communication supports their SAE development through AET journal entries.

Students then revise or rewrite communication pieces to demonstrate improved effectiveness, applying principles of professional writing and audience awareness. Evidence of learning is demonstrated through analysis and revision products that reflect critical thinking, clarity, and intentional communication design.

CTE Agriculture Business Pathway Standards
A6.2 - Understand how participation in organizations would be beneficial in supporting various agricultural operations.
A8.1 - Determine the most effective methods for assessing customer needs and wants.
Stds for Career Ready Practice (2)
CRP2 - Communicate clearly, effectively, and with reason.
CRP5 - Utilize critical thinking to make sense of problems and persevere in solving them.
NGSS/CCSS Stds (2)
WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 5 News Writing and Medical Communication in Agriculture

Unit 5 Description **Est # of Instructional Hours**	This unit focuses on the principles of branding, storytelling, and persuasive communication within agricultural and agribusiness contexts. Students examine how organizations and individuals use strategic messaging, narrative techniques, and visual identity to influence audiences, build trust, and promote products, services, or ideas. Students analyze real-world examples of agricultural branding and communication campaigns to understand how messages are constructed to evoke emotion, establish credibility, and drive action. Instruction emphasizes the integration of purpose, audience awareness, tone, and storytelling elements to create compelling and effective communication. As part of their course-long SAE, students apply these concepts to develop the identity and messaging of their agriculturally focused venture. Students define their project's purpose, value proposition, and key message, and begin constructing a cohesive narrative that communicates the significance and impact of their idea. This work directly supports preparation for the SBA Lean Canvas Business Plan (i3C) to earn a microcredential, where persuasive communication and clear messaging are essential while students demonstrate their ability to craft purposeful, persuasive messages, and develop a cohesive communication identity aligned to a specific audience and goal in the agricultural community. Students continue documenting their SAE development through ongoing AET journal entries, reflecting on branding decisions, message development, and how their communication strategies evolve.
Unit 5 Key Assignments	**KA 5.1 - Chapter Study, Agricultural News Writing & Summative Assessment: News Media** Students read, analyze, and discuss **Chapter 5: News Media** from *Agricultural Communications in Action: A Hands-On Approach*. Through structured reading activities, collaborative discussions, journalism exercises, vocabulary development, media analysis, and news writing activities, students develop foundational skills used in agricultural journalism, agricultural public relations, media communication, and agricultural information dissemination. Instruction emphasizes journalistic writing, news values, media ethics, audience awareness, interviewing techniques, fact verification, headline development, objective reporting, and communication strategies used within agricultural news and media industries. Students examine how agricultural communicators use news media to inform the public about agricultural business, food systems, policy, sustainability, biotechnology, animal science, public health, weather impacts, labor issues, and emerging agricultural technologies.

	Students analyze the structure and purpose of news stories while learning how communication influences public understanding of agriculture and natural resources. Students evaluate examples of agricultural journalism from print, digital, social media, and broadcast platforms, identifying techniques used to communicate factual, credible, and audience-centered information. Students engage in activities requiring them to analyze media bias, identify reliable information sources, conduct research, practice interviewing strategies, and develop professional agricultural news stories using journalistic conventions. Students also explore how agricultural communicators report on topics related to agricultural safety, food systems, biotechnology, environmental stewardship, and agricultural health-related issues impacting communities and industries. Students demonstrate understanding of chapter concepts through annotations, vocabulary development, collaborative discussions, media analysis activities, agricultural news writing exercises, written reflections, and a summative chapter quiz assessing understanding of journalism principles, media ethics, and agricultural communication strategies. Throughout this assignment, students: ● Read and annotate informational texts related to agricultural journalism and news media ● Identify and define journalism and media-related technical vocabulary ● Analyze principles of news writing, reporting, and media communication ● Evaluate credibility, bias, audience, and purpose within media sources ● Examine the role of journalism and media in shaping public understanding of agriculture ● Practice interviewing, note-taking, and information-gathering strategies ● Develop headlines, leads, and structured agricultural news stories ● Apply journalistic ethics, accuracy, and fact-verification practices ● Participate in collaborative discussions using academic and industry-specific language ● Analyze communication strategies used across print, digital, and broadcast agricultural media ● Revise and refine written work for clarity, organization, objectivity, and professionalism ● Demonstrate comprehension through written reflections, formative activities, and discussion participation ● Complete a summative quiz assessing understanding of news media

concepts and vocabulary

Through this assignment, students demonstrate their ability to analyze media communication systems, evaluate journalistic practices, gather and synthesize information, and develop professional agricultural news writing products aligned to industry standards. Evidence of learning is demonstrated through annotations, vocabulary activities, media analyses, journalism writing exercises, collaborative discussion participation, written reflections, and performance on the chapter summative assessment.

Student Deliverables

- Annotated chapter reading notes
- News media vocabulary guide
- Agricultural media analysis activity
- Interview question and note-taking activity
- Agricultural news article or feature story
- Headline and lead writing practice
- Written reflection on media ethics and agricultural journalism
- Participation in collaborative discussion activities
- Chapter 5 summative quiz

CTE Agriculture Business Pathway Standards
A1.1 – Understand the role and scope of agricultural business within the agricultural industry.
A3.1 – Understand how to develop and implement agricultural marketing plans.
A6.3 – Identify, and electronically access, public and private agricultural organizations.
A7.3 – Understand the importance of effective communication within agricultural business operations.
A8.2 – Understand the role of communication and technology within agricultural business systems.

FFA Leadership & Communication Standards
CS.01.01 – Demonstrate effective written communication skills.
CS.01.02 – Demonstrate effective oral and multimedia communication skills.
CS.03.01 – Access and evaluate information from multiple agricultural sources.
CS.03.02 – Utilize communication skills to effectively convey agricultural information.
CS.06.02 – Apply problem-solving and critical-thinking skills in communication scenarios.

Media Arts Standards
MA:Cr2.1.HSI – Organize and develop artistic ideas and media work.
MA:Pr4.1.HSI – Analyze, evaluate, and refine media artworks for presentation.
MA:Re7.1.HSI – Analyze how media messages influence audiences and understanding.
MA:Cn11.1.HSI – Relate media ideas and works to societal, cultural, and historical contexts.

Standards for Career Ready Practice
CRP1 – Apply appropriate technical skills and academic knowledge.
CRP2 – Communicate clearly, effectively, and with reason.
CRP4 – Apply technology to enhance productivity.
CRP5 – Utilize critical thinking to make sense of problems and persevere in solving them.

NGSS / CCSS Standards
RST.9-10.1 – Cite specific textual evidence to support analysis of science and technical texts.
RST.9-10.2 – Determine the central ideas or conclusions of a text and provide an accurate summary.
WHST.9-10.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.

WHST.9-10.8 – Gather relevant information from multiple authoritative print and digital sources while avoiding plagiarism and following citation standards.
SL.9-10.1 – Initiate and participate effectively in collaborative discussions with diverse partners.

KA 5.2 Agricultural News Article Writing Project

In this assignment, students analyze examples of agricultural branding and communication campaigns to evaluate how organizations use storytelling, messaging, and visual identity to influence audiences. Students examine how elements such as tone, narrative structure, imagery, and purpose contribute to effective communication.

Through structured analysis, students evaluate how branding strategies align with audience needs and communication goals, and how messaging influences perception and engagement within agricultural contexts.

Throughout this assignment, students:

- Analyze branding elements such as logos, messaging, tone, and visuals
- Evaluate how storytelling techniques are used to engage audiences
- Identify purpose and communication goals within campaigns
- Examine how branding aligns with audience needs and values
- Analyze how messaging influences audience perception and behavior
- Apply critical thinking to evaluate effectiveness of communication strategies
- Reflect on how branding concepts relate to their SAE project through AET journal entries

Students synthesize their findings into a structured analysis that evaluates branding effectiveness and communication strategy. This assignment develops students' ability to critically assess persuasive communication and understand how messaging shapes audience engagement. Evidence of learning is demonstrated through a structured written analysis reflecting depth of reasoning, clarity of organization, and application of branding principles.

CTE Agriculture Business Pathway Standards
A7.4 - Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
A7.5 - Assess how promotion trends for agricultural products influence individuals.
Stds for Career Ready Practice (1)
CRP5 - Utilize critical thinking to make sense of problems and persevere in solving them.
NGSS/CCSS Stds (2)
WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.9 - Draw evidence from informational texts to support analysis, reflection, and research.

KA 5.3 - SAE Venture Branding & Messaging Development

In this assignment, students apply principles of branding, storytelling, and persuasive communication to develop the identity and messaging of their SAE venture. Students define their project's purpose, target audience, and value proposition, and construct a cohesive narrative that communicates the significance and impact of their idea. Students are informed that this work

contributes to their preparation for the Lean Canvas Business Plan, i3C, where projects meeting performance benchmarks may earn a microcredential.

Students develop key branding elements such as a project name, mission statement, tagline, and core message, ensuring alignment between audience needs, communication goals, and project purpose. Instruction emphasizes clarity, consistency, and intentional messaging in building a strong communication identity.

Throughout this assignment, students:

- Define the purpose and value proposition of their SAE venture
- Develop a clear and targeted core message
- Construct a narrative that communicates the significance of their project
- Create branding elements (name, tagline, mission statement, identity)
- Align messaging with audience needs and communication goals
- Evaluate clarity, consistency, and effectiveness of messaging
- Evaluate how their messaging aligns to criteria for effective communication and presentation in real-world settings
- Refine communication based on feedback and revision
- Reflect on branding decisions and message development through AET journal entries

Students amalgamate their work into a structured branding and messaging framework that clearly communicates their venture's identity and purpose. This assignment develops students' ability to apply persuasive communication strategies in a real-world context, preparing them for future marketing and business presentations. Evidence of learning is demonstrated through a cohesive branding package reflecting clarity, alignment, and intentional communication design. Students are expected to demonstrate a level of clarity, alignment, and effectiveness consistent with professional and competition-based communication standards.

CTE Agriculture Business Pathway Standards(2)
A7.4 - Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
A7.6 - Develop a marketing plan for an agricultural product or service.

Stds for Career Ready Practice (2)
CRP2 - Communicate clearly, effectively, and with reason.
CRP10 - Demonstrate creativity and innovation.

NGSS/CCSS Stds (2)
WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 6 Storytelling, Branding, and Agricultural Communication Campaign Development

Unit 6 Description **Est # of hours**	This unit focuses on venture development, strategic planning, and resource management within agricultural and agribusiness contexts. Students build upon their previous work in audience analysis, research, and branding to further develop their agriculturally focused venture into a structured and feasible concept. Students examine how successful ventures integrate communication, financial planning, and operational decision-making. Instruction emphasizes feasibility analysis, resource identification, cost estimation, and strategic thinking to ensure that ideas can be realistically implemented and sustained. As part of their course-long SAE, students develop a comprehensive venture framework aligned to the Lean Canvas SBA Aligned Agriculture Business Plan (i3C). Students define their project structure, evaluate required resources, and construct a basic budget that outlines projected costs and considerations for implementation. This process introduces students to financial awareness and reinforces the importance of planning and decision-making in real-world agricultural enterprises. Students are informed of a microcredential that may be earned upon meeting established performance criteria through Foundation4Innovation, reinforcing the real-world application and significance of their agribusiness work. Students will demonstrate their ability to develop a structured venture plan that integrates communication, audience awareness, and resource management, preparing them for presentation, evaluation, and implementation in subsequent units. Students continue documenting their SAE development through ongoing AET journal entries, reflecting on decision-making processes, resource planning, and project feasibility.
Unit 6 Key Assignments	**KA 6.1 - Chapter Study, Agricultural Branding & Summative Assessment: Communications Campaign Development** Students read, analyze, and discuss **Chapter 17: Communications Campaign Development** from *Agricultural Communications in Action: A Hands-On Approach*. Through structured reading activities, collaborative discussions, branding analysis, storytelling exercises, vocabulary development, and introductory campaign design activities, students develop foundational skills used in agricultural marketing, branding, public relations, advocacy, and communication campaign development within agricultural industries. Instruction emphasizes strategic communication, audience targeting, branding principles, message development, storytelling techniques, campaign organization, communication ethics, visual identity, and multimedia outreach strategies used by agricultural businesses, organizations, advocacy groups, and community stakeholders. Students examine how agricultural communicators use coordinated messaging across digital, print, social media, and public

	engagement platforms to build awareness, strengthen public understanding, market agricultural products, and advocate for agricultural industries and issues. Students analyze successful agricultural communication campaigns to evaluate audience engagement strategies, persuasive communication techniques, visual branding elements, and storytelling methods. Students also examine how communication campaigns influence consumer behavior, agricultural advocacy, community outreach, leadership initiatives, and public perceptions of food systems, sustainability, agricultural technology, and agricultural businesses. Students engage in introductory communication campaign development activities requiring them to identify target audiences, develop campaign goals, create key messages, analyze branding strategies, and propose multimedia outreach ideas connected to agricultural products, organizations, or industry issues. Students apply storytelling techniques and audience-centered communication practices to develop foundational campaign concepts aligned to real-world agricultural communication industries. Students demonstrate understanding of chapter concepts through annotations, vocabulary development, collaborative discussions, campaign analysis activities, branding exercises, written reflections, and a summative chapter quiz assessing understanding of communication campaign development and agricultural branding strategies. Throughout this assignment, students: ● Read and annotate informational texts related to communication campaign development ● Identify and define branding, marketing, and campaign-related technical vocabulary ● Analyze components of successful agricultural communication campaigns ● Examine audience targeting and message development strategies ● Evaluate branding, storytelling, and visual communication techniques ● Analyze communication ethics and responsible media messaging practices ● Participate in collaborative discussions using academic and industry-specific language ● Develop foundational campaign concepts connected to agricultural products or issues ● Create audience-centered messaging and branding ideas ● Analyze the role of digital media and communication technologies within campaign development ● Apply storytelling strategies to agricultural communication and advocacy scenarios ● Demonstrate comprehension through written reflections, formative activities, and discussion participation

- Complete a summative quiz assessing understanding of campaign development concepts and vocabulary

Through this assignment, students demonstrate their ability to analyze communication campaigns, evaluate branding and storytelling strategies, and apply foundational campaign development principles within agricultural business and advocacy contexts. Evidence of learning is demonstrated through annotations, vocabulary activities, branding analyses, campaign planning exercises, collaborative discussion participation, written reflections, and performance on the chapter summative assessment.

Student Deliverables

- Annotated chapter reading notes
- Campaign development vocabulary guide
- Agricultural branding analysis activity
- Audience targeting and message development organizer
- Introductory agricultural campaign concept proposal
- Storytelling and branding reflection activity
- Participation in collaborative discussion activities
- Chapter 17 summative quiz

CTE Agriculture Business Pathway Standards
A3.1 – Understand how to develop and implement agricultural marketing plans.
A3.2 – Understand how agricultural market research influences business decisions.
A4.1 – Understand promotional strategies used within agricultural businesses.
A7.3 – Understand the importance of effective communication within agricultural business operations.
A8.2 – Understand the role of communication and technology within agricultural business systems.

FFA Leadership & Communication Standards
CS.01.01 – Demonstrate effective written communication skills.
CS.01.02 – Demonstrate effective oral and multimedia communication skills.
CS.03.02 – Utilize communication skills to effectively convey agricultural information.
CS.06.01 – Demonstrate effective interpersonal communication and collaboration skills.
CS.06.02 – Apply problem-solving and critical-thinking skills in communication scenarios.

Media Arts Standards
MA:Cr1.1.HSI – Generate and conceptualize artistic ideas and work.
MA:Cr2.1.HSI – Organize and develop artistic ideas and media work.
MA:Pr5.1.HSI – Develop and refine technical and expressive presentation skills.
MA:Re7.1.HSI – Analyze how media messages influence audiences and understanding.
MA:Cn10.1.HSI – Synthesize and relate knowledge and personal experiences to media arts.

Standards for Career Ready Practice
CRP1 – Apply appropriate technical skills and academic knowledge.
CRP2 – Communicate clearly, effectively, and with reason.
CRP4 – Apply technology to enhance productivity.
CRP5 – Utilize critical thinking to make sense of problems and persevere in solving them.
CRP8 – Act as a responsible and contributing citizen and employee.

NGSS / CCSS Standards
WHST.9-10.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.
WHST.9-10.4 – Produce clear and coherent writing appropriate to task, purpose, and audience.
SL.9-10.1 – Initiate and participate effectively in collaborative discussions with diverse partners.
SL.9-10.4 – Present information, findings, and supporting evidence clearly, concisely, and logically.

RST.9-10.7 – Translate quantitative or technical information expressed in words into visual form and translate information expressed visually into words.

KA 6.2 - EverFi Venture: Entrepreneurial Foundations

In this assignment, students engage with the EVERFI Venture: Entrepreneurial Expedition program to develop foundational knowledge of entrepreneurship, including idea generation, target markets, value propositions, and basic financial considerations. Students explore how ventures are developed and evaluated, with a focus on real-world decision-making and business strategy.

Through guided modules and reflective activities, students analyze how successful ventures identify problems, create value, and communicate effectively with their intended audience. Students begin connecting these concepts to their own agriculturally focused SAE project.

Throughout this assignment, students:

- Explore core entrepreneurship concepts (problem identification, value creation, target market)
- Analyze how ventures are structured and developed
- Evaluate factors that contribute to successful business ideas
- Connect entrepreneurship concepts to their SAE project
- Reflect on how business decisions impact venture success
- Document learning and reflection through AET journal entries

Students synthesize their learning through reflective responses and applied activities that demonstrate their understanding of entrepreneurial principles. This assignment builds the conceptual foundation necessary for venture development and prepares students to apply these ideas to their own SAE project.

CTE Agriculture Business Pathway Standards
A1.0 - Demonstrate an understanding of decision-making processes within the American free-enterprsise system.
A2.1 - Identify basic economic factors affecting agricultural production and agribusiness management decisions.
A8.1 - Determine the most effective methods for assessing customer needs and wants.
Stds for Career Ready Practice (2)
CRP5 - Utilize critical thinking to make sense of problems and persevere in solving them.
CRP10 - Demonstrate creativity and innovation.
NGSS/CCSS Stds (1)
WHST.9-10.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

KA 6.3 - SAE Venture Plan & Feasibility Development

In this assignment, students develop a structured plan for their agriculturally focused SAE venture by applying entrepreneurship concepts learned through EverFi and previous course units. Students define the purpose, target audience, and value proposition of their project while outlining how their venture addresses a specific need or opportunity within an agricultural context.

Students evaluate the feasibility of their project by identifying required resources, estimating costs, and analyzing potential constraints. Instruction emphasizes strategic planning, decision-making, and the relationship between communication, resources, and implementation.

Throughout this assignment, students:

- Define the purpose and goals of their SAE venture
- Identify the problem, need, or opportunity their project addresses
- Develop a clear value proposition aligned to a target audience
- Identify resources required for project implementation
- Estimate costs and develop a basic budget
- Analyze feasibility based on constraints and available resources
- Apply strategic thinking to refine and improve their venture plan
- Reflect on planning decisions and feasibility through AET journal entries

Students synthesize their work into a structured SAE venture plan that includes project purpose, audience alignment, and a basic budget/resource analysis. This assignment develops students' ability to evaluate the practicality of their ideas and ensures alignment with FFA SAE requirements. Evidence of learning is demonstrated through a structured written plan reflecting clarity, organization, and realistic planning.

CTE Agriculture Business Pathway Standards

A1.4 - Analyze appropriate decision-making tools and financial records to make key management decisions.
A4.2 - Demonstrate the use and describe the importance of budgets, income statements, balance sheets, and financial statements.
A5.2 - Determine the meaning and importance of risk and uncertainty.
Stds for Career Ready Practice (2)
CRP5 - Utilize critical thinking to make sense of problems and persevere in solving them.
CRP6 - Practice personal health and understanding financial literacy.
NGSS/CCSS Stds (2)
WHST.9-10.2 - Write informative/exploratory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

KA 6.4 - Agricultural Branding & Communication Campaign Project

In this assignment, students develop a comprehensive communication campaign for their agriculturally focused venture, integrating branding, storytelling, and persuasive communication principles. Students define a target audience, refine their value proposition, and create messaging that communicates the purpose and identity of their concept.

Instruction emphasizes brand development, message consistency, audience alignment, and strategic communication design. Students evaluate how branding elements–including messaging, tone, and visual identity–work

	together to create a cohesive and effective communication strategy. This assignment aligns with the Industry Ideas & Innovation Challenge, preparing students to develop materials that may be used for competition submission. Students are informed that projects meeting performance criteria will earn a microcredential through Foundation4Innovation. **Throughout this assignment, students:** ● Define and analyze a target audience for their communication campaign ● Develop a clear and compelling value proposition ● Apply branding principles to create consistent messaging and identity ● Integrate storytelling techniques into a communication strategy ● Evaluate how messaging influences audience perception and engagement ● Revise and refine communication materials for clarity and effectiveness ● Align communication strategies with real-world and competition-based expectations ● Reflect on branding decisions and communication strategies through AET journal entries Students produce a structured communication campaign that includes written messaging, branding elements, and supporting communication materials. This assignment integrates concepts from EverFi Venture and prepares students for presentation and evaluation in future units. Evidence of learning is demonstrated through a cohesive campaign that reflects clarity of purpose, audience awareness, and effective integration of branding and storytelling principles. **CTE Agriculture Business Pathway Standards** ***A7.4*** - Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services. ***A7.6*** - Develop a marketing plan for an agricultural product or service. ***A8.1*** - Determine the most effective methods for assessing customer needs and wants. ***Stds for Career Ready Practice (2)*** ***CRP2*** - Communicate clearly, effectively, and with reason. ***CRP10*** - Demonstrate creativity and innovation. ***NGSS/CCSS Stds (2)*** ***WHST.9-10.4*** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ***WHST.9-10.5*** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 7 Public Speaking, Presentation, and Persuasive Communication in Agriculture

Unit 7 Description **Est # of instructional**	This unit develops students' ability to communicate ideas effectively through oral presentation and public speaking within agricultural and professional contexts. Students examine how verbal communication functions as a tool for informing, persuading, and engaging audiences, with an emphasis on clarity, organization, audience awareness, and delivery techniques.

hours 25	Students analyze the components of effective public speaking, including structure, tone, pacing, body language, and use of evidence. Instruction emphasizes how speakers adapt messaging for different audiences and purposes, and how rhetorical strategies influence audience understanding and decision-making. As the unit progresses, students apply storytelling, branding, and venture development concepts from previous units to deliver persuasive presentations based on their SAE projects. Students refine their ability to communicate a clear value proposition, articulate their ideas effectively, and engage an audience using a variety of communication strategies. This unit also prepares students for real-world and competition-based presentation environments, including the Industry Ideas & Innovation Challenge (i3C) and FFA speaking events. Students develop both prepared and impromptu speaking skills, strengthening their ability to communicate confidently and adaptively in a variety of contexts. Students are expected to demonstrate the ability to present ideas clearly, persuasively, and professionally, applying effective communication techniques in both structured and spontaneous speaking situations. Additionally, students continue documenting their SAE development through ongoing AET journal entries, reflecting on presentation performance, communication growth, and audience engagement strategies.
Unit 7 Key Assignments	**KA 7.1 - Agricultural Public Speaking & Persuasive Informational Campaign Presentation** Students develop and deliver a professional agricultural public speaking presentation and persuasive informational campaign focused on a contemporary issue, innovation, challenge, or opportunity within the agriculture and agribusiness industries. Drawing from concepts presented in **Chapter 7: Public Speaking** and **Chapter 15: Persuasion and Persuasive Informational Campaigns**, students examine how agricultural communicators utilize persuasive messaging, storytelling, multimedia communication, branding, audience analysis, and visual communication strategies to educate stakeholders, influence public perception, and advocate for agricultural initiatives. Students conduct research on an agriculture-related topic such as sustainable farming, food security, water conservation, biotechnology, agricultural technology, animal welfare, urban agriculture, farm-to-table systems, agricultural marketing, or environmental stewardship. Students analyze multiple perspectives, stakeholder viewpoints, scientific evidence, and audience demographics in order to construct a persuasive communication strategy

tailored to a specific target audience including consumers, policymakers, agricultural producers, community members, or educational organizations.

Students apply principles of **public speaking, rhetorical analysis, persuasive writing, visual communication, media production, branding, and digital presentation design** to create a professional multimedia campaign and oral presentation. Students develop speech outlines, persuasive messaging frameworks, visual aids, infographics, presentation slides, social media mockups, promotional graphics, and supporting media assets designed to strengthen audience engagement and communication effectiveness.

Throughout the assignment, students strengthen competencies in **speech delivery, professional presence, audience engagement, verbal and nonverbal communication, collaborative critique, and strategic media messaging**. Students participate in rehearsal sessions, peer feedback cycles, reflective critique processes, and presentation revisions aligned to authentic communications and media industry practices.

Students evaluate audience response, communication effectiveness, and presentation impact by collecting peer feedback data, analyzing engagement indicators, and reflecting on how persuasive communication strategies influence public understanding and decision-making within agricultural industries. Emphasis is placed on professionalism, ethical communication practices, evidence-based reasoning, and the effective integration of visual and multimedia communication tools.

Student Deliverables

- Agricultural persuasive speech outline and final speech manuscript
- Multimedia presentation slides and visual communication assets
- Persuasive informational campaign proposal
- Audience analysis and stakeholder research summary
- Promotional media artifact (poster, infographic, social media campaign mockup, or PSA concept)
- Formal oral presentation and persuasive campaign pitch
- Peer critique feedback and reflective communication analysis

CTE Agriculture and Natural Resources Pathway Standards
AGR C1.0 — Understand the role and importance of communication within agriculture and agribusiness industries
AGR C2.0 — Apply leadership, collaboration, and teamwork skills in agricultural communications environments
AGR C3.0 — Utilize oral, written, and digital communication strategies appropriate for agricultural audiences
AGR C4.0 — Apply research, analysis, and information evaluation skills in agricultural communication projects
AGR C5.0 — Apply critical thinking, problem-solving, and decision-making skills within agricultural communication contexts
AGR C6.0 — Demonstrate professionalism, ethics, and responsibility in communication and media production

AGR C8.0 — Utilize technology, media production tools, and digital communication systems effectively
AGR C9.0 — Develop and deliver professional presentations and persuasive informational campaigns

California VAPA Standards (Visual Arts)
VA:Cr1.1.HSI — Generate and conceptualize artistic and communication ideas
VA:Cr2.1.HSI — Organize and develop artistic ideas and communication materials
VA:Cr3.1.HSI — Refine and complete artistic and communication work through critique and revision
VA:Pr4.1.HSI — Select and analyze media and presentation methods for communication effectiveness
VA:Pr5.1.HSI — Develop and refine artistic techniques and presentation quality
VA:Re8.1.HSI — Interpret and evaluate visual communication effectiveness
VA:Cn10.1.HSI — Relate communication products to cultural, societal, and historical contexts

California Media Arts Standards
MA:Cr1.1.HSI — Generate conceptual ideas for media arts communication projects
MA:Cr2.1.HSI — Organize and develop media arts productions and campaigns
MA:Pr4.1.HSI — Apply production processes and organizational skills in media arts presentations
MA:Pr5.1.HSI — Analyze, revise, and improve media communications and presentations
MA:Re8.1.HSI — Interpret intent and meaning in persuasive media products
MA:Cn10.1.HSI — Utilize media arts to communicate perspectives and influence audiences

CCSS English Language Arts Standards
CCSS.ELA-LITERACY.RI.11-12.1 — Cite strong and thorough textual evidence to support analysis
CCSS.ELA-LITERACY.RI.11-12.6 — Analyze author's purpose, point of view, and rhetorical effectiveness
CCSS.ELA-LITERACY.W.11-12.1 — Write arguments supported by evidence and reasoning
CCSS.ELA-LITERACY.W.11-12.4 — Produce clear and coherent writing appropriate to task and audience
CCSS.ELA-LITERACY.W.11-12.7 — Conduct research projects to answer questions and solve problems
CCSS.ELA-LITERACY.SL.11-12.1 — Participate effectively in collaborative discussions
CCSS.ELA-LITERACY.SL.11-12.4 — Present information, findings, and evidence clearly and persuasively
CCSS.ELA-LITERACY.SL.11-12.5 — Make strategic use of digital media in presentations
CCSS.ELA-LITERACY.L.11-12.3 — Apply language and rhetorical techniques to achieve communication effectiveness

CCSS High School Math Standards
CCSS.MATH.CONTENT.HSS.ID.A.1 — Represent and interpret audience and campaign data using graphical displays
CCSS.MATH.CONTENT.HSS.ID.B.6 — Analyze relationships and trends in audience engagement data
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate campaign effectiveness and audience response
CCSS.MATH.CONTENT.HSMP3 — Construct viable arguments and critique the reasoning of others
CCSS.MATH.CONTENT.HSMP4 — Model real-world communication outcomes and engagement trends mathematically

KA 7.2 – Chapter Study, Public Speaking & Summative Assessment: Persuasive Communication in Agriculture

Students read, analyze, and discuss **Chapter 7: Public Speaking** and **Chapter 15: Persuasion and Persuasive Informational Campaigns** from *Agricultural Communications in Action: A Hands-On Approach*. Through structured reading activities, collaborative discussions, speech analysis, vocabulary development, persuasive communication exercises, and presentation activities, students develop foundational public speaking, advocacy, and persuasive communication skills used within agricultural business, agricultural leadership, agricultural advocacy, public relations, and community outreach industries.

Instruction emphasizes speech organization, audience analysis, persuasive communication techniques, professional presentation skills, communication ethics, rhetorical strategies, message development, visual support integration,

	and multimedia communication practices. Students examine how agricultural communicators use public speaking and persuasive campaigns to advocate for agricultural industries, educate public audiences, influence consumer understanding, promote agricultural products and organizations, and address current agricultural issues. Students analyze effective public speaking strategies and persuasive communication techniques used within agricultural leadership organizations, industry presentations, marketing campaigns, public outreach initiatives, and FFA events. Students evaluate how speakers establish credibility, engage audiences, organize evidence, use storytelling techniques, and adapt messages to different agricultural audiences and communication goals. Students engage in activities requiring them to analyze speeches, develop persuasive communication messages, practice delivery techniques, evaluate audience engagement strategies, and create short persuasive agricultural presentations connected to agricultural business, sustainability, food systems, agricultural technology, public policy, or agricultural advocacy topics. Students also examine how persuasive communication campaigns influence public opinion, agricultural awareness, and community engagement. Students demonstrate understanding of chapter concepts through annotations, vocabulary development, collaborative discussions, speech analysis activities, persuasive communication exercises, presentation practice, written reflections, and a summative chapter quiz assessing understanding of public speaking principles and persuasive communication strategies. Throughout this assignment, students: ● Read and annotate informational texts related to public speaking and persuasion ● Identify and define public speaking and persuasive communication-related technical vocabulary ● Analyze effective speech organization and presentation strategies ● Examine persuasive appeals, rhetorical techniques, and audience engagement methods ● Evaluate credibility, evidence usage, and ethical persuasion practices ● Participate in collaborative discussions using academic and industry-specific language ● Develop audience-centered persuasive communication messages ● Practice verbal, nonverbal, and multimedia presentation techniques ● Analyze examples of agricultural advocacy and persuasive communication campaigns ● Apply persuasive communication strategies to agricultural business and leadership scenarios ● Develop and deliver short persuasive agricultural presentations ● Demonstrate comprehension through written reflections, formative activities, and discussion participation

- Complete a summative quiz assessing understanding of public speaking and persuasive communication concepts and vocabulary

Through this assignment, students demonstrate their ability to analyze persuasive communication strategies, develop organized presentations, apply audience-centered speaking techniques, and communicate agricultural information effectively within professional and public settings. Evidence of learning is demonstrated through annotations, vocabulary activities, speech analyses, persuasive communication exercises, presentation participation, written reflections, and performance on the chapter summative assessment.

Student Deliverables

- Annotated chapter reading notes
- Public speaking and persuasion vocabulary guide
- Speech analysis activity
- Persuasive communication organizer
- Audience analysis reflection
- Short persuasive agricultural presentation
- Presentation self-evaluation and peer feedback activity
- Participation in collaborative discussion activities
- Chapter 7 and Chapter 15 summative quiz

CTE Agriculture Business Pathway Standards
A3.1 – Understand how to develop and implement agricultural marketing plans.
A4.2 – Demonstrate effective sales techniques and customer relations skills.
A6.2 – Understand how participation in organizations would be beneficial in supporting various agricultural operations.
A7.3 – Understand the importance of effective communication within agricultural business operations.
A8.2 – Understand the role of communication and technology within agricultural business systems.

FFA Leadership & Communication Standards
CS.01.01 – Demonstrate effective written communication skills.
CS.01.02 – Demonstrate effective oral and multimedia communication skills.
CS.03.02 – Utilize communication skills to effectively convey agricultural information.
CS.06.01 – Demonstrate effective interpersonal communication and collaboration skills.
CS.06.02 – Apply problem-solving and critical-thinking skills in communication scenarios.

Media Arts Standards
MA:Cr2.1.HSI – Organize and develop artistic ideas and media work.
MA:Pr4.1.HSI – Analyze, evaluate, and refine media artworks for presentation.
MA:Pr5.1.HSI – Develop and refine technical and expressive presentation skills.
MA:Re8.1.HSI – Interpret intent and meaning in media artworks and communication messages.
MA:Cn11.1.HSI – Relate media ideas and works to societal, cultural, and historical contexts.

Standards for Career Ready Practice
CRP1 – Apply appropriate technical skills and academic knowledge.
CRP2 – Communicate clearly, effectively, and with reason.
CRP5 – Utilize critical thinking to make sense of problems and persevere in solving them.
CRP8 – Act as a responsible and contributing citizen and employee.

NGSS / CCSS Standards
SL.9-10.1 – Initiate and participate effectively in collaborative discussions with diverse partners.
SL.9-10.4 – Present information, findings, and supporting evidence clearly, concisely, and logically.
SL.9-10.5 – Make strategic use of digital media in presentations to enhance understanding and audience engagement.
SL.9-10.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English

when indicated.
RI.9-10.8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

KA 7.2 - Lean Canvas Agriculture Business Plan Venture Pitch Presentation (Speech Development & Delivery)

In this assignment, students develop and deliver a structured presentation based on their agriculturally focused Lean Canvas Ag. Business Plan. Students organize their presentation using a clear introduction, body, and conclusion, and apply evidence, reasoning, and communication strategies to effectively communicate their idea.

Instruction focuses on speech organization, audience engagement, clarity of message, and effective delivery techniques. Students refine their ability to present a clear value proposition and communicate the purpose and impact of their venture in a professional format aligned to real-world and competition expectations.

Throughout this assignment, students:

- Organize ideas into a clear and logical presentation structure
- Develop and communicate a central message supported by evidence
- Articulate their venture's value proposition and purpose
- Adapt content and tone to meet audience needs
- Apply effective speaking techniques, including pacing, clarity, and volume
- Use body language and nonverbal cues to enhance communication
- Evaluate how delivery impacts audience understanding and engagement
- Revise and refine presentations based on feedback
- Reflect on presentation performance through AET journal entries

Students deliver a formal presentation that demonstrates their ability to communicate their SAE venture clearly and persuasively. Evidence of learning is demonstrated through a structured presentation organization, clarity of message, audience awareness, and effective delivery techniques aligned to professional and competition-based expectations.

CTE Agriculture Business Pathway Standards
A7.4 - Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
A7.6 - Develop a marketing plan for an agricultural product or service.
A8.2 - Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
Stds for Career Ready Practice (2)
CRP2 - Communicate clearly, effectively, and with reason.
CRP10 - Demonstrate creativity and innovation.
NGSS/CCSS Stds (2)
WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

KA 7.4 - Impromptu and Persuasive Speaking Task (FFA Alignment)

In this assignment, students participate in impromptu and persuasive speaking activities that simulate real-world communication scenarios. Students respond to prompts related to agricultural topics and communication challenges, organizing and presenting ideas with minimal preparation.

Instruction emphasizes quick thinking, clarity of expression, adaptability, and audience awareness. Students evaluate how speakers construct arguments under time constraints and apply rhetorical strategies to communicate effectively and persuasively. This assignment aligns with expectations for FFA public speaking and prepares students for spontaneous communication in professional environments.

Throughout this assignment, students:

- Organize and present ideas with limited preparation time
- Communicate clearly and confidently in spontaneous situations
- Apply persuasive techniques to influence audience understanding
- Adapt messaging quickly based on prompt and audience
- Demonstrate critical thinking in constructing responses
- Evaluate effectiveness of communication under time constraints
- Build confidence and fluency in verbal communication
- Reflect on speaking performance and growth through AET journal entries

Students demonstrate their ability to present clear, organized, and persuasive responses in real-time speaking situations. Evidence of learning is demonstrated through students' performance in impromptu speaking tasks reflecting clarity, adaptability, and effective communication strategies.

CTE Agriculture Business Pathway Standards

A8.2 - Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
A8.3 - Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.
Stds for Career Ready Practice (2)
CRP2 - Communicate clearly, effectively, and with reason.
CRP5 - Utilize critical thinking to make sense of problems and persevere in solving them.
NGSS/CCSS Stds (2)
WHST.9-10.4 - Produce clear and coherent writing in which t he development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Unit 8 Visual Communication and Design in Agricultural Communications

Unit 8 Description **Est # of Instructional Hours**	This unit develops students' ability to communicate ideas through visual design and media elements within agricultural and agribusiness contexts. Students examine how visual communication functions as a powerful tool for conveying information, shaping perception, and influencing audience engagement. Students analyze the principles of effective design, including layout, color, typography, and visual hierarchy. Emphasis is placed on understanding how visual elements work together to guide audience attention, reinforce messaging, and enhance clarity of communication. As the unit progresses, students apply design principles to develop visual communication products aligned to their SAE venture. Students create materials such as slide visuals, infographics, and promotional graphics that support their messaging and strengthen their overall communication strategy. This unit directly supports preparation for the i3C, where students are expected to produce clear, professional, and visually effective materials as part of their presentation and submission. Students evaluate how visual design enhances persuasive communication and contributes to audience understanding. Students are expected to demonstrate the ability to design purposeful visual communication products that effectively support and enhance their overall message within agricultural and professional contexts. Students continue documenting their SAE development through ongoing AET journal entries, reflecting on design decisions, communication effectiveness, and how visual elements support their messaging.
Unit 8 Key Assignments	**KA 8.1 Visual Communication & Document Design Chapter Study: Vocabulary, Notes, Discussion, and Summative Assessment** Students engage in a comprehensive study of professional visual communication and document design practices within agricultural communications through guided reading, vocabulary development, collaborative discussion, visual analysis, and applied communication activities connected to **Chapter 6: Document Design** and **Chapter 8: Visual Communication**. Students examine how agricultural communication professionals utilize principles of **layout design, typography, visual hierarchy, color theory, composition, branding, photography, graphics, and multimedia communication** to effectively communicate information to diverse audiences within agriculture, agribusiness, food systems, environmental science, and public outreach industries. Students complete structured chapter notes and interactive vocabulary development activities focused on essential industry terminology including but not limited to visual hierarchy, contrast, alignment, proximity, repetition, white space, typography, branding, readability, composition, balance, audience targeting, visual rhetoric, graphic communication, and digital media messaging. Students analyze how visual communication influences audience engagement,

interpretation, persuasion, accessibility, and communication effectiveness within professional agricultural publications, informational campaigns, advertisements, infographics, social media platforms, and educational outreach materials.

Through collaborative classroom discussions, peer critiques, visual media analysis, and case-study evaluations, students investigate how design choices impact communication clarity, professionalism, audience perception, and message effectiveness. Students evaluate authentic agricultural communication materials and identify effective and ineffective uses of visual communication strategies while applying principles of **design-thinking, media literacy, audience analysis, and communication ethics**.

Students strengthen competencies in **critical reading, technical vocabulary acquisition, visual analysis, annotation, communication reasoning, collaborative discussion, and multimedia literacy** while connecting chapter content to real-world agricultural communication careers and media production environments. Students complete written reflections and visual communication analyses demonstrating understanding of how document design and visual communication strategies support effective information delivery and professional branding within agricultural industries.

The assignment culminates in a summative assessment in which students demonstrate mastery of key concepts, vocabulary, communication strategies, and visual design principles presented throughout the chapters through selected-response, written-response, visual analysis, and application-based assessment tasks.

Student Deliverables

- Chapter 6 guided reading notes and annotations
- Chapter 8 guided reading notes and annotations
- Agricultural communications vocabulary development activities
- Visual communication analysis worksheets
- Collaborative discussion participation and reflection
- Design critique and media analysis activities
- Summative quiz and/or chapter assessment covering vocabulary, visual communication concepts, and document design principles

CTE Agriculture and Natural Resources Pathway Standards
AGR C1.0 — Understand the role and importance of communication within agriculture and agribusiness industries
AGR C3.0 — Utilize oral, written, visual, and digital communication strategies appropriate for agricultural audiences
AGR C4.0 — Apply research, analysis, and information evaluation skills in communication projects
AGR C5.0 — Apply critical thinking and problem-solving skills within agricultural communication contexts
AGR C6.0 — Demonstrate professionalism, ethics, and responsibility in communication and media production
AGR C8.0 — Utilize technology, media production tools, and digital communication systems effectively

California VAPA Standards (Visual Arts)
VA:Cr1.1.HSI — Generate and conceptualize artistic and communication ideas

VA:Cr2.1.HSI — Organize and develop artistic ideas and communication materials
VA:Re7.1.HSI — Analyze visual imagery and communication effectiveness
VA:Re8.1.HSI — Interpret intent and meaning in visual communication products
VA:Cn10.1.HSI — Relate communication products to societal and cultural contexts

California Media Arts Standards
MA:Cr1.1.HSI — Generate conceptual ideas for media arts communication projects
MA:Re7.1.HSI — Perceive and analyze media artworks and visual communication strategies
MA:Re8.1.HSI — Interpret intent and meaning in media products and communication campaigns
MA:Cn10.1.HSI — Utilize media arts to communicate ideas and perspectives effectively

CCSS English Language Arts Standards
CCSS.ELA-LITERACY.RI.11-12.1 — Cite strong and thorough textual evidence to support analysis
CCSS.ELA-LITERACY.RI.11-12.4 — Determine the meaning of words and phrases including technical vocabulary
CCSS.ELA-LITERACY.RI.11-12.7 — Integrate and evaluate information presented visually and digitally
CCSS.ELA-LITERACY.W.11-12.9 — Draw evidence from informational texts to support analysis and reflection
CCSS.ELA-LITERACY.SL.11-12.1 — Participate effectively in collaborative discussions
CCSS.ELA-LITERACY.L.11-12.4 — Determine and clarify meanings of unknown and technical vocabulary

CCSS High School Math Standards
CCSS.MATH.CONTENT.HSS.ID.A.1 — Represent and interpret visual and communication-related data
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate communication effectiveness and audience engagement
CCSS.MATH.CONTENT.HSMP3 — Construct viable arguments and critique the reasoning of others during visual analyses and discussions
CCSS.MATH.CONTENT.HSMP5 — Use appropriate tools strategically to analyze and present communication information

KA 8.2 - SAE Visual Communication Lean Canvas Business Plan Design Project

In this assignment, students design visual communication products that support their agriculturally focused SAE / Lean Canvas Business Plan venture. Students apply design principles to create materials such as slide visuals, infographics, or promotional graphics that communicate their message clearly and effectively.

Instruction focuses on layout, visual hierarchy, color theory, typography, and alignment with audience and purpose. Students evaluate how design choices influence audience perception and engagement, and how visuals enhance overall communication strategy.

This assignment directly supports development of materials for the i3C, including presentation visuals and supporting communication artifacts.

Throughout this assignment, students:

- Apply principles of visual design, including layout, color, and typography
- Organize visual elements to create clear hierarchy and flow
- Align design choices with audience and communication purpose
- Integrate visual elements to enhance message clarity and impact
- Evaluate how visual influence audience perception and engagement
- Design materials aligned to their SAE venture and messaging
- Revise designs to improve effectiveness and visual clarity

- Reflect on design decisions and communication effectiveness through AET journal entries

Students produce a completed visual communication product that demonstrates the integration of design principles and communication strategy. Evidence of learning is demonstrated through visual artifacts that reflect clarity of message, effective organization, and intentional design choices aligned to real-world and completion-based expectations.

CTE Agriculture Business Pathway Standards
A7.4 - Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
A7.6 - Develop a marketing plan for an agricultural product or service.
Stds for Career Ready Practice (2)
CRP4 - Apply technology to enhance productivity.
CRP10 - Demonstrate creativity and innovation.
NGSS/CCSS Stds (2)
WHST.9-10.4 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.6 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

KA 8.3 - Visual Media Analysis and Redesign Task

In this assignment, students analyze existing visual communication examples from agricultural or related industries to evaluate effectiveness and identify areas for improvement. Students examine how design elements influence interpretation, engagement, and clarity of communication.

Instruction emphasizes critical evaluation of visual media and the role of design in communication strategy. Students identify areas for improvement and apply design principles to revise or redesign visual materials to enhance clarity, organization, and audience alignment.

Students also connect their analysis to their own SAE venture, evaluating how similar design principles can be applied to improve their own communication materials.

Throughout this assignment, students:

- Analyze visual media for clarity, organization, and effectiveness
- Evaluate how design choices impact audience interpretation
- Identity issues related to layout, readability, and visual hierarchy
- Apply design principles to improve communication quality
- Justify design decisions using communication and design concepts
- Revise and refine visual products for clarity and engagement
- Connect analysis to their own SAE communication materials
- Reflect on design improvements through AET journal entries

Students redesign or adapt visual communication products to enhance clarity, organization, and audience alignment. Evidence of learning is demonstrated

	through analysis and redesigned products that reflect improved communication effectiveness and application of design principles. **CTE Agriculture Business Pathway Standards** ***A7.4*** - Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services. ***A7.5*** - Assess how promotion trends for agricultural products influence individuals. ***Stds for Career Ready Practice (2)*** ***CRP5*** - Utilize critical thinking to make sense of problems and persevere in solving them. ***CRP10*** - Demonstrate creativity and innovation. ***NGSS/CCSS Stds (2)*** ***WHST.9-10.5*** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ***WHST.9-10.9*** - Draw evidence from information texts to support analysis, reflection, and research.

Unit 9 Digital Media Production and Agricultural Communication Technologies

Unit 9 Description **Est # of instructional hours**	This unit develops students' ability to communicate through digital media formats used in modern agricultural and professional communication contexts. Students examine how technology is used to create, distribute, and amplify messages across digital platforms, with an emphasis on visual storytelling, audience engagement, and content strategy. Students analyze the role of digital media–including photography, video, and multimedia content–in shaping how information is shared and consumed. Emphasis is placed on understanding how technical and creative decisions influence communication effectiveness, audience engagement, and message clarity. As the unit progresses, students apply their learning to produce digital media content that integrates visual, written, and verbal communication skills developed throughout the course. Students create media products such as short videos, recorded presentations, or multimedia content aligned to their SAE venture. This unit directly supports preparation for the i3C, where students are expected to produce digital deliverables such as recorded presentations and promotional media. Students evaluate how content must be adapted for different platforms and audiences to maximize effectiveness. Students will demonstrate the ability to create purposeful, audience-centered digital communication products that reflect both technical skill and strategic thinking. Students continue documenting their SAE development through ongoing AET journal entries, reflecting on media production decisions, communication effectiveness, and audience engagement strategies.

Unit 9 Key Assignments	**KA 9.1 - Digital Media Production & Agricultural Communication Technologies Chapter Study: Vocabulary, Notes, Discussion, and Summative Assessment** Students engage in a comprehensive study of digital media production, multimedia storytelling, web communication, and emerging communication technologies within agricultural communications through guided reading, vocabulary development, collaborative discussion, media analysis, and applied communication activities connected to **Chapter 9: Digital Photography and Photographic Editing**, **Chapter 10: Video and Audio Production**, **Chapter 11: Writing for the Web**, and **Chapter 12: New Media**. Students examine how agricultural communication professionals utilize photography, digital editing, video production, audio storytelling, web writing, social media, and emerging communication technologies to inform audiences, promote agricultural initiatives, and communicate industry-related information across digital platforms. Students complete structured chapter notes, annotation activities, and technical vocabulary development exercises focused on industry terminology including but not limited to composition, exposure, framing, cropping, photo editing, audio mixing, storyboarding, scriptwriting, web formatting, hyperlinking, SEO, audience analytics, digital branding, multimedia storytelling, social media engagement, and new media communication strategies. Students analyze how digital communication technologies influence audience behavior, communication effectiveness, accessibility, information dissemination, and public engagement within agriculture, agribusiness, environmental science, and food systems industries. Through collaborative classroom discussions, media critiques, case-study evaluations, and digital content analysis activities, students investigate how communication professionals strategically utilize digital media tools and platforms to strengthen storytelling, audience engagement, public relations, advocacy campaigns, and informational outreach. Students evaluate authentic agricultural media products including photography portfolios, podcasts, videos, websites, blogs, and social media campaigns in order to identify effective communication techniques and multimedia production strategies. Students strengthen competencies in **media literacy, technical reading, communication analysis, collaborative discussion, digital citizenship, visual storytelling, and multimedia production reasoning** while connecting chapter content to real-world agricultural communications careers and professional digital media environments. Students reflect on how evolving communication technologies continue to shape the agriculture industry and influence communication practices within modern media systems. The assignment culminates in a summative assessment in which students demonstrate mastery of chapter vocabulary, multimedia communication principles, digital production concepts, web communication strategies, and

emerging media technologies through selected-response, written-response, visual analysis, and application-based assessment tasks.

Student Deliverables

- Chapter 9 guided reading notes and annotations
- Chapter 10 guided reading notes and annotations
- Chapter 11 guided reading notes and annotations
- Chapter 12 guided reading notes and annotations
- Agricultural communications vocabulary development activities
- Digital media and multimedia analysis worksheets
- Collaborative discussion participation and reflection
- Media critique and communication analysis activities
- Summative quiz and/or chapter assessment covering multimedia production concepts, web communication strategies, digital media technologies, and vocabulary

CTE Agriculture and Natural Resources Pathway Standards
AGR C1.0 — Understand the role and importance of communication within agriculture and agribusiness industries
AGR C3.0 — Utilize oral, written, visual, and digital communication strategies appropriate for agricultural audiences
AGR C4.0 — Apply research, analysis, and information evaluation skills in communication projects
AGR C5.0 — Apply critical thinking and problem-solving skills within agricultural communication contexts
AGR C6.0 — Demonstrate professionalism, ethics, and responsibility in communication and media production
AGR C8.0 — Utilize technology, media production tools, and digital communication systems effectively
AGR C9.0 — Develop professional multimedia communication products and digital media campaigns

California VAPA Standards (Visual Arts)
VA:Cr1.1.HSI — Generate and conceptualize artistic and communication ideas
VA:Cr2.1.HSI — Organize and develop artistic ideas and communication materials
VA:Cr3.1.HSI — Refine and complete artistic and communication work through critique and revision
VA:Re7.1.HSI — Analyze visual imagery and communication effectiveness
VA:Re8.1.HSI — Interpret intent and meaning in visual and multimedia communication products
VA:Cn10.1.HSI — Relate communication products to societal and cultural contexts

California Media Arts Standards
MA:Cr1.1.HSI — Generate conceptual ideas for media arts communication projects
MA:Cr2.1.HSI — Organize and develop media arts productions and multimedia communication systems
MA:Pr4.1.HSI — Apply production processes and organizational skills in media arts workflows
MA:Pr5.1.HSI — Analyze, revise, and improve media communications and multimedia products
MA:Re7.1.HSI — Perceive and analyze media artworks and communication strategies
MA:Re8.1.HSI — Interpret intent and meaning in media products and digital campaigns
MA:Cn10.1.HSI — Utilize media arts to communicate ideas and influence audiences effectively

CCSS English Language Arts Standards
CCSS.ELA-LITERACY.RI.11-12.1 — Cite strong and thorough textual evidence to support analysis
CCSS.ELA-LITERACY.RI.11-12.4 — Determine the meaning of words and phrases including technical and multimedia vocabulary
CCSS.ELA-LITERACY.RI.11-12.7 — Integrate and evaluate information presented visually, orally, and digitally
CCSS.ELA-LITERACY.W.11-12.6 — Use technology to produce, publish, and update writing products collaboratively
CCSS.ELA-LITERACY.W.11-12.9 — Draw evidence from informational texts to support analysis and reflection
CCSS.ELA-LITERACY.SL.11-12.1 — Participate effectively in collaborative discussions
CCSS.ELA-LITERACY.L.11-12.4 — Determine and clarify meanings of unknown and technical vocabulary

CCSS High School Math Standards
CCSS.MATH.CONTENT.HSS.ID.A.1 — Represent and interpret digital communication and audience engagement data
CCSS.MATH.CONTENT.HSS.ID.B.6 — Analyze trends and relationships within multimedia communication datasets
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate communication effectiveness and audience analytics
CCSS.MATH.CONTENT.HSMP3 — Construct viable arguments and critique reasoning during media analyses and discussions
CCSS.MATH.CONTENT.HSMP5 — Use appropriate digital tools strategically to analyze and present communication information

KA 9.2 - SAE Digital Media Content Creation Project

In this assignment, students create a digital media product that communicates their agriculturally focused SAE / Lean Canvas Business Plan venture. Students may develop content such as a recorded presentation, short promotional video (e.g., 1-minute commercial), or multimedia product that integrates storytelling and communication strategy.

Instruction focuses on composition, storytelling through media, audience engagement, and technical execution. Students apply principles of visual storytelling, message clarity, and audience alignment to produce effective digital communication.

This assignment directly supports development of deliverables required for the i3C, including recorded presentations and promotional media.

Throughout this assignment, students:

- Apply principles of storytelling in digital formats
- Use composition, framing, and sequencing to communicate ideas
- Align media content with audience and communication purpose
- Integrate multiple communication modes (visual, written, verbal)
- Develop media products aligned to their SAE venture
- Evaluate how media choices influence audience engagement
- Revise and refine media products for clarity and effectiveness
- Demonstrate technical and creative decision-making in media production
- Reflect on media development and communication effectiveness through AET journal entries

Students produce a completed digital media product that demonstrates effective integration of communication strategies and technical skills. Evidence of learning is demonstrated through a media artifact that reflects clarity of message, audience alignment, and purposeful design aligned to real-world and competition-based expectations.

CTE Agriculture Business Pathway Standards
A7.4 - Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
A7.6 - Develop a marketing plan for an agricultural product or service.

Stds for Career Ready Practice (2)
CRP4 - Apply technology to enhance productivity.
CRP10 - Demonstrate creativity and innovation.

NGSS/CCSS Stds (2)
WHST.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to iother information and to display information flexibility and dynamically.

KA 9.3 - Digital Communication Strategy and Platform Adaptation Task

In this assignment, students analyze how communication strategies are adapted across digital platforms and develop content tailored for specific audiences and formats. Students evaluate how factors such as platform, audience behavior, and content type influence communication effectiveness.

Instruction emphasizes strategic communication in digital environments, including message adaptation, audience engagement, and content design. Students examine how communication differs across platforms (e.g., informational vs. promotional vs. storytelling formats) and how messaging must be adjusted accordingly.

Students apply these concepts by adapting their SAE communication materials for different digital contexts, strengthening their ability to communicate effectively across platforms.

Throughout this assignment, students:

- Analyze how communication strategies vary across digital platforms
- Adapt messaging to align with platform-specific audiences and expectations
- Evaluate how format and delivery impact audience engagement
- Develop content that reflects purpose, clarity, and audience awareness
- Apply strategic thinking to digital communication design
- Compare effectiveness of different communication approaches
- Connect platform strategy to their SAE venture communication
- Reflect on communication adaptation and effectiveness through AET journal entries

Students create and adapt communication content for different digital contexts, demonstrating their ability to modify messaging, format, and presentation. Evidence of learning is demonstrated through adapted communication products and analysis that reflect strategic thinking and effective use of digital communication principles.

CTE Agriculture Business Pathway Standards
A7.4 - Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.

	A7.5 - Assess how promotion trends for agricultural products influence individuals ***Stds for Career Ready Practice (2)*** ***CRP2*** - Communicate clearly, effectively, and with reason. ***CRP4*** - Apply technology to enhance productivity. ***NGSS/CCSS Stds (2)*** ***WHST.9-10.4*** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ***WHST.9-10.6*** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Unit 10 Career Development, ProfessionalPortfolio, and Final Presentation

Unit 10 Description **Est # of instructional hours**	This unit serves as the culminating experience for the course, requiring students to synthesize and present the communication skills, artifacts, and knowledge developed throughout the year. Students focus on career readiness, professional presentation, and the development of a comprehensive portfolio that reflects their growth in agricultural communications. Students examine the role of professional communication in career development, including resume writing, interview skills, personal branding, and digital presence. Emphasis is placed on how individuals present their skills, experiences, and ideas effectively in professional and academic contexts. As the unit progresses, students curate and refine a collection of their work, selecting artifacts that demonstrate their abilities in research, writing, public speaking, visual design, and digital media production. Students revise and enhance their work to meet professional standards, ensuring clarity, organization, and intentional communication. Students finalize their documentation of their SAE, including completion of AET journal entries, reflection on project growth, and evaluation of outcomes. Students connect their SAE work to their career readiness and future goals. Students also prepare and deliver a final presentation aligned to professional expectations, including elements reflective of the i3C. Students demonstrate their ability to communicate their ideas, process, and growth clearly and persuasively. Students must demonstrate the ability to present themselves and their work in a polished, professional manner, integrating communication, critical thinking, and career readiness skills developed throughout the course.
Unit 10 Key Assignments	**KA 10.1 - Career Development, Professional Portfolio, and Future of Agricultural Communications Chapter Study** Students engage in a comprehensive study of professional communication careers, digital portfolio development, web-based communication strategies, and emerging trends within agricultural communications through guided reading, vocabulary development, collaborative discussion, career exploration,

	and applied professional communication activities connected to **Chapter 11: Writing for the Web** and **Chapter 18: Future of Agricultural Communications**. Students examine how agricultural communication professionals utilize web writing, digital branding, multimedia storytelling, social media communication, online publishing platforms, and emerging technologies to build professional identities and communicate effectively within evolving agriculture and agribusiness industries. Students complete structured chapter notes, annotation activities, and technical vocabulary development exercises focused on terminology including but not limited to digital branding, SEO, web formatting, audience analytics, multimedia integration, portfolio development, digital citizenship, emerging media technologies, communication innovation, professional networking, content strategy, and online audience engagement. Students analyze how technological advancements and evolving digital communication systems continue to reshape agricultural communications careers and workforce expectations. Through collaborative discussions, media analyses, career exploration activities, and professional communication evaluations, students investigate emerging career pathways connected to agricultural communications including digital marketing, agricultural journalism, photography, video production, social media management, web design, public relations, communications strategy, multimedia production, and agricultural advocacy. Students evaluate authentic professional portfolios, websites, communication campaigns, and digital media platforms in order to identify effective strategies for professional branding and audience engagement. Students strengthen competencies in **professional communication, digital literacy, web writing, portfolio development, career readiness, multimedia communication, and reflective analysis** while connecting chapter content to future college, career, internship, entrepreneurship, and workforce opportunities within agriculture and communications industries. Students reflect on how communication technologies, artificial intelligence, social media platforms, and multimedia storytelling continue to transform professional communication practices and industry expectations. The assignment culminates in a professional portfolio and future communications reflection in which students demonstrate mastery of chapter vocabulary, web communication principles, professional branding strategies, and future agricultural communications concepts through written analysis, portfolio artifacts, multimedia communication samples, and presentation activities. **Student Deliverables** ● Chapter 11 guided reading notes and annotations ● Chapter 18 guided reading notes and annotations ● Agricultural communications vocabulary development activities

- Career exploration and industry pathway research summary
- Professional digital portfolio and/or ePortfolio artifacts
- Web writing sample or professional online communication piece
- Resume and career readiness reflection
- Future of agricultural communications written analysis
- Collaborative discussion participation and reflection
- Summative quiz and/or chapter assessment covering web writing, digital branding, communication technologies, emerging media trends, and vocabulary

CTE Agriculture and Natural Resources Pathway Standards
AGR C1.0 — Understand the role and importance of communication within agriculture and agribusiness industries
AGR C2.0 — Apply leadership, collaboration, and teamwork skills in professional communication environments
AGR C3.0 — Utilize oral, written, visual, and digital communication strategies appropriate for agricultural audiences
AGR C4.0 — Apply research, analysis, and information evaluation skills in communication projects
AGR C5.0 — Apply critical thinking and problem-solving skills within agricultural communication contexts
AGR C6.0 — Demonstrate professionalism, ethics, and responsibility in communication and media production
AGR C8.0 — Utilize technology, media production tools, and digital communication systems effectively
AGR C9.0 — Develop professional multimedia communication products, portfolios, and digital media campaigns

California VAPA Standards (Visual Arts)
VA:Cr1.1.HSI — Generate and conceptualize artistic and communication ideas
VA:Cr2.1.HSI — Organize and develop artistic ideas and communication materials
VA:Cr3.1.HSI — Refine and complete artistic and communication work through critique and revision
VA:Pr5.1.HSI — Develop and refine artistic techniques and presentation quality
VA:Re7.1.HSI — Analyze visual imagery and communication effectiveness
VA:Cn11.1.HSI — Relate communication products to career, societal, and cultural contexts

California Media Arts Standards
MA:Cr1.1.HSI — Generate conceptual ideas for media arts communication projects
MA:Cr2.1.HSI — Organize and develop media arts productions and multimedia communication systems
MA:Pr4.1.HSI — Apply production processes and organizational skills in media arts workflows
MA:Pr5.1.HSI — Analyze, revise, and improve media communications and multimedia products
MA:Re8.1.HSI — Interpret intent and meaning in media products and communication campaigns
MA:Cn10.1.HSI — Utilize media arts to communicate ideas and influence audiences effectively

CCSS English Language Arts Standards
CCSS.ELA-LITERACY.RI.11-12.1 — Cite strong and thorough textual evidence to support analysis
CCSS.ELA-LITERACY.RI.11-12.4 — Determine the meaning of words and phrases including technical and digital media vocabulary
CCSS.ELA-LITERACY.RI.11-12.7 — Integrate and evaluate information presented visually, orally, and digitally
CCSS.ELA-LITERACY.W.11-12.4 — Produce clear and coherent writing appropriate to task, purpose, and audience
CCSS.ELA-LITERACY.W.11-12.6 — Use technology to produce, publish, and update writing products collaboratively
CCSS.ELA-LITERACY.W.11-12.7 — Conduct research projects to answer questions and solve problems
CCSS.ELA-LITERACY.SL.11-12.1 — Participate effectively in collaborative discussions
CCSS.ELA-LITERACY.SL.11-12.5 — Make strategic use of digital media in presentations
CCSS.ELA-LITERACY.L.11-12.4 — Determine and clarify meanings of unknown and technical vocabulary

CCSS High School Math Standards
CCSS.MATH.CONTENT.HSS.ID.A.1 — Represent and interpret communication and audience engagement data
CCSS.MATH.CONTENT.HSS.ID.B.6 — Analyze trends and relationships within digital communication datasets

CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate communication effectiveness and audience analytics
CCSS.MATH.CONTENT.HSMP3 — Construct viable arguments and critique reasoning during communication analyses and discussions
CCSS.MATH.CONTENT.HSMP5 — Use appropriate digital tools strategically to analyze and present communication information

KA 10.2 - Professional Portfolio Development Project

In this assignment, students compile, curate, and refine a professional folder for their capstone ePortfolio that showcases work completed throughout the course, including written, visual, and digital communication artifacts. Students select pieces that best represent their skills and revise them to meet professional and academic standards.

Focus is placed on organization, presentation, reflection, and intentional design. Students analyze how portfolios are used in professional and academic settings and evaluate how to effectively communicate their abilities and experiences.

Students also incorporate elements of their SAE, including project development, reflections, and key artifacts, demonstrating the connection between their coursework and real-world application. Students are informed that projects meeting performance criteria will earn a microcredential through Foundation4Innovation.

Throughout this assignment, students:

- Select and organize artifacts that demonstrate skill development
- Revise work to improve clarity, quality, and professionalism
- Apply design and communication principles to portfolio presentation
- Reflect on growth, strengths, and areas for improvement
- Integrate SAE artifacts and project documentation into their portfolio
- Demonstrate intentional organization and audience awareness
- Prepare portfolio for academic and career-related use

Students produce a structured ePortfolio that demonstrates growth, skill development, and communication proficiency. Evidence of learning is demonstrated through a completed portfolio reflecting organization, quality of work, intentional design, and integration of SAE experiences.

CTE Agriculture and Natural Resources Pathway Standards
AGR C1.0 — Understand the role and importance of communication within agriculture and agribusiness industries
AGR C2.0 — Apply leadership, collaboration, and teamwork skills in professional communication environments
AGR C3.0 — Utilize oral, written, visual, and digital communication strategies appropriate for agricultural audiences
AGR C4.0 — Apply research, analysis, and information evaluation skills in communication projects
AGR C5.0 — Apply critical thinking, problem-solving, and decision-making skills within agricultural communication contexts
AGR C6.0 — Demonstrate professionalism, ethics, responsibility, and workplace readiness in communication and media production
AGR C7.0 — Develop career readiness, employability, and professional presentation skills
AGR C8.0 — Utilize technology, media production tools, and digital communication systems effectively
AGR C9.0 — Develop professional multimedia communication products, portfolios, and digital media

campaigns

California VAPA Standards (Visual Arts)
VA:Cr1.1.HSI — Generate and conceptualize artistic and communication ideas
VA:Cr2.1.HSI — Organize and develop artistic ideas and communication materials
VA:Cr3.1.HSI — Refine and complete artistic and communication work through critique and revision
VA:Pr4.1.HSI — Select and analyze artistic work for presentation
VA:Pr5.1.HSI — Develop and refine artistic techniques and presentation quality
VA:Re9.1.HSI — Apply criteria to evaluate artistic and communication work
VA:Cn11.1.HSI — Relate artistic and communication ideas to career and professional contexts

California Media Arts Standards
MA:Cr1.1.HSI — Generate conceptual ideas for media arts communication projects
MA:Cr2.1.HSI — Organize and develop media arts productions and multimedia communication systems
MA:Pr4.1.HSI — Apply production processes and organizational skills in media arts workflows
MA:Pr5.1.HSI — Analyze, revise, and improve media communications and multimedia products
MA:Re7.1.HSI — Perceive and analyze media artworks and communication strategies
MA:Re8.1.HSI — Interpret intent and meaning in media products and communication campaigns
MA:Cn10.1.HSI — Utilize media arts to communicate ideas, experiences, and perspectives effectively

CCSS English Language Arts Standards
CCSS.ELA-LITERACY.W.11-12.4 — Produce clear and coherent writing appropriate to task, purpose, and audience
CCSS.ELA-LITERACY.W.11-12.5 — Develop and strengthen writing through planning, revising, editing, and rewriting
CCSS.ELA-LITERACY.W.11-12.6 — Use technology to produce, publish, and update writing products collaboratively
CCSS.ELA-LITERACY.W.11-12.10 — Write routinely for a range of tasks, purposes, and audiences
CCSS.ELA-LITERACY.SL.11-12.1 — Participate effectively in collaborative discussions and critiques
CCSS.ELA-LITERACY.SL.11-12.5 — Make strategic use of digital media in presentations and communication products
CCSS.ELA-LITERACY.L.11-12.1 — Demonstrate command of conventions of standard English grammar and usage
CCSS.ELA-LITERACY.L.11-12.3 — Apply knowledge of language to achieve effective communication and presentation style

CCSS High School Math Standards
CCSS.MATH.CONTENT.HSS.ID.A.1 — Represent and interpret portfolio and project data visually
CCSS.MATH.CONTENT.HSS.ID.B.6 — Analyze trends and relationships within project performance and portfolio evidence
CCSS.MATH.CONTENT.HSN.Q.A.1 — Use quantitative reasoning to evaluate project outcomes and communication effectiveness
CCSS.MATH.CONTENT.HSMP1 — Make sense of problems and persevere in solving them through iterative portfolio development
CCSS.MATH.CONTENT.HSMP3 — Construct viable arguments and critique reasoning during portfolio reflections and evaluations
CCSS.MATH.CONTENT.HSMP5 — Use appropriate digital tools strategically to organize, present, and evaluate portfolio artifacts

KA 10.3 - Final Presentation and Career Readiness Demonstration

In this assignment, students deliver a final presentation showcasing their best concentrator artifacts that will be part of their capstone portfolio, communication skills, and career readiness. Students articulate their learning, explain the purpose and impact of their work, and demonstrate their ability to communicate effectively in a professional setting.

Emphasis is placed on presentation skills, self-reflection, and professional communication. Students prepare to discuss their strengths, experiences, and future goals, simulating real-world interview and presentation scenarios for a

	real job posting through Foundation4Innovation's College & Career ePortfolio Expo (C2e2). **Throughout this assignment, students:** ● Organize and present information in a clear and professional manner ● Communicate personal growth and skill development effectively ● Demonstrate confidence and clarity in verbal communication ● Apply presentation and public speaking skills developed throughout the course ● Respond to questions using critical thinking and reflection ● Adapt communication for professional and evaluative audiences ● Demonstrate readiness for academic and career opportunities ● Reflect on their SAE experience and overall course learning Students present their portfolio and respond to questions, demonstrating their ability to communicate clearly, think critically, and present themselves professionally. Evidence of learning is demonstrated through a formal presentation that reflects organization, clarity, confidence, and depth of understanding. **CTE Agriculture Business Pathway Standards** ***A6.2*** - Understand how participation in organizations would be beneficial in supporting various agricultural operations. ***A8.2*** - Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections. ***Stds for Career Ready Practice*** ***CRP2*** - Communicate clearly, effectively, and with reason. ***CRP3*** - Develop an education and career plan aligned with personal goals. ***NGSS/CCSS Stds*** ***WHST.9-10.4*** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience ***WHST.9-10.10*** - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Textbooks

Title	Authors	Publisher	Edition	Website	Is Primary Y.N
ICEV		icev		www.icev.com	n
Agriculture Communications in Action: A Hands-On Approach	Ricky Telg, Tracy Anne Irani	Cengage Learning			y
foundation4innovation.org		Foundation4innovation	I3c Lean Business Plan Template and	www.foundation4innovation.org	n

			resources		

Primary Previously Adopted Textbook Alignment

Unit	Unit Title	Agriculture Communications in Action: A Hands-On Approach Textbook Chapter(s)
Unit 1	Agricultural Communications Foundations & Career Exploration	Chapter 1: Introduction to Agricultural Communications[1]
Unit 2	Ag Sales and Customer Relations: Audience Analysis and Message Development	Chapter 2: Effective Communication and Message Development[1]
Unit 3	Research Methods and Interviewing in Agricultural Communications	Chapter 3: Research Methods Used in Communication[1]
Unit 4	Business Communication and Professional Writing	Chapter 4: Business Communication[1]
Unit 5	News Writing and Medical Communication in Agriculture	Chapter 5: News Media[1]
Unit 6	Storytelling, Branding, and Agricultural Communication Campaign Development	Chapter 17: Communications Campaign Development (Introduced at a foundational level)[1]
Unit 7	Public Speaking, Presentation, and Persuasive Communication in Agriculture	Chapter 7: Public Speaking; Chapter 15: Persuasion and Persuasive Informational Campaigns[1]
Unit 8	Visual Communication and Design in Agricultural Communications	Chapter 6: Document Design; Chapter 8: Visual Communication[1]
Unit 9	Digital Media Production and Agricultural Communication Technologies	Chapter 9: Digital Photography and Photographic Editing; Chapter 10: Video and Audio Production; Chapter 11: Writing for the Web; Chapter 12: New Media[1]
Unit 10	Career Development, Professional Portfolio, and Final Presentation	Chapter 11: Writing for the Web; Chapter 18: Future of Agricultural Communications

ICEV: The following table aligns the units from the *Ag Business Comm 1* course outline with suggested supplemental lessons from the *ICEV CA Agribusiness Lessons* curriculum, based on thematic overlap in content and skills.

Unit	Course Unit Title	Aligned ICEV Lessons
Unit 1	Agricultural Communications Foundations & Career Exploration	Citizenship Basics - CC - UPDATED[1]

Unit 2	Ag Sales and Customer Relations: Audience Analysis and Message Development	Determining Customer Needs - CC, Sales & Services - CC, Approaching the Customer - CC, Overcoming Customer Objections - CC, Closing the Sale - CC, Suggestion Selling - CC, Consumer Decision Making - CC - UPDATED1
Unit 3	Research Methods and Interviewing in Agricultural Communications	Risk Management - CC1
Unit 4	Business Communication and Professional Writing	Competition & Free Enterprise - CC, Economic Concepts - CC, Economic Systems - CC, Economic Process - CC, Economic Utilities - CC, Supply & Demand - CC1
Unit 5	News Writing and Medical Communication in Agriculture (Focus on Branding and Marketing)	Agricultural Business: Marketing & Pricing - CC, Promoting the Product in Agriculture - CC, Advertising for Agriculture - CC1
Unit 6	Storytelling, Branding, and Agricultural Communication Campaign Development (Focus on Venture Plan and Financial Feasibility)	Business Ownership & Registration - CC, Agricultural Business: Management - CC, Budgeting for Agribusiness - CC, Financial Decision Making Factors - CC - UPDATED, Financial Aspects of Business - CC, Basic Accounting Principles - CC, Accounting Fundamentals: Managerial Accounting Concepts - CC1
Unit 7	Public Speaking, Presentation, and Persuasive Communication in Agriculture	Decision Making - CC1
Unit 8	Visual Communication and Design in Agricultural Communications	Visual Design Skills: Communication Techniques - CC - NEW ITEM Visual Design Skills: Design Analysis - CC - NEW ITEM
Unit 9	Digital Media Production and Agricultural Communication Technologies	U.S. & International Trade - CC, U.S. & International Trade in Agriculture - CC, Government's Role in Agricultural Business - CC1
Unit 10	Career Development, Professional Portfolio, and Final Presentation	Financial Statements & Recordkeeping - CC - UPDATED, Accounting for Business Stability - CC, Agricultural Business: Financing, Saving & Investing - CC, Borrowing Basics - CC - UPDATED

Board New Course Proposal Form / Course Update Form

Author CEdAd	Date 5/18/2026

Course Title	Agriculture Plant and Soil Biology				
Course Description	The Ag Plant and Soil Biology course is designed to use the theories of scientific experimentation as it applies to the plant and soil science world. Students will learn the principles of Biology with a focused lens on plant growth and physiology while integrating Ag principles in ongoing hands-on experiments. Students will explore advancements in technology by creating and maintaining farm/ growing stations/ gardens and sustainable growing systems using the process of experimentation to discover the successes and restrictions of such systems. Students will explore propagation, nutrition, growth and harvest of plants and their place in the organic world. Units will build on the understanding of soils, cycles of decomposition and growth, plant and soil roles in the ecosystem, plant genetics, and plant evolution by natural and artificial selection.				
Length of Course	❑ Semester	☑ Year	❑ Other		
Grade Level	❑ 9-12	☑ 9	☑ 10	☑ 11	☐ 12
Department	☐ English	☐ Mathematics	☐ Science	☐ Social Science	☐ World Language
	☐ Physical Education	☑ Visual & Performing Arts	☑ Career Technical Education*	☐ Other	
	*If CTE, indicate the Industry Sector and Pathway: Agriculture and Natural Resources: Agriscience Pathway 102 CALPADS CTE Primary Course Code: 7131 Intermediate Agriscience (Concentrator) CALPADS Secondary Course Code: Biology 9324				
Prerequisite	Recommended but not required, Ag Earth Science, CTE Primary Course Code 7130				
Corequisite					
Is Course A-G	☐ No	☐ Yes. If yes indicate the A-G category ☐ A- History ☐ B- English ☐ C- Math ☑ D- Science (lab) Biology ☐ E- World Language ☐ F- Fine Art (cannot be taught online) ☐ G- Elective			

		☐ History/Social Science ☐ English ☐ ELD ☐ Math ☐ Math/Computer ☑ Lab Science Biology/ Life Science ☐ Physical Science ☐ Integrated Science ☐ Language other than English ☐ Visual and Performing Arts / **Digital Media** ☐ Interdisciplinary
Honors Credit?	☑ No	☐ Yes
Is the course Online, Hybrid, or Classroom Based?	Classroom Based	

Agriculture Plant & Soil Biology

Grades: 9,10,11,12

Length: Full Year

Environment: Classroom-based

Honors: None

Subject: Science (D)

Discipline: Biology / Life Sciences

Industry Sector: Agriculture and Natural Resources

Pathway: Agriscience 102 Concentrator Course Code CALPADS 7131,

Secondary Code: 9324 Biology/ Life Science

Modeled after course at Institution: Pajaro Valley Joint Unified School District

Environment: Classroom, Laboratory, Greenhouse, Garden, Field-Based Investigation

Course Description

Agriculture Plant & Soil Biology is an integrated laboratory science course designed to meet California NGSS Biology/Life Science graduation requirements through the lens of agricultural and environmental systems. Students investigate the structure, function, growth, reproduction, and ecological relationships of plants while exploring the biological and chemical properties of soils and sustainable agricultural production systems. Using scientific inquiry, experimental design, biotechnology, engineering applications, and field-based investigations, students analyze how living systems interact within agricultural ecosystems and how modern agricultural science impacts food systems, environmental sustainability, and global resource management.

Throughout the course, students engage in rigorous hands-on laboratory investigations involving plant physiology, cellular biology, genetics, soil composition, nutrient cycling, irrigation systems, integrated pest management, sustainable growing systems, aquaponics, and agricultural biotechnology. Students apply NGSS Science and Engineering Practices through experimentation, data analysis, modeling, research, technical writing, oral presentations, and collaborative problem solving aligned to real-world agricultural challenges.

The course integrates Career Technical Education Agriscience Pathway Standards with Biology/Life Science NGSS standards and English Language Arts literacy standards to prepare students for postsecondary education, industry certifications, agricultural careers, environmental science pathways, biotechnology programs, and workforce readiness. Students maintain laboratory notebooks, construct scientific arguments from evidence, analyze quantitative data, utilize agricultural technologies, and develop professional communication skills through multimedia presentations, technical writing, leadership experiences, and career exploration activities.

The course emphasizes sustainable agriculture, environmental stewardship, food production systems, biotechnology innovation, and scientific literacy while providing students opportunities to design experiments, cultivate crops, analyze ecological impacts, and evaluate agricultural systems through authentic project-based learning experiences.

Unit 1: Laboratory & Agricultural Safety, Plant Biology Foundations, and Introduction to Agriscience Systems (Est 30 hours)

Unit Description

Students investigate the foundational principles of laboratory safety, agricultural workplace safety, scientific inquiry, and introductory plant biology through the lens of modern agricultural systems. Students explore how plants are classified, structured, and utilized within local and global agricultural economies while examining the role of plants in ecosystems, food systems, sustainability, and biotechnology. Through direct instruction, scientific note-taking, vocabulary development, laboratory investigations, plant dissections, microscopy, dichotomous keys, and scientific research, students analyze cellular structures, plant anatomy, reproduction, genetics, evolution, and ecological systems while developing essential laboratory, communication, and scientific investigation skills.

Throughout the unit, students participate in structured direct instruction aligned to *Biology: California The Living Earth* Chapters 1–3, 5–6, 8, and 14–15. Students maintain interactive

scientific notebooks containing Cornell notes, diagrams, vocabulary development, formative reflections, scientific modeling activities, and evidence of academic discourse from each chapter sequence. Each instructional chapter sequence culminates in a vocabulary and summative assessment designed to reinforce scientific literacy, agricultural applications, and mastery of biological concepts connected to agriscience systems.

Students engage in laboratory and agricultural investigations involving plant identification, flower dissections, cellular microscopy, classification systems, biotechnology analysis, and agricultural safety systems while utilizing NGSS Science and Engineering Practices including modeling, experimentation, data analysis, evidence-based argumentation, and technical communication.

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 1: The Science of Biology
- Chapter 2: Chemistry of Life
- Chapter 3: Cell Structure & Function
- Chapter 5: Photosynthesis & Cellular Respiration
- Chapter 6: Cell Growth, Division & Reproduction
- Chapter 8: Introduction to Genetics
- Chapter 14: Evolution & Classification
- Chapter 15: Ecology & Ecosystem Interactions

Activate Learning / OpenSciEd High School Biology Alignment

- Developing & Using Models
- Patterns in Biological Systems
- Matter & Energy in Organisms & Ecosystems
- Inheritance & Variation of Traits
- Ecosystem Interactions & Stability
- Structure & Function Systems Thinking
- Argumentation from Evidence
- Phenomenon-Based Scientific Investigation
- Student Discourse & Sensemaking Routines
- Agricultural Phenomena & Real-World Systems Modeling

ICEV Lessons Appropriate for Unit 1

- The World of Agriculture - CC
- Global Agriculture: Feeding the World - CC
- Global Agriculture: Food Perceptions & Safety - CC
- Global Agriculture: Global Perspectives - CC
- Sustainability & the Agricultural Industry - CC
- Basic Environmental Science - CC - UPDATED
- Ecological Principles - CC
- Biodiversity - CC
- Plants & Animals: What's the Difference? - CC - UPDATED
- Anatomy of Plants - CC - UPDATED
- Fundamental Plant Processes - CC - UPDATED
- Plant Genetics - CC - UPDATED

Unit 1 Key Assignments

KA 1.1 Foundations of Biology, Chemistry & Cell Systems

Biology: California The Living Earth Chapter Alignment

- Chapter 1: The Science of Biology
- Chapter 2: Chemistry of Life
- Chapter 3: Cell Structure & Function

Students participate in direct instruction, guided note-taking, scientific vocabulary development, interactive notebook activities, safety demonstrations, and microscopy modeling while investigating laboratory safety, scientific inquiry, chemistry of life, biomolecules, cellular structures, membrane transport, and agricultural biological systems

Students complete structured Cornell notes, vocabulary annotations, scientific diagrams, and formative learning checks throughout the chapter sequence. Students analyze how biological chemistry and cellular systems influence agricultural production, plant growth, sustainability, and biotechnology systems.

Students complete a comprehensive vocabulary and summative assessment evaluating laboratory safety systems, scientific investigation procedures, chemistry of life concepts, cellular organelles, membrane transport, and plant versus animal cell systems through technical writing, scientific diagrams, evidence-based explanations, and agricultural biology analysis scenarios.

Deliverables

- Interactive notebook & Cornell notes
- Scientific vocabulary logs
- Cell structure diagrams
- Laboratory safety analysis
- Scientific annotation activities
- Chapter vocabulary assessment
- Unit summative assessment

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D1.2 Scientific inquiry & experimentation
AGRISCIENCE D1.4 Agricultural technologies
AGRISCIENCE D4.1 Laboratory safety
AGRISCIENCE D4.3 Hazardous materials handling
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS1-1 Structure & Function
HS-LS1-2 Cell Systems
HS-ETS1-2 Engineering Design
HS-ETS1-3 Evaluate Solutions

ELA Standards
RST.9-10.1 Cite Evidence
RST.9-10.3 Follow Procedures
RST.9-10.4 Technical Vocabulary
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Writing

KA 1.2 Photosynthesis, Respiration & Plant Reproduction Summative Assessment

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 5: Photosynthesis & Cellular Respiration
- Chapter 6: Cell Growth, Division & Reproduction

Students investigate photosynthesis, cellular respiration, ATP energy cycling, plant growth systems, mitosis, meiosis, and plant reproductive structures through direct instruction, laboratory modeling, scientific notebooking, agricultural systems analysis, and guided reading activities.

Students analyze how light energy, cellular processes, environmental conditions, and reproduction systems influence agricultural productivity, crop sustainability, greenhouse systems, and food production. Students maintain evidence of learning through diagrams, notes, vocabulary development, and scientific analysis activities.

Students complete a comprehensive vocabulary and summative assessment evaluating understanding of photosynthesis, respiration, plant energy systems, cell division, reproduction, and agricultural growth systems through scientific writing, data interpretation, modeling, and evidence-based explanations.

Deliverables

- Notes & annotations
- Photosynthesis diagrams
- Respiration models
- Cell cycle models/foldables
- Vocabulary notebook entries
- Agricultural systems analysis
- Chapter vocabulary assessment
- Unit summative assessment

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D2.1 Plant physiology
AGRISCIENCE D2.2 Plant growth & development
AGRISCIENCE D2.4 Environmental agriculture systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS1-4 Cellular Processes
HS-LS1-5 Photosynthesis
HS-LS3-1 Genetic Inheritance
HS-LS1-1 Structure & Function

ELA Standards
RST.9-10.7 Analyze Scientific Media
WHST.9-10.1 Scientific Argument Writing
WHST.9-10.2 Informative Writing
SL.9-10.4 Scientific Presentations

KA 1.3 Agricultural Genetics & Biotechnology Investigation

Chapter Alignment

- Chapter 8: Introduction to Genetics

Students investigate heredity, inheritance patterns, Punnett squares, selective breeding, hybridization, biotechnology systems, and agricultural genetics applications through direct

instruction, scientific notebooking, agricultural case studies, and collaborative problem-solving activities.
Students analyze how genetics influences crop yield, plant resistance, biodiversity, sustainability, and agricultural innovation. Students maintain scientific notes, vocabulary development, Punnett square practice, and biotechnology analysis activities throughout the chapter sequence.

Students complete a comprehensive vocabulary and summative assessment analyzing heredity, dominant and recessive traits, selective breeding systems, hybridization, and agricultural biotechnology applications through scientific explanations, inheritance modeling, and technical analysis.

Deliverables

- Genetics Cornell notes
- Punnett square practice
- Vocabulary logs
- Trait analysis charts
- Agricultural genetics reflections
- Biotechnology analysis
- Chapter vocabulary assessment
- Genetics summative assessment;

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D3.2 Genetic engineering systems
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D1.4 Agricultural technologies

NGSS Biology Standards
HS-LS3-1 Genetic inheritance
HS-LS3-2 Genetic variation
HS-LS4-5 Adaptation

ELA Standards
RST.9-10.1 Cite Evidence
WHST.9-10.1 Argumentative Writing
WHST.9-10.7 Research Projects
SL.9-10.5 Multimedia Communication

KA 1.4 Evolution, Classification & Agricultural Ecosystems Summative Assessment

Chapter Alignment

- Chapter 14: Evolution & Classification
- Chapter 15: Ecology & Ecosystem Interactions

Students investigate evolution, biodiversity, taxonomy, ecological systems, environmental sustainability, agricultural ecosystems, and organism interactions through direct instruction, guided note-taking, ecological modeling, scientific annotation, and agricultural sustainability case studies.

Students analyze how plants adapt to environmental pressures, how ecosystems support agricultural production systems, and how biodiversity impacts sustainability and food systems.

Students maintain evidence of learning through Cornell notes, vocabulary development, classification activities, ecological diagrams, and ecosystem analysis tasks.
Students complete a comprehensive vocabulary and summative assessment evaluating evolution, adaptation, biodiversity, ecological relationships, sustainability systems, classification systems, and agricultural ecosystem management.

Deliverables

- Ecology & evolution notebook entries
- Classification charts
- Ecosystem models
- Sustainability reflections
- Vocabulary notebooks
- Agricultural ecosystem analysis
- Chapter vocabulary assessment
- Ecology & evolution summative assessment

CTE Agriculture & Natural Resources — Agriscience Pathway Standards

AGRISCIENCE D2.1 Plant classification
AGRISCIENCE D2.4 Environmental agriculture systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards

HS-LS2-6 Ecosystem Dynamics
HS-LS4-1 Evolutionary Evidence
HS-LS4-5 Adaptation & Survival

ELA Standards

RST.9-10.9 Compare Scientific Sources
WHST.9-10.2 Informative Writing
WHST.9-10.9 Evidence-Based Writing
SL.9-10.4 Scientific Presentations

KA 1.5 Economic Importance of Agricultural Crops

Chapter Alignment

- Chapter 14: Evolution & Classification
- Chapter 15: Ecology & Ecosystem Interactions

Students investigate the economic, environmental, and cultural importance of locally grown agricultural crops and plant systems within California and regional agricultural industries. Students conduct field observations and research investigations identifying locally cultivated crops using both common and scientific nomenclature. Students analyze how agriculture contributes to economics, sustainability, biotechnology, medicine, ecosystem health, and community development.

Deliverables

- Local crop identification investigation
- Scientific & common name classification chart
- Agricultural research notes
- Economic impact analysis writing
- Ecological systems reflection

- Agricultural presentation slides
- Multimedia presentation
- Scientific notebook entries
- Formal written report

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D1.2 Scientific inquiry
AGRISCIENCE D2.1 Plant classification
AGRISCIENCE D2.4 Environmental systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS2-6 Ecosystem interactions
HS-LS4-1 Evolutionary evidence
HS-LS4-5 Adaptation

ELA Standards
RST.9-10.1 Cite Evidence
WHST.9-10.2 Informative Writing
WHST.9-10.7 Research Projects
SL.9-10.4 Present Information

KA 1.6 Agricultural Biotechnology & Genetic Engineering

Chapter Alignment

- Chapter 3: Cell Structure & Function
- Chapter 8: Introduction to Genetics
- Chapter 14: Evolution & Adaptation

Students investigate agricultural biotechnology and genetic engineering systems used in modern agricultural production. Students design a theoretical genetically engineered crop by combining desirable traits from two plant species while analyzing sustainability concerns, environmental impacts, agricultural benefits, and scientific limitations.

Student Deliverables

- Biotechnology research notes
- Genetic trait analysis chart
- Engineered crop design proposal
- Scientific process diagrams
- Biotechnology reflection writing
- Agricultural sustainability analysis
- Technical written report
- Multimedia presentation
- Oral presentation & peer feedback

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D1.4 Agricultural technologies
AGRISCIENCE D3.2 Genetic engineering
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS1-1 Structure & Function
HS-LS3-1 Genetic inheritance

HS-LS3-2 Genetic variation
HS-ETS1-3 Evaluate Solutions

ELA Standards
RST.9-10.7 Analyze Scientific Media
WHST.9-10.1 Scientific Argument Writing
WHST.9-10.9 Evidence-Based Writing
SL.9-10.5 Multimedia Presentations

KA 1.7 Laboratory & Agricultural Safety Evaluation

Chapter Alignment

- Chapter 1: Scientific Investigation
- Chapter 2: Chemistry of Life

Students investigate laboratory safety systems, agricultural workplace safety procedures, chemical handling protocols, personal protective equipment, emergency response systems, and hazardous material management practices used in scientific and agricultural industries. Students analyze real-world agricultural and laboratory safety scenarios and produce a technical safety analysis report describing potential hazards, contamination risks, environmental impacts, and mitigation procedures associated with unsafe practices.

Deliverables

- Safety procedures Cornell notes
- PPE identification & analysis
- Chemical hazard identification activities
- Laboratory safety inspection checklist
- Emergency response simulations
- Technical safety analysis report
- Scientific notebook entries
- Safety reflection writing
- Agricultural safety presentation

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D4.1 Laboratory safety
AGRISCIENCE D4.3 Hazardous materials handling
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-ETS1-2 Engineering Design
HS-ETS1-3 Evaluate Solutions

ELA Standards
RST.9-10.3 Follow Procedures
RST.9-10.4 Technical Vocabulary
WHST.9-10.2 Technical Writing
SL.9-10.4 Oral Communication

Unit 1 Labs

Lab 1.a Plant Identification & Dichotomous Key Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 14: Evolution & Classification

- Chapter 15: Ecology & Ecosystem Interactions

Students collect, preserve, classify, and scientifically identify a minimum of thirty local plant specimens using dichotomous keys, microscopes, field guides, and taxonomic classification systems. Students develop inquiry questions investigating native versus invasive plant populations while analyzing structural adaptations, environmental relationships, ecological significance, and agricultural applications of local plant systems.

Students prepare scientific labels including genus, species, family, country of origin, ecological role, native status, and preferred climate. Students construct formal laboratory analyses, microscopy observations, classification charts, and scientific explanations demonstrating mastery of plant identification and taxonomy systems. Students maintain laboratory notebook entries, scientific diagrams, and observational data throughout the investigation.

Deliverables

- Plant collection & preservation
- Dichotomous key classification analysis
- Scientific observation logs
- Plant taxonomy labels
- Microscopy sketches & diagrams
- Formal lab write-up
- Scientific reflection paragraph
- Agricultural ecosystem analysis

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D1.2 Scientific inquiry & experimentation
AGRISCIENCE D2.1 Plant classification & physiology
AGRISCIENCE D2.4 Environmental agriculture systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS2-6 Ecosystem dynamics
HS-LS4-1 Evolutionary evidence
HS-LS4-5 Adaptation & biodiversity
HS-LS1-1 Structure & Function

ELA Standards
RST.9-10.1 Cite Scientific Evidence
RST.9-10.7 Analyze Scientific Information
WHST.9-10.2 Informative Technical Writing
WHST.9-10.7 Research Projects
SL.9-10.4 Scientific Presentations

Lab 1.b Flower Dissection & Reproductive Structures Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 5: Photosynthesis & Cellular Respiration
- Chapter 6: Cell Growth, Division & Reproduction
- Chapter 8: Introduction to Genetics

Students dissect multiple flower species to identify reproductive structures and compare sexual and asexual reproductive systems in plants. Students analyze the functions of sepals, petals, stamens, pistils, ovules, pollen structures, and reproductive tissues while investigating how plant reproduction influences biodiversity, crop production, pollination systems, and agricultural sustainability.

Students create scientific diagrams, labeled anatomical illustrations, laboratory analyses, and evidence-based conclusions comparing reproductive adaptations across plant species. Students evaluate how reproductive structures contribute to seed production, genetic variation, and food production systems.

Student Deliverables

- Flower dissection analysis
- Anatomical diagrams & labeling
- Laboratory observation notes
- Scientific data tables
- Reproductive structure comparisons
- Formal lab write-up
- Reflection & evidence-based conclusions

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D2.1 Plant physiology
AGRISCIENCE D2.2 Plant growth & development
AGRISCIENCE D3.2 Genetic systems & reproduction
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS1-1 Structure & Function
HS-LS1-4 Cellular Processes
HS-LS3-1 Genetic inheritance
HS-LS3-2 Genetic variation

ELA Standards
RST.9-10.3 Follow Scientific Procedures
RST.9-10.4 Technical Vocabulary
WHST.9-10.2 Informative Technical Writing
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.4 Scientific Communication

Lab 1.c Plant & Animal Cell Microscopy Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 3: Cell Structure & Function
- Chapter 5: Photosynthesis & Cellular Respiration

Students compare and contrast plant and animal cells using compound light microscopes, wet mount preparations, prepared slides, and cellular analysis techniques. Students observe onion, Elodea, cheek cells, frog blood, and Paramecium while identifying organelles, membranes, chloroplasts, vacuoles, nuclei, and specialized cellular structures associated with plant and animal systems.

Students formulate hypotheses, collect microscopy observations, construct scientific diagrams, label visible structures, and analyze how specialized cellular structures support plant growth, photosynthesis, respiration, and agricultural production systems.

Student Deliverables

- Wet mount slide preparation

- Microscopy observation logs
- Scientific cellular diagrams
- Comparative cell analysis charts
- Laboratory notebook entries
- Formal lab write-up
- Cell structure reflection analysis

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D1.2 Scientific experimentation
AGRISCIENCE D2.1 Plant physiology
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS1-1 Structure & Function
HS-LS1-2 Cell Systems Modeling
HS-LS1-5 Photosynthesis
HS-LS1-4 Cellular Processes

ELA Standards
RST.9-10.1 Cite Scientific Evidence
RST.9-10.3 Follow Scientific Procedures
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Writing
SL.9-10.4 Scientific Communication

Lab 1.d Agricultural Safety Systems & PPE Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 1: The Science of Biology
- Chapter 2: Chemistry of Life

Students investigate agricultural and laboratory safety systems through hands-on safety simulations, hazard identification activities, chemical safety investigations, PPE demonstrations, and emergency response procedures. Students analyze how biological, chemical, and environmental hazards impact agricultural production and scientific laboratory systems. Students evaluate laboratory scenarios, identify appropriate safety responses, analyze chemical warning systems, and conduct safety inspections aligned to agricultural industry expectations and scientific workplace standards.

Deliverables

- Laboratory safety inspection checklist
- PPE identification analysis
- Chemical hazard investigation
- Emergency response procedures
- Scientific safety notebook entries
- Technical safety report
- Agricultural safety reflection

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D4.1 Laboratory safety procedures
AGRISCIENCE D4.3 Hazardous materials handling
AGRISCIENCE D1.2 Scientific investigation
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-ETS1-2 Engineering Design Solutions
HS-ETS1-3 Evaluate Design Solutions

ELA Standards
RST.9-10.3 Follow Procedures
RST.9-10.4 Technical Vocabulary
WHST.9-10.2 Technical Writing
SL.9-10.4 Oral Communication

Lab 1.e Agricultural Biotechnology Modeling Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 3: Cell Structure & Function
- Chapter 8: Introduction to Genetics
- Chapter 14: Evolution & Classification

Students investigate agricultural biotechnology systems by modeling genetic engineering, selective breeding, hybridization, and agricultural trait selection processes. Students analyze how biotechnology influences crop resistance, sustainability, food production, biodiversity, and agricultural innovation.

Students construct scientific models, inheritance simulations, agricultural trait analysis charts, and biotechnology process diagrams while evaluating ethical, environmental, and economic implications of agricultural biotechnology systems.

Deliverables

- Biotechnology process diagrams
- Trait inheritance modeling
- Genetic variation analysis
- Agricultural systems reflection
- Scientific notebook entries
- Formal lab write-up
- Multimedia biotechnology presentation

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D3.2 Genetic engineering systems
AGRISCIENCE D1.4 Agricultural technologies
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS3-1 Genetic inheritance
HS-LS3-2 Genetic variation
HS-LS4-5 Adaptation
HS-ETS1-3 Evaluate Solutions

ELA Standards
RST.9-10.7 Analyze Scientific Media
WHST.9-10.1 Argumentative Scientific Writing
WHST.9-10.7 Research Projects
SL.9-10.5 Multimedia Presentations

Unit 2: Soil Chemistry, pH, Nutrient Cycling, Soil Composition & Agricultural Growing Systems (Est 25 hours)

Unit Description

Students investigate the biological, chemical, and physical properties of soil systems and analyze how soil composition, nutrient availability, pH, weathering, decomposition, and environmental conditions influence plant growth and agricultural productivity. Through direct instruction, laboratory experimentation, scientific notebooking, agricultural engineering investigations, and sustainable growing system analysis, students examine how soil functions as a dynamic living system essential to ecosystem sustainability and food production.

Students engage in structured direct instruction aligned to *Biology: California The Living Earth* Chapters 2, 3, 5, 15, and 16 while maintaining interactive scientific notebooks containing Cornell notes, scientific diagrams, vocabulary development, data tables, experimental observations, agricultural analysis, and evidence-based scientific writing. Students participate in hands-on laboratory investigations involving pH analysis, nutrient deficiencies, fermentation systems, soil layering, fertilizer applications, garden creation, and sustainable agriculture systems while applying NGSS Science and Engineering Practices including experimentation, modeling, quantitative analysis, engineering design, and scientific communication.

Students analyze how soil chemistry, nutrient cycling, environmental systems, decomposition, fertilizers, and sustainable agricultural practices influence plant productivity, ecosystem interactions, crop development, and agricultural sustainability. The unit emphasizes scientific literacy, agricultural stewardship, environmental sustainability, biotechnology systems, and real-world agriscience applications connected to soil science and food systems.

Recommended Content Alignment:

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 2: Chemistry of Life
- Chapter 3: Cell Structure & Function
- Chapter 5: Photosynthesis & Cellular Respiration
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Unit 2 — Activate Learning / OpenSciEd HS Biology Alignment Lessons

- OpenSciEd HS Biology B.2 Ecosystems: Matter & Energy
- Matter Cycling & Energy Flow
- Decomposition Systems
- Carbon Cycling Systems
- Nutrient Cycling in Ecosystems
- Ecosystem Stability & Sustainability
- Human Impacts on Ecosystems
- Agricultural Sustainability Systems
- Scientific Investigation & Modeling
- Data Analysis & Scientific Sensemaking

- Developing & Revising Systems Models
- Cause & Effect Relationships
- Environmental Systems Modeling
- Engineering Design & Sustainability Solutions
- Student Discourse & Collaborative Sensemaking

ICEV Lessons

- Soil Formation & Evaluation - CC
- Soil Conservation - CC - UPDATED
- Fertilizers & Soil Amendments - CC - UPDATED
- Fertilizers & the Environment - CC - UPDATED
- Sustainability & the Agricultural Industry - CC
- Environmental Resources: Renewable & Non-Renewable Resources & Energy - CC
- Environmental Resources: Human Activity - CC
- Environmental Resources: Habitat Destruction - CC
- Plant Nutrition - CC - UPDATED
- Fundamental Plant Processes - CC - UPDATED

Unit 2 Key Assignments

KA 2.1 Soil Chemistry, Matter Cycling & Ecosystem Systems Summative Assessment

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 2: Chemistry of Life
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Students investigate the physical and chemical properties of soil systems through direct instruction, guided note-taking, scientific annotation, and agricultural systems analysis. Students examine pH, macronutrients, micronutrients, decomposition, nutrient cycling, matter cycling, weathering, and ecological relationships that influence soil productivity and agricultural sustainability.

Students participate in teacher-led demonstrations, interactive notebook activities, soil composition analysis, vocabulary development, and scientific modeling connected to agricultural systems and environmental sustainability.

Deliverables

- Interactive scientific notebook & Cornell notes
- Soil chemistry vocabulary logs
- Nutrient cycle diagrams
- Soil composition graphic organizers
- Scientific annotation activities
- Matter cycling analysis
- Soil ecosystem reflection writing
- Agricultural sustainability analysis

- Chapter vocabulary assessment
- Chapter summative assessment

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D1.2 Scientific inquiry & experimentation
AGRISCIENCE D2.3 Soil science principles
AGRISCIENCE D2.4 Environmental agriculture systems
AGRISCIENCE D3.1 Resource management systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS2-3 Matter & Energy in Ecosystems
HS-LS2-5 Ecosystem Dynamics
HS-ESS2-5 Biogeochemical Cycles
HS-ESS3-3 Human Impacts on Earth Systems

ELA Standards
RST.9-10.1 Cite Evidence
RST.9-10.4 Technical Vocabulary
WHST.9-10.2 Informative Writing
WHST.9-10.9 Evidence-Based Writing

KA 2.2 Soil Layering & Weathering Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 2: Chemistry of Life
- Chapter 15: Ecology & Ecosystem Interactions

Students investigate soil horizons, weathering, erosion, decomposition, and the physical properties of soil systems through laboratory modeling, guided experimentation, and agricultural systems analysis. Students analyze how soil structure influences water retention, nutrient availability, crop productivity, and ecosystem health. Students conduct soil layering investigations and weathering simulations while maintaining scientific notebooks, data tables, diagrams, and evidence-based scientific explanations.

Deliverables

- Soil layering laboratory analysis
- Soil horizon diagrams
- Weathering observation logs
- Scientific data tables
- Agricultural systems reflection
- Soil structure analysis writing
- Scientific notebook entries
- Formal lab reflection

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D2.3 Soil science systems
AGRISCIENCE D2.4 Environmental agriculture systems
AGRISCIENCE D1.2 Scientific experimentation

NGSS Biology Standards

HS-LS2-5 Ecosystem Dynamics
HS-ESS2-5 Biogeochemical Cycles
HS-ESS3-3 Human Impacts on Earth Systems

ELA Standards
RST.9-10.3 Follow Procedures
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions

KA 2.3 Garden Creation & Sustainable Agricultural Systems Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 3: Cell Structure & Function
- Chapter 5: Photosynthesis & Cellular Respiration
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Students design, engineer, cultivate, and monitor sustainable agricultural growing systems through long-term garden investigations. Students analyze nutrient availability, light, temperature, soil composition, water systems, and ecological interactions influencing plant productivity and agricultural sustainability. Students maintain daily scientific observation logs and evaluate successes, failures, variables, environmental impacts, and modifications throughout the growing process.

Student Deliverables

- Garden design proposal
- Plant growth data tables
- Agricultural engineering sketches
- Scientific observation journals
- Daily environmental logs
- Sustainability reflection writing
- Agricultural systems analysis
- Multimedia presentation
- Final written scientific report

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D2.1 Plant & soil relationships
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D3.1 Sustainable resource management
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS1-5 Photosynthesis
HS-LS2-3 Matter & Energy in Ecosystems
HS-LS2-6 Ecosystem Interactions
HS-ETS1-2 Engineering Design

ELA Standards
WHST.9-10.2 Informative Technical Writing
WHST.9-10.7 Research Projects
SL.9-10.4 Scientific Presentations
SL.9-10.5 Multimedia Communication

KA 2.4 Soil Nutrient Deficiencies & Fertility Systems Assessment

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 2: Chemistry of Life
- Chapter 5: Photosynthesis & Cellular Respiration
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- OpenSciEd HS Biology B.2 Ecosystems: Matter & Energy
- Matter Cycling & Energy Flow
- Carbon Cycling Systems
- Decomposition Systems
- Agricultural Sustainability Modeling
- Scientific Argumentation from Evidence

ICEV CA Ag Biology Lesson Alignment

- Soil Formation & Evaluation - CC
- Fertilizers & Soil Amendments - CC - UPDATED
- Fertilizers & the Environment - CC - UPDATED
- Plant Nutrition - CC - UPDATED
- Sustainability & the Agricultural Industry - CC

Students investigate macronutrients, micronutrients, fertilizers, nutrient deficiencies, and agricultural soil fertility systems through direct instruction, experimentation, scientific modeling, and agricultural analysis. Students analyze how nitrogen, phosphorus, potassium, and pH influence plant growth and crop production. Students evaluate agricultural fertilizer systems and determine appropriate nutrient recommendations for different crop systems using scientific data and evidence-based reasoning.

Deliverables

- Nutrient deficiency analysis charts
- Fertility system data tables
- Soil nutrient comparison activities
- Agricultural recommendation report
- Vocabulary notebook entries
- Scientific notebook checks
- Fertility reflection writing
- Chapter vocabulary assessment
- Chapter summative assessment

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D2.3 Soil science principles
AGRISCIENCE D3.1 Resource management systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS1-5 Photosynthesis
HS-LS2-3 Matter & Energy in Ecosystems
HS-ESS3-3 Human Impacts on Earth Systems

ELA Standards

RST.9-10.1 Cite Evidence
WHST.9-10.1 Scientific Argument Writing
WHST.9-10.9 Evidence-Based Writing

Unit 2 Labs

Lab 2.a pH Indicators & Soil Chemistry Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 2: Chemistry of Life
- Chapter 15: Ecology & Ecosystem Interactions

Students design and conduct controlled experiments investigating pH indicators, chemical reactions, soil acidity, and nutrient availability using cabbage juice indicators and household substances. Students develop hypotheses, collect quantitative data, graph results, and analyze how pH influences agricultural systems and plant productivity.

Deliverables

- Controlled experiment design
- pH indicator analysis
- Quantitative data tables
- Scientific graphs
- Hypothesis & conclusion writing
- Laboratory notebook entries
- Formal lab write-up

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D1.2 Scientific experimentation
AGRISCIENCE D2.3 Soil science principles
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS2-3 Matter Cycling
HS-ESS2-5 Biogeochemical Cycles

ELA Standards
RST.9-10.3 Follow Procedures
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions

Lab 2.b Fermentation, Decomposition & pH Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 2: Chemistry of Life
- Chapter 5: Photosynthesis & Cellular Respiration
- Chapter 15: Ecology & Ecosystem Interactions
-

Students investigate fermentation systems, decomposition, bacterial processes, and pH changes through long-term kimchi fermentation investigations. Students analyze biological processes, environmental conditions, and microbial interactions influencing decomposition and chemical changes within agricultural and food systems.

Deliverables

- Fermentation observation logs
- pH data tables

- Temperature tracking charts
- Scientific graphing activities
- Decomposition analysis
- Agricultural systems reflection
- Laboratory notebook entries
- Formal lab report

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D1.2 Scientific experimentation
AGRISCIENCE D2.4 Environmental agriculture systems
AGRISCIENCE D3.1 Sustainable systems

NGSS Biology Standards
HS-LS2-3 Matter Cycling
HS-LS2-5 Ecosystem Dynamics
HS-ESS2-5 Biogeochemical Cycles

ELA Standards
RST.9-10.1 Cite Evidence
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions

Lab 2.c Fertilizer Applications & Plant Growth Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 5: Photosynthesis & Cellular Respiration
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Students investigate how varying fertilizer concentrations influence plant growth, productivity, and agricultural sustainability through controlled experimentation using bean plants and multiple fertilizer treatments.

Students utilize the metric system, formulate hypotheses, collect quantitative data, graph results, analyze agricultural variables, and evaluate environmental impacts associated with fertilizer use.

Deliverables

- Experimental design proposal
- Fertilizer concentration analysis
- Quantitative data collection
- Scientific graphing activities
- Agricultural systems analysis
- Scientific notebook entries
- Formal lab write-up
- Evidence-based conclusions

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D2.3 Soil science systems
AGRISCIENCE D3.1 Sustainable agriculture systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards

HS-LS1-5 Photosynthesis
HS-LS2-3 Matter & Energy in Ecosystems
HS-ESS3-3 Human Impacts on Earth Systems

ELA Standards
RST.9-10.3 Follow Procedures
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions

Lab 2.d FFA Agriscience Fair Soil, Substrate & Nutrient Systems Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 2: Chemistry of Life
- Chapter 5: Photosynthesis & Cellular Respiration
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Matter Cycling & Energy Flow
- Ecosystem Interactions
- Scientific Investigation & Modeling
- Cause & Effect Systems Analysis

ICEV CA Ag Biology Lesson Alignment

- Soil Formation & Evaluation - CC
- Soil Conservation - CC - UPDATED
- Fertilizers & Soil Amendments - CC - UPDATED
- Fertilizers & the Environment - CC - UPDATED
- Plant Nutrition - CC - UPDATED
- Sustainability & the Agricultural Industry - CC

Students conduct long-term experimental investigations comparing the effects of varying soils, substrates, nutrient systems, fertilizer treatments, irrigation systems, or environmental variables on plant productivity and agricultural sustainability.

Students conduct long-term experimental investigations comparing the effects of varying soils, substrates, nutrient systems, fertilizer treatments, irrigation systems, or environmental variables on plant productivity and agricultural sustainability. Students design investigations aligned to FFA Agriscience Fair Plant Systems and Environmental Services/Natural Resource Systems categories.

Students maintain detailed scientific logbooks, quantitative measurements, photographic evidence, systems models, and evidence-based explanations documenting the effects of soil chemistry and environmental conditions on agricultural production systems.

Student Deliverables

- Experimental treatment setup
- Soil/substrate comparison analysis
- Plant growth data tables
- Scientific measurement logs
- Weekly research notebook checks
- Quantitative graphing activities
- Agricultural systems models

- Photo documentation portfolio
- Statistical trend analysis
- Formal lab write-up
- FFA-style research reflection

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D2.1 Plant & soil relationships
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D2.3 Soil science principles
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS1-5 Photosynthesis
HS-LS2-3 Matter & Energy in Ecosystems
HS-LS2-6 Ecosystem Interactions
HS-ESS2-5 Biogeochemical Cycles
HS-ETS1-3 Evaluate Solutions

ELA Standards
RST.9-10.3 Follow Scientific Procedures
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.4 Scientific Presentations

Unit 3: Irrigation Systems, Plant Processes, Photosynthesis, Respiration, Climate Systems & Agricultural Environmental Controls (Est. 25 hours)

Unit Description

Students investigate the biological and environmental factors that influence plant growth, productivity, transpiration, translocation, respiration, photosynthesis, and agricultural sustainability through the lens of irrigation systems, climate regulation, greenhouse management, and environmental agricultural engineering systems. Students analyze how water systems, light intensity, temperature, environmental controls, atmospheric conditions, and energy transfer affect plant productivity and sustainable agricultural production systems.

Students engage in structured direct instruction aligned to *Biology: California The Living Earth* Chapters 5, 6, 15, and 16 while maintaining interactive scientific notebooks containing Cornell notes, scientific diagrams, vocabulary development, systems models, laboratory data, engineering sketches, environmental observations, agricultural analysis, and evidence-based scientific writing. Students participate in phenomenon-based investigations, scientific discourse routines, agricultural engineering challenges, environmental systems modeling, and long-term plant growth investigations aligned to Activate Learning/OpenSciEd High School Biology instructional practices.

Students conduct laboratory investigations involving transpiration systems, translocation processes, light spectrum analysis, cellular respiration systems, photosynthesis investigations, greenhouse environmental controls, irrigation engineering systems, and climate modeling while applying NGSS Science and Engineering Practices including experimentation, systems thinking, engineering design, quantitative analysis, evidence-based reasoning, and scientific communication.

Students continue long-term FFA Agriscience Fair research investigations by analyzing how irrigation systems, light conditions, environmental variables, soil moisture, and climate systems influence plant growth, sustainability, and agricultural productivity. Students maintain ongoing scientific logbooks, systems models, photographic evidence, and quantitative datasets aligned to National FFA Agriscience Fair expectations.

The unit emphasizes environmental sustainability, agricultural engineering, plant physiology, climate systems, greenhouse management, irrigation technologies, photosynthesis systems, and real-world agriscience applications connected to agricultural production and sustainable food systems.

Recommended Content Alignment

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 5: Photosynthesis & Cellular Respiration
- Chapter 6: Cell Growth, Division & Reproduction
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd HS Biology Alignment Lessons

- OpenSciEd HS Biology B.2 Ecosystems: Matter & Energy
- Matter Cycling & Energy Flow
- Carbon Cycling Systems
- Photosynthesis Systems Modeling
- Cellular Respiration Systems
- Ecosystem Stability & Sustainability
- Human Impacts on Ecosystems
- Agricultural Sustainability Systems
- Scientific Investigation & Modeling
- Developing & Revising Systems Models
- Cause & Effect Relationships
- Environmental Systems Modeling
- Engineering Design & Sustainability Solutions
- Student Discourse & Collaborative Sensemaking
- Energy Transfer in Biological Systems
- Systems & System Models

ICEV CA Ag Biology Lesson Alignment

- Fundamental Plant Processes - CC - UPDATED
- Plant Nutrition - CC - UPDATED
- Anatomy of Plants - CC - UPDATED
- Plant Evaluation - CC - UPDATED
- Sustainability & the Agricultural Industry - CC
- Environmental Resources: Renewable & Non-Renewable Resources & Energy - CC
- Environmental Resources: Human Activity - CC

- Soil Conservation - CC - UPDATED

KA 3.1 Plant Processes, Photosynthesis, Respiration & Agricultural Energy Systems Summative Assessment

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 5: Photosynthesis & Cellular Respiration
- Chapter 6: Cell Growth, Division & Reproduction
- Chapter 15: Ecology & Ecosystem Interactions

Activate Learning / OpenSciEd Biology Alignment

- OpenSciEd HS Biology B.2 Ecosystems: Matter & Energy
- Matter Cycling & Energy Flow
- Photosynthesis Systems Modeling
- Energy Transfer in Biological Systems
- Systems & Systems Models
- Scientific Argumentation from Evidence

ICEV CA Ag Biology Lesson Alignment

- Fundamental Plant Processes - CC - UPDATED
- Anatomy of Plants - CC - UPDATED
- Plant Nutrition - CC - UPDATED

Students investigate how photosynthesis, transpiration, respiration, translocation, cellular energy transfer, and environmental systems influence agricultural productivity, sustainability, and food production systems. Through direct instruction, phenomenon-based investigations, scientific discourse routines, systems modeling, engineering analysis, and collaborative problem solving, students analyze how plants convert light energy into chemical energy and how environmental variables influence plant productivity within agricultural systems.

Students participate in teacher-led modeling activities, chloroplast systems analysis, photosynthesis simulations, respiration investigations, greenhouse productivity case studies, and scientific annotation routines while maintaining detailed scientific notebooks containing notes, diagrams, data tables, explanatory models, agricultural analysis, and evidence-based scientific writing.

Students develop systems models explaining how matter and energy move through agricultural ecosystems and evaluate how environmental conditions including temperature, carbon dioxide availability, irrigation systems, nutrient availability, and light intensity impact agricultural production and sustainability. Students construct evidence-based scientific arguments explaining how photosynthesis and respiration systems influence crop productivity, ecosystem interactions, and environmental sustainability.

Students complete a comprehensive summative assessment integrating scientific modeling, agricultural systems analysis, quantitative reasoning, scientific vocabulary, phenomenon-based writing, and evidence-based explanations aligned to biological energy systems and agricultural sustainability.

Deliverables

- Interactive scientific notebook & Cornell notes
- Photosynthesis systems models
- Cellular respiration concept maps
- Chloroplast & mitochondria comparison diagrams
- Agricultural energy flow analysis
- Scientific annotation activities
- OpenSciEd discourse participation
- Environmental variable analysis charts
- Carbon cycling systems diagrams
- Agricultural sustainability reflection writing
- Scientific vocabulary notebook entries
- Chapter vocabulary assessment
- Chapter summative assessment

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D2.1 Plant & soil relationships
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D2.4 Environmental agriculture systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS1-5 Photosynthesis
HS-LS1-7 Cellular Respiration
HS-LS2-3 Matter & Energy in Ecosystems
HS-LS2-5 Ecosystem Dynamics
ELA Standards
RST.9-10.1 Cite Evidence
RST.9-10.7 Analyze Scientific Information
WHST.9-10.1 Scientific Argument Writing
WHST.9-10.9 Evidence-Based Writing
SL.9-10.1 Collaborative Discussions

KA 3.2 Irrigation Engineering, Climate Systems & Sustainable Agricultural Infrastructure Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Environmental Systems Modeling
- Engineering Design & Sustainability Solutions
- Agricultural Sustainability Systems
- Cause & Effect Relationships
- Scientific Investigation & Modeling

ICEV CA Ag Biology Lesson Alignment

- Sustainability & the Agricultural Industry - CC

- Environmental Resources: Renewable & Non-Renewable Resources & Energy - CC
- Environmental Resources: Human Activity - CC
- Soil Conservation - CC - UPDATED

Students investigate irrigation engineering systems, agricultural infrastructure, environmental sustainability systems, water conservation technologies, greenhouse environmental controls, and climate management strategies used within modern agricultural industries. Students analyze how irrigation design, climate conditions, evapotranspiration, soil moisture, and environmental systems influence agricultural productivity, crop sustainability, and resource management.

Students engage in long-term engineering investigations where they design, construct, test, evaluate, and revise irrigation systems capable of supporting sustainable agricultural production environments. Students utilize scientific measurements, environmental monitoring systems, moisture analysis, water flow calculations, and engineering design processes to determine efficient irrigation strategies for varying agricultural environments and crop systems.

Students evaluate environmental impacts associated with agricultural water usage and construct evidence-based solutions addressing sustainability challenges connected to climate systems, drought conditions, water conservation, and agricultural productivity. Students participate in collaborative scientific discourse, agricultural engineering critiques, environmental systems modeling, and quantitative analysis activities while maintaining detailed engineering notebooks and agricultural systems documentation.

Deliverables

- Agricultural irrigation engineering proposal
- Irrigation system design sketches
- Water conservation calculations
- Soil moisture analysis charts
- Environmental monitoring logs
- Greenhouse climate system analysis
- Agricultural sustainability reflection writing
- Engineering redesign analysis
- Quantitative water efficiency data tables
- Agricultural systems models
- Multimedia engineering presentation
- Scientific notebook checks
- Formal engineering report

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D1.4 Agricultural technologies & systems
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D2.4 Environmental agriculture systems
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS2-5 Ecosystem Dynamics
HS-LS2-6 Ecosystem Interactions
HS-ESS3-3 Human Impacts on Earth Systems

HS-ETS1-2 Engineering Design
HS-ETS1-3 Evaluate Solutions

ELA Standards
RST.9-10.3 Follow Procedures
RST.9-10.7 Analyze Scientific Information
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.5 Multimedia Communication

KA 3.3 FFA Agriscience Fair Environmental Systems Analysis, Data Interpretation & Midpoint Research Defense

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 5: Photosynthesis & Cellular Respiration
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Systems Modeling
- Scientific Investigation & Modeling
- Agricultural Phenomena Analysis
- Data Analysis & Scientific Sensemaking
- Scientific Argumentation from Evidence

ICEV CA Ag Biology Lesson Alignment

- Fundamental Plant Processes - CC - UPDATED
- Plant Evaluation - CC - UPDATED
- Sustainability & the Agricultural Industry - CC
- Environmental Resources: Human Activity - CC

Students continue implementation of their long-term FFA Agriscience Fair investigations by analyzing how irrigation systems, climate variables, greenhouse conditions, environmental controls, soil moisture, nutrient systems, and light intensity influence plant productivity and agricultural sustainability. Students conduct midpoint evaluations of experimental procedures, analyze quantitative and qualitative datasets, revise experimental designs, and evaluate emerging trends influencing plant growth and agricultural systems.

Students utilize OpenSciEd systems modeling routines and scientific argumentation protocols to explain relationships between environmental variables, agricultural sustainability, ecosystem stability, and plant productivity. Students maintain professional research notebooks aligned to National FFA Agriscience Fair standards and conduct formal midpoint research defense presentations where they justify methodology, explain findings, evaluate limitations, and defend proposed revisions to experimental systems.

Students analyze statistical trends, construct evidence-based scientific explanations, develop graphical representations of experimental findings, and evaluate how agricultural engineering systems and environmental variables influence productivity within plant and soil systems investigations.

Deliverables

- Quantitative data analysis tables

- Statistical trend analysis
- Midpoint experimental evaluation report
- Scientific research notebook/logbook checks
- Environmental variable analysis charts
- Agricultural systems models
- Scientific graphing activities
- Experimental redesign proposal
- Photographic evidence portfolio
- Agricultural sustainability analysis
- Midpoint oral research defense presentation
- Peer critique & scientific feedback analysis
- FFA-style research reflection writing

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D1.2 Scientific experimentation
AGRISCIENCE D2.1 Plant & soil relationships
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS1-5 Photosynthesis
HS-LS2-3 Matter & Energy in Ecosystems
HS-LS2-6 Ecosystem Interactions
HS-ETS1-3 Evaluate Solutions

ELA Standards
WHST.9-10.1 Scientific Argument Writing
WHST.9-10.2 Informative Technical Writing
WHST.9-10.7 Research Projects
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.4 Scientific Presentations

Unit 3 Labs

Lab 3.a Translocation, Transpiration & Water Transport Systems Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 5: Photosynthesis & Cellular Respiration
- Chapter 15: Ecology & Ecosystem Interactions

Activate Learning / OpenSciEd Biology Alignment

- Matter Cycling & Energy Flow
- Systems & System Models
- Scientific Investigation & Modeling
- Cause & Effect Relationships

ICEV CA Ag Biology Lesson Alignment

- Anatomy of Plants - CC - UPDATED
- Fundamental Plant Processes - CC - UPDATED

Students investigate transpiration, translocation, vascular systems, capillary action, and water transport mechanisms within plants through controlled experimentation using celery, carnations, and varying environmental conditions. Students analyze how xylem and phloem systems transport water, nutrients, sugars, and dissolved minerals throughout plant systems and how environmental variables influence agricultural productivity.

Students design controlled experiments investigating the impacts of temperature, humidity, airflow, light intensity, and irrigation availability on transpiration rates and water movement within plant systems. Students collect quantitative measurements, develop systems models, analyze plant vascular structures, and construct evidence-based scientific explanations describing how plant transport systems support photosynthesis, respiration, and agricultural growth systems.

Students evaluate how transpiration influences irrigation scheduling, greenhouse management, agricultural sustainability, and crop productivity within modern agricultural production systems.

Deliverables

- Controlled experimental design
- Transpiration rate data tables
- Water transport observations
- Vascular system diagrams
- Scientific graphing activities
- Environmental variable analysis
- Quantitative measurements
- Agricultural systems reflection writing
- Laboratory notebook entries
- Formal lab write-up
- Evidence-based scientific conclusions

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D2.1 Plant physiology
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D2.4 Environmental agriculture systems

NGSS Biology Standards
HS-LS1-5 Photosynthesis
HS-LS2-3 Matter & Energy Systems
HS-LS2-5 Ecosystem Dynamics

ELA Standards
RST.9-10.3 Follow Procedures
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions

Lab 3.b Light Spectrum, Photosynthesis & Plant Productivity Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 5: Photosynthesis & Cellular Respiration
- Chapter 15: Ecology & Ecosystem Interactions

Activate Learning / OpenSciEd Biology Alignment

- Photosynthesis Systems Modeling

- Matter & Energy Flow
- Scientific Investigation & Modeling
- Developing & Revising Systems Models

ICEV CA Ag Biology Lesson Alignment

- Fundamental Plant Processes - CC - UPDATED
- Plant Nutrition - CC - UPDATED
- Plant Evaluation - CC - UPDATED

The Greenhouse Glow-Up Challenge: Students investigate how varying light spectrums, light intensity, greenhouse lighting systems, and environmental conditions influence photosynthesis, chlorophyll production, transpiration, respiration, and agricultural productivity. Students analyze how different wavelengths of light impact plant growth, leaf coloration, biomass production, and sustainability within greenhouse and controlled agricultural environments.

Students conduct long-term investigations comparing plants exposed to varying light treatments including colored filters, LED systems, natural sunlight, and controlled environmental conditions. Students measure plant growth rates, biomass, chlorophyll production, leaf structure changes, and environmental variables while maintaining scientific notebooks and quantitative datasets.

Students construct systems models explaining how light energy is transformed into chemical energy within agricultural systems and evaluate how lighting systems influence greenhouse production, food systems sustainability, and agricultural engineering practices.

Deliverables

- Experimental light treatment setup
- Plant productivity measurements
- Chlorophyll analysis observations
- Quantitative graphing activities
- Photosynthesis systems models
- Environmental monitoring logs
- Scientific notebook entries
- Agricultural engineering analysis
- Biomass comparison charts
- Formal lab report
- Evidence-based scientific conclusions

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D2.4 Environmental agriculture systems
AGRISCIENCE D3.1 Sustainable agricultural systems

NGSS Biology Standards
HS-LS1-5 Photosynthesis
HS-LS2-3 Matter & Energy Systems
HS-LS2-5 Ecosystem Dynamics

ELA Standards
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions
RST.9-10.7 Analyze Scientific Information

Lab 3.c Cellular Respiration, Germination & Agricultural Energy Transfer Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 5: Photosynthesis & Cellular Respiration
- Chapter 6: Cell Growth & Reproduction

Activate Learning / OpenSciEd Biology Alignment

- Energy Transfer in Biological Systems
- Matter Cycling & Energy Flow
- Scientific Investigation & Modeling

ICEV CA Ag Biology Lesson Alignment

- Fundamental Plant Processes - CC - UPDATED
- Plant Evaluation - CC - UPDATED

Students investigate cellular respiration rates, germination systems, oxygen consumption, carbon dioxide production, and energy transfer processes within germinating and non-germinating seeds through controlled experimentation. Students analyze how biological energy systems influence seed germination, crop productivity, agricultural sustainability, and environmental interactions.

Students conduct quantitative investigations measuring respiration rates under varying environmental conditions including temperature, moisture, oxygen availability, and substrate conditions. Students compare germinating and dormant seed systems while evaluating how respiration influences plant growth, agricultural productivity, and food production systems. Students construct evidence-based explanations describing relationships between cellular respiration, ATP production, energy transfer, and agricultural growth systems while utilizing scientific graphing, systems modeling, and quantitative analysis routines.

Deliverables

- Germination experiment setup
- Respiration rate measurements
- Oxygen & carbon dioxide analysis
- Quantitative data tables
- Scientific graphing activities
- Germination comparison charts
- Environmental variable analysis
- Laboratory notebook entries
- Formal lab write-up
- Agricultural systems reflection

CTE Agriculture & Natural Resources — Agriscience Pathway Standards

AGRISCIENCE D1.2 Scientific experimentation
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D3.1 Sustainable agricultural systems

NGSS Biology Standards

HS-LS1-7 Cellular Respiration
HS-LS2-3 Matter & Energy Systems
HS-LS2-5 Ecosystem Dynamics

ELA Standards
RST.9-10.3 Follow Scientific Procedures
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions

Lab 3.d FFA Agriscience Fair Irrigation, Climate Systems & Plant Productivity Investigation

Textbook Biology: California The Living Earth Chapter Alignment
- Chapter 5: Photosynthesis & Cellular Respiration
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment
- Environmental Systems Modeling
- Agricultural Sustainability Systems
- Scientific Investigation & Modeling
- Cause & Effect Systems Analysis
- Data Analysis & Scientific Sensemaking

ICEV CA Ag Biology Lesson Alignment
- Sustainability & the Agricultural Industry - CC
- Plant Evaluation - CC - UPDATED
- Fundamental Plant Processes - CC - UPDATED
- Environmental Resources: Human Activity - CC

Students continue long-term FFA Agriscience Fair investigations by designing and implementing controlled environmental systems analyzing the effects of irrigation systems, climate variables, greenhouse conditions, humidity, temperature, light intensity, and environmental controls on plant productivity and agricultural sustainability. Students align investigations to National FFA Agriscience Fair Plant Systems and Environmental Services/Natural Resource Systems categories while utilizing scientific engineering practices and agricultural systems analysis.

Students maintain detailed scientific research notebooks containing quantitative measurements, environmental monitoring logs, systems models, statistical analyses, photographic evidence, engineering revisions, and evidence-based explanations documenting how environmental variables influence agricultural production systems and sustainability outcomes.

Students conduct midpoint evaluations of experimental systems and revise procedures based on quantitative findings, engineering observations, and environmental analyses. Students construct scientific arguments supported by quantitative evidence explaining relationships between environmental systems, plant productivity, sustainability, and agricultural engineering systems.

Deliverables
- Irrigation & climate treatment setup

- Quantitative plant productivity measurements
- Environmental monitoring logs
- Statistical trend analysis
- Scientific graphing activities
- Agricultural systems models
- Weekly research notebook checks
- Engineering revision analysis
- Photo documentation portfolio
- Environmental variable comparison charts
- Formal lab write-up
- FFA-style research reflection
- Midpoint scientific presentation
-

CTE Agriculture & Natural Resources — Agriscience Pathway Standards

AGRISCIENCE D2.1 Plant & soil relationships
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D2.4 Environmental agriculture systems
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards

HS-LS1-5 Photosynthesis
HS-LS2-3 Matter & Energy Systems
HS-LS2-6 Ecosystem Interactions
HS-ETS1-3 Evaluate Solutions
HS-ESS3-3 Human Impacts on Earth Systems

ELA Standards

RST.9-10.3 Follow Scientific Procedures
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.4 Scientific Presentations

Unit 4: Plant Genetics, Selective Breeding, Biotechnology, Pest Management & Agricultural Innovation Systems

Unit Description

Students investigate heredity, genetics, selective breeding, plant biotechnology, integrated pest management systems, genetic engineering, agricultural innovation, and sustainable crop development through the lens of modern agricultural production systems and environmental sustainability. Students analyze how inheritance patterns, genetic variation, biotechnology systems, environmental pressures, and agricultural engineering practices influence crop productivity, plant resistance, sustainability, biodiversity, and food production systems.

Students engage in structured direct instruction aligned to *Biology: California The Living Earth* Chapters 6, 8, 14, 15, and 16 while maintaining interactive scientific notebooks containing Cornell notes, scientific diagrams, Punnett square analysis, genetic models, systems maps, laboratory data, agricultural engineering sketches, scientific annotations, and evidence-based scientific writing. Students participate in phenomenon-based investigations, collaborative discourse routines, agricultural biotechnology analysis, engineering design investigations, and long-term agricultural research aligned to Activate Learning/OpenSciEd High School Biology instructional practices.

Students conduct laboratory investigations involving selective breeding systems, plant genetics modeling, biotechnology systems, integrated pest management investigations, genetic probability analysis, plant disease systems, and agricultural engineering applications while applying NGSS Science and Engineering Practices including experimentation, systems thinking, quantitative analysis, evidence-based argumentation, engineering design, and scientific communication.

Students continue long-term FFA Agriscience Fair investigations by expanding experimental systems, analyzing additional environmental and biological variables, refining methodologies, conducting advanced data analysis, and preparing for final scientific report development and presentation preparation aligned to National FFA Agriscience Fair standards.
The unit emphasizes agricultural biotechnology, sustainable agriculture, genetic systems, environmental stewardship, agricultural engineering, integrated pest management, and real-world agriscience applications connected to food systems, crop science, and agricultural innovation.

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 6: Cell Growth, Division & Reproduction
- Chapter 8: Introduction to Genetics
- Chapter 14: Evolution & Classification
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Unit 4 — Activate Learning / OpenSciEd HS Biology Alignment Lessons

- Inheritance & Variation of Traits
- Genetic Systems Modeling
- Natural Selection & Adaptation
- Ecosystem Stability & Biodiversity
- Human Impacts on Ecosystems
- Agricultural Systems Modeling
- Scientific Investigation & Modeling
- Developing & Revising Systems Models
- Cause & Effect Relationships
- Data Analysis & Scientific Sensemaking
- Engineering Design & Sustainability Solutions
- Student Discourse & Collaborative Sensemaking
- Scientific Argumentation from Evidence
- Patterns in Biological Systems

ICEV CA Ag Biology Lesson Alignment

- Plant Genetics - CC - UPDATED
- Plant Evaluation - CC - UPDATED

- Fundamental Plant Processes - CC - UPDATED
- Sustainability & the Agricultural Industry - CC
- Biodiversity - CC
- Ecological Principles - CC
- Environmental Resources: Human Activity - CC
- Integrated Pest Management - CC - UPDATED
- Biotechnology in Agriculture - CC - UPDATED

Unit 4 Key Assignments

KA 4.1 Plant Genetics, Heredity & Agricultural Biotechnology Systems Summative Assessment

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 6: Cell Growth, Division & Reproduction
- Chapter 8: Introduction to Genetics
- Chapter 14: Evolution & Classification

Activate Learning / OpenSciEd Biology Alignment

- Inheritance & Variation of Traits
- Genetic Systems Modeling
- Patterns in Biological Systems
- Scientific Argumentation from Evidence
- Developing & Revising Systems Models

ICEV CA Ag Biology Lesson Alignment

- Plant Genetics - CC - UPDATED
- Biotechnology in Agriculture - CC - UPDATED
- Plant Evaluation - CC - UPDATED

Students investigate heredity, inheritance patterns, genetic variation, selective breeding systems, biotechnology applications, and agricultural genetic engineering through direct instruction, scientific modeling, agricultural case studies, engineering analysis, and collaborative scientific discourse. Students analyze how dominant and recessive traits, genetic mutations, selective breeding systems, and agricultural biotechnology influence crop productivity, biodiversity, sustainability, and agricultural innovation systems.

Students construct Punnett square models, inheritance simulations, trait analysis charts, and biotechnology systems diagrams while evaluating how genetics influences disease resistance, environmental adaptation, crop yield, and food production systems. Students engage in phenomenon-based investigations analyzing real-world agricultural biotechnology systems and evaluate ethical, environmental, and sustainability implications associated with genetic engineering practices in agriculture.

Students complete a comprehensive summative assessment integrating scientific modeling, quantitative reasoning, evidence-based writing, agricultural systems analysis, and scientific argumentation aligned to plant genetics and agricultural biotechnology systems.

Deliverables

- Interactive scientific notebook & Cornell notes

- Punnett square analysis activities
- Genetic inheritance systems models
- Agricultural biotechnology diagrams
- Trait probability calculations
- Selective breeding analysis charts
- Biotechnology case study analysis
- Scientific annotation activities
- Agricultural sustainability reflection writing
- Vocabulary notebook entries
- OpenSciEd discourse participation
- Chapter vocabulary assessment
- Chapter summative assessment

CTE Agriculture & Natural Resources — Agriscience Pathway Standards

AGRISCIENCE D1.4 Agricultural technologies & systems
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D3.2 Genetic engineering systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards

HS-LS3-1 Genetic Inheritance
HS-LS3-2 Genetic Variation
HS-LS4-2 Natural Selection
HS-LS4-4 Adaptation

ELA Standards

RST.9-10.1 Cite Evidence
RST.9-10.7 Analyze Scientific Information
WHST.9-10.1 Scientific Argument Writing
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.1 Collaborative Discussions

KA 4.2 Integrated Pest Management, Plant Disease Systems & Agricultural Sustainability Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 14: Evolution & Classification
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Ecosystem Stability & Biodiversity
- Cause & Effect Relationships
- Agricultural Sustainability Systems
- Human Impacts on Ecosystems
- Systems & Systems Models

ICEV CA Ag Biology Lesson Alignment

- Integrated Pest Management - CC - UPDATED
- Biodiversity - CC

- Ecological Principles - CC
- Sustainability & the Agricultural Industry - CC

Students investigate integrated pest management systems, plant disease systems, invasive species, biological controls, ecosystem interactions, and sustainable agricultural management strategies used within modern agricultural industries. Students analyze how environmental conditions, biodiversity, climate systems, and ecological interactions influence plant disease spread, pest populations, crop productivity, and agricultural sustainability.

Students engage in agricultural engineering investigations where they evaluate biological controls, chemical controls, cultural practices, and mechanical systems used to manage agricultural pests while minimizing environmental impacts and promoting ecosystem sustainability. Students analyze agricultural case studies involving invasive species, disease outbreaks, pollinator systems, and sustainability challenges affecting modern food production systems.
Students develop integrated pest management plans supported by quantitative evidence, systems models, environmental analysis, and sustainability considerations while participating in collaborative scientific discourse and evidence-based argumentation routines.

Deliverables

- Integrated pest management systems plan
- Agricultural disease analysis charts
- Biodiversity systems models
- Ecosystem interaction diagrams
- Pest population data analysis
- Agricultural sustainability reflection writing
- Scientific notebook entries
- Environmental impact analysis
- OpenSciEd discourse participation
- Agricultural engineering proposal
- Multimedia sustainability presentation
- Formal technical report

CTE Agriculture & Natural Resources — Agriscience Pathway Standards

AGRISCIENCE D2.1 Plant & soil relationships
AGRISCIENCE D2.4 Environmental agriculture systems
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards

HS-LS2-5 Ecosystem Dynamics
HS-LS2-7 Human Impacts on Ecosystems
HS-LS4-4 Adaptation
HS-ETS1-2 Engineering Design

ELA Standards

RST.9-10.3 Follow Procedures
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.5 Multimedia Communication

KA 4.3 FFA Agriscience Fair Advanced Data Analysis, Research Interpretation & Final Report Preparation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 8: Introduction to Genetics
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Scientific Investigation & Modeling
- Data Analysis & Scientific Sensemaking
- Scientific Argumentation from Evidence
- Systems Modeling
- Developing & Revising Systems Models

ICEV CA Ag Biology Lesson Alignment

- Plant Evaluation - CC - UPDATED
- Sustainability & the Agricultural Industry - CC
- Biotechnology in Agriculture - CC - UPDATED
- Environmental Resources: Human Activity - CC

Students continue long-term FFA Agriscience Fair investigations by conducting advanced quantitative and qualitative data analysis, statistical interpretation, environmental systems analysis, engineering evaluations, and scientific argumentation routines aligned to National FFA Agriscience Fair standards. Students evaluate trends, identify sources of experimental error, revise systems models, interpret statistical findings, and develop formal scientific explanations describing relationships between environmental variables, agricultural systems, plant productivity, and sustainability outcomes.

Students begin preparation of formal FFA Agriscience Fair research reports including introduction sections, literature reviews, methodology explanations, data analysis sections, systems models, graphs, charts, and evidence-based scientific conclusions. Students participate in peer review sessions, collaborative scientific critique protocols, and midpoint presentation rehearsals while refining research communication skills and scientific presentation techniques.

Students evaluate the effectiveness of their agricultural systems investigations and propose evidence-based next steps for future agricultural engineering investigations, sustainability improvements, and expanded scientific research aligned to real-world agricultural production systems.

Deliverables

- Statistical data analysis tables
- Scientific graphing activities
- Experimental error analysis
- Systems model revisions
- Formal literature review draft
- Research methodology write-up
- Agricultural systems interpretation analysis
- Scientific notebook/logbook checks
- FFA research report draft sections
- Peer critique & revision analysis
- Research presentation rehearsal
- Agricultural sustainability reflection writing

- Proposed next-step investigation plan
-

CTE Agriculture & Natural Resources — Agriscience Pathway Standards

AGRISCIENCE D1.2 Scientific experimentation
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D3.2 Genetic engineering systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards

HS-LS2-5 Ecosystem Dynamics
HS-LS2-7 Human Impacts on Ecosystems
HS-ETS1-3 Evaluate Solutions
HS-LS3-2 Genetic Variation

ELA Standards

WHST.9-10.1 Scientific Argument Writing
WHST.9-10.2 Informative Technical Writing
WHST.9-10.7 Research Projects
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.4 Scientific Presentations

Unit 4 Labs

Lab 4.a Plant Genetics, Trait Inheritance & Selective Breeding Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 6: Cell Growth, Division & Reproduction
- Chapter 8: Introduction to Genetics

Activate Learning / OpenSciEd Biology Alignment

- Inheritance & Variation of Traits
- Genetic Systems Modeling
- Patterns in Biological Systems
- Scientific Investigation & Modeling

ICEV CA Ag Biology Lesson Alignment

- Plant Genetics - CC - UPDATED
- Biotechnology in Agriculture - CC - UPDATED

Students investigate plant genetics, trait inheritance systems, selective breeding strategies, and agricultural biotechnology applications through controlled simulations, probability analysis, Punnett square investigations, and agricultural breeding case studies. Students analyze how selective breeding systems influence crop productivity, plant resistance, biodiversity, and agricultural sustainability.

Students conduct long-term investigations modeling genetic inheritance patterns and evaluating how environmental pressures and breeding strategies influence trait expression within

agricultural systems. Students develop systems models explaining relationships between heredity, adaptation, agricultural productivity, and environmental interactions.

Deliverables

- Genetic inheritance simulations
- Punnett square calculations
- Trait probability analysis
- Selective breeding systems models
- Agricultural genetics case study analysis
- Scientific notebook entries
- Quantitative graphing activities
- Formal lab write-up
- Evidence-based scientific conclusions
-

CTE Agriculture & Natural Resources — Agriscience Pathway Standards

AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D3.2 Genetic engineering systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards

HS-LS3-1 Genetic Inheritance
HS-LS3-2 Genetic Variation
HS-LS4-4 Adaptation

ELA Standards

RST.9-10.3 Follow Scientific Procedures
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions

Lab 4.b Integrated Pest Management & Agricultural Ecosystem Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 14: Evolution & Classification
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Ecosystem Stability & Biodiversity
- Human Impacts on Ecosystems
- Systems & System Models
- Cause & Effect Relationships

ICEV CA Ag Biology Lesson Alignment

- Integrated Pest Management - CC - UPDATED
- Ecological Principles - CC
- Biodiversity - CC

Students investigate agricultural pests, invasive species, plant disease systems, pollinator interactions, biological controls, and sustainability-focused pest management systems through field investigations, agricultural systems analysis, and ecosystem modeling. Students evaluate

how biodiversity and environmental conditions influence agricultural productivity and ecosystem stability.
Students analyze integrated pest management systems and compare the effectiveness and environmental impacts of biological, mechanical, cultural, and chemical control methods used in agricultural production systems.

Deliverables

- Pest population analysis
- Ecosystem interaction diagrams
- Integrated pest management comparison charts
- Biodiversity systems models
- Environmental monitoring logs
- Scientific notebook entries
- Agricultural sustainability analysis
- Formal lab report
- Evidence-based scientific conclusions

CTE Agriculture & Natural Resources — Agriscience Pathway Standards

AGRISCIENCE D2.4 Environmental agriculture systems
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards

HS-LS2-5 Ecosystem Dynamics
HS-LS2-7 Human Impacts on Ecosystems
HS-LS4-4 Adaptation

ELA Standards

RST.9-10.3 Follow Scientific Procedures
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions

Lab 4.c FFA Agriscience Fair Final Experimental Trials, Statistical Analysis & Research Report Development Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 8: Introduction to Genetics
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Scientific Investigation & Modeling
- Data Analysis & Scientific Sensemaking
- Systems Modeling
- Scientific Argumentation from Evidence

ICEV CA Ag Biology Lesson Alignment

- Plant Evaluation - CC - UPDATED
- Sustainability & the Agricultural Industry - CC
- Biotechnology in Agriculture - CC - UPDATED

Students continue long-term FFA Agriscience Fair investigations by completing final experimental trials, conducting advanced statistical analysis, interpreting quantitative findings, and preparing formal research reports aligned to National FFA Agriscience Fair standards. Students evaluate relationships between environmental systems, agricultural engineering

variables, plant productivity, sustainability systems, and agricultural outcomes through evidence-based scientific reasoning and systems modeling.

Students refine experimental methodologies, analyze statistical trends, evaluate sources of error, revise systems models, and prepare formal scientific explanations supported by quantitative evidence. Students develop draft display board layouts, graphical representations, engineering diagrams, and oral presentation materials while participating in peer critique protocols and scientific defense rehearsals.

Students conclude Unit 4 by identifying evidence-based next steps for continued agricultural investigations and refining research communication skills in preparation for Unit 5 final presentation, publication, and defense activities.

Deliverables

- Final experimental data tables
- Statistical trend analysis
- Scientific graphing activities
- Research report draft sections
- Systems model revisions
- Experimental error analysis
- Engineering redesign recommendations
- FFA display board draft layouts
- Scientific notebook/logbook checks
- Oral presentation rehearsal
- Peer critique analysis
- Formal lab write-up
- Evidence-based next-step investigation proposal
-

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D1.2 Scientific experimentation
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D3.2 Genetic engineering systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS2-5 Ecosystem Dynamics
HS-LS2-7 Human Impacts on Ecosystems
HS-ETS1-3 Evaluate Solutions
HS-LS3-2 Genetic Variation

ELA Standards
WHST.9-10.1 Scientific Argument Writing
WHST.9-10.2 Informative Technical Writing
WHST.9-10.7 Research Projects
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.4 Scientific Presentations

Lab 4.d Vegetative Propagation, Cloning Systems & Rooting Hormone Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 6: Cell Growth, Division & Reproduction
- Chapter 8: Introduction to Genetics
- Chapter 14: Evolution & Classification

Activate Learning / OpenSciEd Biology Alignment

- Inheritance & Variation of Traits
- Structure & Function Relationships
- Scientific Investigation & Modeling
- Patterns in Biological Systems
- Developing & Revising Systems Models

ICEV CA Ag Biology Lesson Alignment

- Plant Propagation I - CC
- Plant Propagation II - CC
- Plant Genetics - CC - UPDATED
- Plant Evaluation - CC - UPDATED

Students investigate vegetative propagation systems, plant cloning techniques, rooting hormone effectiveness, cellular reproduction systems, and agricultural propagation technologies through long-term propagation investigations utilizing stem cuttings, environmental controls, nutrient systems, and comparative growth analysis. Students analyze how cloning systems are utilized within modern agricultural industries to increase productivity, preserve desirable traits, improve crop uniformity, and support sustainable agricultural production systems.

Students design controlled investigations comparing treated and untreated plant cuttings while evaluating the effectiveness of rooting hormones, environmental variables, irrigation systems, substrate systems, and greenhouse conditions on root development and propagation success. Students maintain long-term propagation logbooks documenting growth observations, quantitative root measurements, environmental variables, propagation success rates, and agricultural productivity analysis.

Students investigate how vegetative propagation influences genetic consistency, biodiversity, sustainability systems, agricultural economics, food production systems, and crop management practices while constructing systems models explaining relationships between cellular reproduction, environmental conditions, and agricultural propagation systems.

Deliverables

- Vegetative propagation experimental setup
- Rooting hormone comparison investigation
- Quantitative root growth measurements
- Propagation success rate analysis
- Environmental variable monitoring logs
- Scientific graphing activities
- Plant cloning systems models
- Agricultural productivity analysis
- Scientific notebook entries
- Greenhouse propagation observations
- Formal lab write-up
- Evidence-based scientific conclusions
- Agricultural sustainability reflection writing

CTE Agriculture & Natural Resources — Agriscience Pathway Standards

AGRISCIENCE D1.2 Scientific experimentation
AGRISCIENCE D2.2 Plant growth systems

AGRISCIENCE D3.2 Genetic engineering systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards

HS-LS1-1 Structure & Function
HS-LS3-1 Genetic Inheritance
HS-LS3-2 Genetic Variation
HS-LS4-4 Adaptation

ELA Standards

RST.9-10.3 Follow Scientific Procedures
RST.9-10.7 Analyze Scientific Information
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions

Lab 4.e Effects of Radiation on Radish Seeds Mutation & Genetic Variation Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 8: Introduction to Genetics
- Chapter 14: Evolution & Classification
- Chapter 15: Ecology & Ecosystem Interactions

Activate Learning / OpenSciEd Biology Alignment

- Inheritance & Variation of Traits
- Genetic Systems Modeling
- Patterns in Biological Systems
- Scientific Investigation & Modeling
- Cause & Effect Relationships

ICEV CA Ag Biology Lesson Alignment

- Plant Genetics - CC - UPDATED
- Biotechnology in Agriculture - CC - UPDATED
- Plant Evaluation - CC - UPDATED
- Biodiversity - CC

Students investigate mutation systems, genetic variation, environmental influences on heredity, and agricultural biotechnology through controlled radish seed investigations comparing irradiated and nonirradiated seed systems. Students analyze how radiation exposure, environmental stressors, mutation rates, and genetic variability influence plant growth, adaptation, biodiversity, agricultural productivity, and sustainability systems.
Students design long-term controlled experiments measuring germination rates, growth characteristics, biomass production, phenotypic variation, root development, leaf coloration, mutation frequency, and environmental interactions while evaluating how mutations influence agricultural systems and crop development. Students maintain detailed scientific research notebooks documenting quantitative measurements, observational data, statistical analyses, environmental variables, and systems modeling activities.
Students construct evidence-based scientific explanations describing relationships between mutation systems, adaptation, biodiversity, environmental stress, and agricultural innovation while evaluating ethical and sustainability considerations associated with genetic manipulation and agricultural biotechnology systems.

Deliverables

- Mutation investigation experimental design
- Irradiated vs. control seed comparison setup

- Germination rate analysis
- Quantitative growth measurements
- Phenotypic variation charts
- Statistical graphing activities
- Mutation frequency analysis
- Environmental monitoring logs
- Genetic systems models
- Scientific notebook entries
- Agricultural biotechnology reflection writing
- Formal scientific journal-style report
- Evidence-based scientific conclusions

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D1.2 Scientific experimentation
AGRISCIENCE D3.2 Genetic engineering systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS3-2 Genetic Variation
HS-LS4-2 Natural Selection
HS-LS4-4 Adaptation
HS-ETS1-3 Evaluate Solutions

ELA Standards
RST.9-10.1 Cite Scientific Evidence
WHST.9-10.1 Scientific Argument Writing
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions

Unit 5: Agricultural Sustainability, Environmental Stewardship, Agriscience Communication, FFA Agriscience Fair Presentation & Capstone Research Defense

Unit Description

Students investigate environmental stewardship, agricultural sustainability systems, climate impacts, food production systems, ecosystem restoration, scientific communication, and agricultural innovation through the completion and presentation of long-term FFA Agriscience Fair research investigations. Students analyze how sustainable agricultural systems, biotechnology, environmental engineering, conservation practices, and agricultural innovations influence food systems, environmental sustainability, biodiversity, and future agricultural productivity.
Students engage in structured direct instruction aligned to *Biology: California The Living Earth* Chapters 14, 15, and 16 while maintaining comprehensive scientific research notebooks containing Cornell notes, systems models, statistical analyses, engineering diagrams, scientific annotations, quantitative datasets, research reflections, peer review feedback, and evidence-based scientific writing. Students participate in phenomenon-based investigations, collaborative scientific discourse, engineering design critiques, agricultural systems modeling,

and scientific communication activities aligned to Activate Learning/OpenSciEd High School Biology instructional practices.
Students finalize long-term FFA Agriscience Fair investigations through advanced statistical interpretation, scientific argumentation, engineering redesign analysis, sustainability evaluation, scientific publication development, display board construction, multimedia presentation design, and formal research defense preparation. Students conduct peer review protocols, oral defense rehearsals, scientific critique sessions, and presentation refinement activities aligned to National FFA Agriscience Fair standards and industry expectations.
Students develop professional-quality scientific display boards, research portfolios, multimedia presentations, and formal written reports while demonstrating mastery of agricultural systems analysis, environmental sustainability, plant and soil systems, scientific inquiry, quantitative reasoning, engineering design, and technical communication skills.
The unit emphasizes environmental stewardship, agricultural sustainability, scientific communication, agricultural engineering, professional presentation skills, scientific publication, and real-world agriscience applications connected to modern agricultural systems and future agricultural innovation.

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 14: Evolution & Classification
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Unit 5 — Activate Learning / OpenSciEd HS Biology Alignment Lessons

- Ecosystem Stability & Biodiversity
- Human Impacts on Ecosystems
- Agricultural Sustainability Systems
- Scientific Investigation & Modeling
- Scientific Argumentation from Evidence
- Data Analysis & Scientific Sensemaking
- Systems Modeling
- Cause & Effect Relationships
- Developing & Revising Systems Models
- Environmental Systems Modeling
- Engineering Design & Sustainability Solutions
- Student Discourse & Collaborative Sensemaking
- Patterns in Biological Systems
- Stability & Change in Ecosystems

ICEV CA Ag Biology Lesson Alignment

- Sustainability & the Agricultural Industry - CC
- Environmental Resources: Human Activity - CC
- Environmental Resources: Renewable & Non-Renewable Resources & Energy - CC
- Biodiversity - CC

- Ecological Principles - CC
- Plant Evaluation - CC - UPDATED
- Biotechnology in Agriculture - CC - UPDATED
- Integrated Pest Management - CC - UPDATED

Unit 5 Key Assignments

KA 5.1 Agricultural Sustainability, Environmental Stewardship & Ecosystem Systems Summative Assessment

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 14: Evolution & Classification
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Ecosystem Stability & Biodiversity
- Human Impacts on Ecosystems
- Stability & Change in Ecosystems
- Environmental Systems Modeling
- Scientific Argumentation from Evidence

ICEV CA Ag Biology Lesson Alignment

- Sustainability & the Agricultural Industry - CC
- Environmental Resources: Human Activity - CC
- Ecological Principles - CC
- Biodiversity - CC

Students investigate environmental stewardship, ecosystem sustainability, agricultural conservation systems, biodiversity preservation, climate impacts, and sustainable agricultural innovations through direct instruction, systems modeling, collaborative scientific discourse, engineering analysis, and agricultural case studies. Students analyze how agricultural production systems influence ecosystem stability, biodiversity, environmental health, and long-term food system sustainability.

Students evaluate sustainability challenges facing modern agriculture including soil degradation, water shortages, invasive species, habitat destruction, climate change, and pollution while constructing evidence-based solutions utilizing agricultural engineering systems, conservation practices, biotechnology systems, and sustainable production models.

Students complete a comprehensive summative assessment integrating scientific modeling, agricultural systems analysis, sustainability evaluation, evidence-based writing, quantitative reasoning, and scientific argumentation aligned to ecosystem systems and environmental stewardship.

Deliverables

- Interactive scientific notebook & Cornell notes
- Ecosystem systems models
- Agricultural sustainability analysis charts

- Environmental stewardship reflection writing
- Climate systems analysis
- Biodiversity comparison diagrams
- Scientific annotation activities
- OpenSciEd discourse participation
- Agricultural engineering solution proposal
- Vocabulary notebook entries
- Chapter vocabulary assessment
- Chapter summative assessment

CTE Agriculture & Natural Resources — Agriscience Pathway Standards

AGRISCIENCE D2.4 Environmental agriculture systems
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D5.1 Leadership & teamwork
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards

HS-LS2-5 Ecosystem Dynamics
HS-LS2-7 Human Impacts on Ecosystems
HS-ESS3-3 Human Impacts on Earth Systems

ELA Standards

RST.9-10.1 Cite Evidence
WHST.9-10.1 Scientific Argument Writing
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.1 Collaborative Discussions

KA 5.2 FFA Agriscience Fair Final Research Report, Scientific Publication & Professional Presentation Board Development

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Scientific Investigation & Modeling
- Data Analysis & Scientific Sensemaking
- Scientific Argumentation from Evidence
- Systems Modeling
- Developing & Revising Systems Models

ICEV CA Ag Biology Lesson Alignment

- Plant Evaluation - CC - UPDATED
- Sustainability & the Agricultural Industry - CC
- Biotechnology in Agriculture - CC - UPDATED

Students finalize long-term FFA Agriscience Fair investigations by completing professional-quality scientific research reports, statistical analyses, engineering evaluations, environmental interpretations, and scientific conclusions aligned to National FFA Agriscience Fair standards. Students synthesize quantitative and qualitative findings from multi-unit

investigations analyzing relationships between plant systems, soil systems, irrigation systems, environmental variables, agricultural engineering practices, and sustainability outcomes.

Students develop professional presentation boards incorporating scientific abstracts, literature reviews, hypotheses, methodology explanations, quantitative graphs, statistical analyses, engineering diagrams, systems models, photo documentation, evidence-based conclusions, and future agricultural research recommendations. Students evaluate principles of scientific communication, visual design, technical writing, and professional presentation formatting utilized within agricultural science industries and postsecondary scientific research environments.

Students revise research materials through peer critique sessions, scientific editing protocols, collaborative discourse routines, and presentation rehearsals while preparing for formal scientific defense presentations and authentic audience evaluation.

Deliverables

- Final FFA Agriscience Fair research report
- Scientific abstract
- Literature review section
- Methodology write-up
- Quantitative data analysis tables
- Statistical graphing activities
- Systems model diagrams
- Agricultural engineering analysis
- Scientific conclusions & recommendations
- Professional FFA presentation board
- Photo documentation portfolio
- Research bibliography & citations
- Scientific notebook/logbook checks
- Multimedia presentation slides
- Oral presentation rehearsal
- Peer critique revisions
- Final polished scientific publication

CTE Agriculture & Natural Resources — Agriscience Pathway Standards

AGRISCIENCE D1.2 Scientific experimentation
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D5.1 Leadership & teamwork
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards

HS-LS2-5 Ecosystem Dynamics
HS-LS2-7 Human Impacts on Ecosystems
HS-ETS1-3 Evaluate Solutions
HS-ESS3-3 Human Impacts on Earth Systems

ELA Standards

WHST.9-10.1 Scientific Argument Writing
WHST.9-10.2 Informative Technical Writing

WHST.9-10.7 Research Projects
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.4 Scientific Presentations
SL.9-10.5 Multimedia Communication

KA 5.3 FFA Agriscience Fair Capstone Research Defense & Agricultural Innovation Symposium

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 14: Evolution & Classification
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Scientific Argumentation from Evidence
- Student Discourse & Collaborative Sensemaking
- Environmental Systems Modeling
- Engineering Design & Sustainability Solutions

ICEV CA Ag Biology Lesson Alignment

- Sustainability & the Agricultural Industry - CC
- Environmental Resources: Human Activity - CC
- Biotechnology in Agriculture - CC - UPDATED

Students participate in a formal Agricultural Innovation Symposium and FFA Agriscience Fair capstone defense where they professionally present and defend long-term scientific investigations to peers, educators, industry professionals, community members, and agricultural stakeholders. Students communicate scientific findings, justify methodology choices, explain systems models, interpret quantitative data, evaluate sustainability implications, and defend engineering decisions using evidence-based scientific reasoning and professional communication techniques.

Students analyze peer investigations, provide scientific critique, evaluate presentation effectiveness, and participate in collaborative discourse protocols designed to model postsecondary scientific conference environments and agricultural industry presentations. Students reflect on scientific growth, leadership development, agricultural innovation, sustainability systems, and future career pathways connected to agricultural science and biotechnology systems.

Deliverables

- Formal capstone oral defense presentation
- Professional FFA display board presentation
- Scientific presentation portfolio
- Peer evaluation & critique forms
- Scientific discussion participation
- Audience question-response analysis
- Professional presentation rubric
- Leadership reflection writing
- Agricultural innovation reflection
- Career pathway analysis
- Final self-evaluation & goal setting

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D5.1 Leadership & teamwork
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS2-7 Human Impacts on Ecosystems
HS-ETS1-3 Evaluate Solutions
HS-ESS3-3 Human Impacts on Earth Systems

ELA Standards
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.1 Collaborative Discussions
SL.9-10.4 Scientific Presentations
SL.9-10.5 Multimedia Communication

Unit 5 Labs

Lab 5.a Agricultural Sustainability Systems & Environmental Impact Analysis Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Environmental Systems Modeling
- Human Impacts on Ecosystems
- Stability & Change in Ecosystems
- Scientific Investigation & Modeling

ICEV CA Ag Biology Lesson Alignment

- Sustainability & the Agricultural Industry - CC
- Environmental Resources: Human Activity - CC
- Biodiversity - CC

Students investigate environmental impacts associated with modern agricultural systems including irrigation practices, fertilizer applications, pesticide systems, habitat destruction, greenhouse systems, transportation systems, and sustainability innovations. Students evaluate agricultural production methods and compare traditional agricultural systems with sustainable agricultural engineering practices designed to improve ecosystem health and long-term productivity.
Students conduct environmental systems analyses, ecological footprint evaluations, sustainability modeling, and engineering redesign investigations while developing evidence-based solutions addressing environmental challenges facing modern agricultural systems.

Deliverables

- Environmental impact analysis charts
- Sustainability systems models
- Agricultural footprint calculations
- Ecosystem comparison diagrams
- Scientific graphing activities

- Agricultural engineering redesign proposal
- Laboratory notebook entries
- Formal lab write-up
- Evidence-based sustainability conclusions

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D2.4 Environmental agriculture systems
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS2-7 Human Impacts on Ecosystems
HS-ESS3-3 Human Impacts on Earth Systems
HS-ETS1-3 Evaluate Solutions

ELA Standards
RST.9-10.3 Follow Scientific Procedures
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions

Lab 5.b FFA Agriscience Fair Presentation Board Peer Review, Scientific Critique & Revision Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Scientific Argumentation from Evidence
- Student Discourse & Collaborative Sensemaking
- Developing & Revising Systems Models
- Scientific Investigation & Modeling

ICEV CA Ag Biology Lesson Alignment

- Plant Evaluation - CC - UPDATED
- Sustainability & the Agricultural Industry - CC

Students participate in formal peer review and scientific critique protocols evaluating FFA Agriscience Fair presentation boards, research reports, engineering diagrams, systems models, statistical analyses, and scientific communication techniques. Students analyze presentation effectiveness, scientific accuracy, evidence-based reasoning, visual communication systems, and professional presentation standards aligned to National FFA Agriscience Fair expectations.

Students provide structured scientific feedback using formal critique rubrics and collaborative scientific discourse routines modeled after postsecondary scientific conferences and professional agricultural industry review systems. Students revise display boards, scientific reports, systems models, graphs, and presentation materials based on peer feedback and instructor evaluation.

Students evaluate strengths and weaknesses within scientific communication systems while refining public speaking, scientific defense, and evidence-based argumentation skills in preparation for formal capstone research defense presentations.

Deliverables

- Peer critique evaluation forms
- FFA presentation board revisions
- Scientific communication analysis
- Oral presentation rehearsal notes
- Systems model revisions
- Statistical graph revisions
- Scientific notebook reflections
- Collaborative discourse participation
- Professional critique rubric analysis
- Revised research presentation materials
- Formal lab reflection writing

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D5.1 Leadership & teamwork
AGRISCIENCE D5.2 Technical communication
AGRISCIENCE D3.1 Sustainable agricultural systems

NGSS Biology Standards
HS-ETS1-3 Evaluate Solutions
HS-LS2-7 Human Impacts on Ecosystems

ELA Standards
WHST.9-10.1 Scientific Argument Writing
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.1 Collaborative Discussions
SL.9-10.4 Scientific Presentations
SL.9-10.5 Multimedia Communication

Lab 5.c Aquaponic Systems Design, Agricultural Sustainability & Environmental Engineering Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Environmental Systems Modeling
- Agricultural Sustainability Systems
- Matter Cycling & Energy Flow
- Engineering Design & Sustainability Solutions
- Systems & Systems Models
- Scientific Investigation & Modeling

ICEV CA Ag Biology Lesson Alignment

- Sustainability & the Agricultural Industry - CC
- Ecological Principles - CC
- Environmental Resources: Human Activity - CC
- Plant Nutrition - CC - UPDATED
- Biotechnology in Agriculture - CC - UPDATED

Students design, engineer, construct, evaluate, and maintain aquaponic agricultural systems integrating aquatic organisms, nutrient cycling systems, biological filtration systems, water chemistry, environmental sustainability, plant productivity, and agricultural engineering practices. Students investigate how nitrogen cycling, fish waste systems, bacterial filtration, dissolved oxygen, pH systems, nutrient uptake, environmental variables, and ecosystem interactions influence agricultural productivity and sustainability within closed-loop food production systems.

Students determine appropriate fish species, aquatic environments, irrigation systems, substrate systems, plant varieties, nutrient cycling structures, and environmental controls necessary for sustainable aquaponic production environments. Students maintain long-term environmental monitoring systems including pH analysis, ammonia testing, nitrate and nitrite analysis, dissolved oxygen tracking, water temperature evaluation, nutrient deficiency analysis, and plant productivity measurements.

Students evaluate sustainability advantages and limitations associated with aquaponic systems and compare traditional agricultural systems with sustainable closed-loop agricultural engineering systems designed to improve environmental stewardship, ecosystem stability, resource conservation, food production efficiency, and long-term agricultural sustainability.

Students construct systems models explaining relationships between aquatic organisms, plant systems, bacterial systems, nutrient cycling, environmental sustainability, and agricultural productivity while utilizing engineering redesign cycles to improve system performance and sustainability outcomes.

Deliverables

- Aquaponic engineering system proposal
- Aquaponic system construction & setup
- Nitrogen cycle systems diagrams
- Water chemistry analysis tables
- Environmental monitoring logs
- Fish health observations
- Plant productivity measurements
- Quantitative graphing activities
- Sustainability systems models
- Agricultural engineering redesign analysis
- Resource conservation calculations
- Scientific notebook/logbook entries
- Multimedia systems presentation
- Formal lab write-up
- Evidence-based scientific conclusions
- Agricultural sustainability reflection writing
- FFA-style systems analysis reflection

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D1.4 Agricultural technologies & systems
AGRISCIENCE D2.1 Plant & soil relationships
AGRISCIENCE D2.4 Environmental agriculture systems
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards

HS-LS2-3 Matter & Energy Systems
HS-LS2-5 Ecosystem Dynamics
HS-LS2-6 Ecosystem Interactions
HS-ESS3-3 Human Impacts on Earth Systems
HS-ETS1-2 Engineering Design
HS-ETS1-3 Evaluate Solutions
ELA Standards
RST.9-10.3 Follow Scientific Procedures
RST.9-10.7 Analyze Scientific Information
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.4 Scientific Presentations

Unit 6: Major Agronomic Crops, Agricultural Production Systems & FFA Agriscience Fair Capstone Research

Unit Description

Students investigate major agronomic crops, agricultural production systems, crop classification, environmental influences on crop productivity, soil and nutrient management systems, sustainability practices, biotechnology applications, and modern agricultural production technologies through the lens of California and global agriculture systems. Students analyze how environmental systems, irrigation systems, climate conditions, genetic variation, pest management strategies, sustainability practices, and agricultural engineering technologies influence crop yield, food production systems, environmental stewardship, and long-term agricultural sustainability.

Students engage in structured direct instruction aligned to *Biology: California The Living Earth* Chapters 8, 14, 15, and 16 while maintaining professional scientific notebooks containing Cornell notes, crop analysis charts, systems models, environmental observations, quantitative datasets, engineering diagrams, scientific annotations, agricultural commodity research, and evidence-based scientific writing. Students participate in phenomenon-based investigations, collaborative scientific discourse, agricultural systems modeling, crop production analysis, sustainability investigations, and engineering design activities aligned to Activate Learning/OpenSciEd High School Biology instructional practices.

Students investigate the biological systems, environmental requirements, economic significance, sustainability challenges, biotechnology applications, and production systems associated with major agronomic crops including grains, legumes, fiber crops, forage crops, oilseed crops, and specialty crops important to California and global agricultural industries. Students complete long-term FFA Agriscience Fair investigations through advanced data interpretation, systems modeling, engineering redesign analysis, formal scientific publication development, presentation board construction, peer critique, and authentic scientific defense experiences aligned to National FFA Agriscience Fair standards and professional agricultural research expectations.

The unit emphasizes agricultural sustainability, crop science systems, environmental stewardship, biotechnology applications, scientific communication, leadership development, agronomic production systems, and real-world agricultural innovation connected to modern food production and agricultural industries.

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 8: Introduction to Genetics
- Chapter 14: Evolution & Classification
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Unit 6 — Activate Learning / OpenSciEd HS Biology Alignment Lessons

- Ecosystem Stability & Biodiversity
- Agricultural Sustainability Systems
- Human Impacts on Ecosystems
- Scientific Investigation & Modeling
- Systems & Systems Models
- Environmental Systems Modeling
- Engineering Design & Sustainability Solutions
- Scientific Argumentation from Evidence
- Data Analysis & Scientific Sensemaking
- Stability & Change in Ecosystems
- Cause & Effect Relationships
- Student Discourse & Collaborative Sensemaking
- Patterns in Biological Systems

ICEV CA Ag Biology Lesson Alignment

- Major Agronomic Crops - CC - UPDATED
- Sustainability & the Agricultural Industry - CC
- Biotechnology in Agriculture - CC - UPDATED
- Plant Evaluation - CC - UPDATED
- Ecological Principles - CC
- Biodiversity - CC
- Integrated Pest Management - CC - UPDATED
- Careers in Agriculture - CC - UPDATED

Unit 6 Key Assignments

KA 6.1 Major Agronomic Crops, Agricultural Systems & Global Food Production Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 14: Evolution & Classification
- Chapter 15: Ecology & Ecosystem Interactions

- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Ecosystem Stability & Biodiversity
- Agricultural Sustainability Systems
- Environmental Systems Modeling
- Systems & Systems Models
- Cause & Effect Relationships

ICEV CA Ag Biology Lesson Alignment

- Major Agronomic Crops - CC - UPDATED
- Sustainability & the Agricultural Industry - CC
- Ecological Principles - CC
- Biodiversity - CC

Students investigate major agronomic crops including cereal grains, legumes, forage crops, oilseed crops, fiber crops, and specialty agricultural commodities important to California and global agricultural industries. Students analyze crop classification systems, environmental requirements, nutrient systems, irrigation systems, sustainability practices, biotechnology applications, and agricultural engineering technologies influencing crop productivity and food production systems.

Students evaluate how environmental variables including climate systems, soil composition, irrigation availability, pest management systems, and sustainability practices influence agricultural productivity and long-term food system sustainability. Students conduct agricultural commodity research investigations analyzing crop uses, economic significance, environmental impacts, biotechnology systems, and global food production challenges while constructing systems models explaining relationships between crop systems, environmental systems, and sustainability outcomes.

Students participate in collaborative scientific discourse, agricultural systems analysis, and evidence-based argumentation activities while evaluating future agricultural challenges connected to climate change, food security, environmental stewardship, biotechnology systems, and sustainable agricultural production.

Deliverables

- Agronomic crop classification charts
- Agricultural commodity research portfolio
- Crop systems comparison analysis
- Sustainability systems models
- Environmental impact analysis
- Agricultural engineering reflection writing
- Biotechnology systems analysis
- Scientific notebook entries
- Global food production investigation
- OpenSciEd discourse participation
- Agricultural systems presentation
- Chapter vocabulary assessment
- Chapter summative assessment

CTE Agriculture & Natural Resources — Agriscience Pathway Standards

AGRISCIENCE D2.1 Plant & soil relationships
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D2.4 Environmental agriculture systems
AGRISCIENCE D3.1 Sustainable agricultural systems

NGSS Biology Standards

HS-LS2-5 Ecosystem Dynamics
HS-LS2-7 Human Impacts on Ecosystems
HS-LS4-4 Adaptation
HS-ESS3-3 Human Impacts on Earth Systems

ELA Standards

RST.9-10.1 Cite Evidence
WHST.9-10.2 Informative Technical Writing
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.1 Collaborative Discussions

KA 6.2 Agricultural Biotechnology, Crop Improvement & Sustainability Systems Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 8: Introduction to Genetics
- Chapter 14: Evolution & Classification
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Engineering Design & Sustainability Solutions
- Scientific Investigation & Modeling
- Environmental Systems Modeling
- Scientific Argumentation from Evidence

ICEV CA Ag Biology Lesson Alignment

- Biotechnology in Agriculture - CC - UPDATED
- Major Agronomic Crops - CC - UPDATED
- Careers in Agriculture - CC - UPDATED

Students investigate biotechnology systems, genetic engineering applications, selective breeding systems, crop improvement technologies, sustainability innovations, and agricultural engineering systems utilized within modern agronomic crop production industries. Students analyze how biotechnology systems influence crop resistance, drought tolerance, environmental sustainability, food production efficiency, pest management systems, and global agricultural productivity.

Students evaluate agricultural biotechnology case studies involving genetically modified crops, precision agriculture systems, irrigation technologies, sustainable crop management systems, and environmental engineering innovations while constructing evidence-based scientific arguments addressing ethical, environmental, and sustainability considerations connected to modern agricultural production systems.

Students investigate agricultural careers connected to crop science, agronomy, biotechnology, agricultural engineering, environmental science, sustainability systems, irrigation engineering, and food production innovation while evaluating postsecondary pathways and workforce readiness systems connected to agricultural industries.

Deliverables

- Agricultural biotechnology case study analysis
- Crop improvement systems models
- Sustainability engineering analysis
- Precision agriculture investigation
- Scientific annotation activities
- Agricultural career pathway portfolio
- Biotechnology ethics reflection writing
- Scientific notebook entries
- Environmental sustainability analysis
- Agricultural innovation presentation
- Labor market analysis charts
- Formal technical report

CTE Agriculture & Natural Resources — Agriscience Pathway Standards

AGRISCIENCE D1.4 Agricultural technologies & systems
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D3.2 Genetic engineering systems
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards

HS-LS3-2 Genetic Variation
HS-LS4-4 Adaptation
HS-ETS1-2 Engineering Design
HS-ETS1-3 Evaluate Solutions

ELA Standards

RST.9-10.7 Analyze Scientific Information
WHST.9-10.1 Scientific Argument Writing
WHST.9-10.7 Research Projects
SL.9-10.5 Multimedia Communication

KA 6.3 FFA Agriscience Fair Final Scientific Publication, Presentation Board & Capstone Research Defense

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Scientific Investigation & Modeling
- Scientific Argumentation from Evidence

- Data Analysis & Scientific Sensemaking
- Student Discourse & Collaborative Sensemaking
- Developing & Revising Systems Models

ICEV CA Ag Biology Lesson Alignment

- Plant Evaluation - CC - UPDATED
- Sustainability & the Agricultural Industry - CC
- Biotechnology in Agriculture - CC - UPDATED
- Careers in Agriculture - CC - UPDATED

Students complete and professionally present long-term FFA Agriscience Fair investigations through final scientific publication development, presentation board construction, statistical interpretation, systems modeling, engineering redesign analysis, sustainability evaluation, and formal oral defense presentations aligned to National FFA Agriscience Fair standards and authentic agricultural research expectations.

Students synthesize quantitative and qualitative findings from multi-unit investigations analyzing relationships between environmental systems, plant productivity, sustainability systems, irrigation engineering, greenhouse management, aquaponic systems, biotechnology applications, agricultural engineering variables, and food production systems. Students construct professional scientific publications including abstracts, literature reviews, methodology sections, quantitative graphs, engineering diagrams, systems models, evidence-based conclusions, sustainability implications, and future agricultural research recommendations.

Students participate in formal scientific defense presentations before authentic audiences including peers, educators, agricultural industry professionals, advisory board members, and community stakeholders while demonstrating mastery of scientific communication, evidence-based reasoning, leadership development, technical presentation systems, and agricultural innovation analysis.

Deliverables

- Final FFA Agriscience Fair research report
- Professional scientific publication
- Presentation board construction
- Statistical graphing activities
- Engineering systems models
- Agricultural sustainability analysis
- Scientific abstract & literature review
- Research methodology write-up
- Formal oral defense presentation
- Multimedia scientific presentation
- Peer critique revisions
- Scientific notebook/logbook checks
- Audience feedback analysis
- Career readiness reflection writing
- Final self-assessment & leadership reflection

CTE Agriculture & Natural Resources — Agriscience Pathway Standards

AGRISCIENCE D1.2 Scientific experimentation
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D3.2 Genetic engineering systems

AGRISCIENCE D5.1 Leadership & teamwork
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards

HS-LS2-7 Human Impacts on Ecosystems
HS-ETS1-3 Evaluate Solutions
HS-ESS3-3 Human Impacts on Earth Systems

ELA Standards

WHST.9-10.1 Scientific Argument Writing
WHST.9-10.2 Informative Technical Writing
WHST.9-10.7 Research Projects
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.4 Scientific Presentations
SL.9-10.5 Multimedia Communication

KA 6.4 Portfolio Artifact Folder: Career Trends, Ethics, Workforce Readiness & Research Systems

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Student Discourse & Collaborative Sensemaking
- Systems & Systems Models
- Scientific Argumentation from Evidence
- Engineering Design & Sustainability Solutions

ICEV CA Ag Biology Lesson Alignment

- Careers in Agriculture - CC - UPDATED
- Sustainability & the Agricultural Industry - CC
- Biotechnology in Agriculture - CC - UPDATED

Students develop and finalize a comprehensive Portfolio Artifact Folder documenting agricultural career exploration systems, workforce readiness skills, scientific communication systems, sustainability analyses, agriscience investigations, leadership development evidence, technical communication artifacts, engineering diagrams, and FFA Agriscience Fair research systems developed throughout the course.

Students investigate agricultural career trends, workforce expectations, postsecondary education pathways, technical certifications, industry innovations, ethical workplace behaviors, responsibility systems, collaboration systems, flexibility expectations, leadership development practices, and professional conduct expectations connected to agricultural industries including agronomy, greenhouse systems, agricultural engineering, irrigation systems, biotechnology systems, environmental science systems, sustainability systems, and food production industries.

Students organize portfolio artifacts into professional digital and physical systems including scientific publications, engineering diagrams, statistical analyses, sustainability reflections, scientific notebook selections, laboratory reports, multimedia presentations, resumes, career readiness materials, agricultural advocacy projects, and FFA Agriscience Fair documentation aligned to authentic agricultural industry and postsecondary expectations.

Students participate in collaborative critique sessions and portfolio review conferences where they evaluate scientific communication effectiveness, leadership evidence, workforce readiness systems, professionalism, technical writing quality, collaboration skills, and postsecondary readiness aligned to authentic workforce and agricultural industry expectations.

Deliverables

- Portfolio Artifact Folder organization system
- Agricultural career trends analysis
- Resume & workforce readiness materials
- Postsecondary pathway planning documents
- Scientific publication artifacts
- Laboratory report collection
- FFA Agriscience Fair documentation
- Sustainability systems analysis
- Engineering diagrams & systems models
- Leadership development reflections
- Ethical behavior analysis
- Responsibility & flexibility reflection writing
- Collaboration & teamwork analysis
- Multimedia presentation artifacts
- Scientific notebook selections
- Peer critique analysis
- Portfolio self-assessment
- Final pathway reflection writing

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D1.4 Agricultural technologies & systems
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D5.1 Leadership & teamwork
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS2-7 Human Impacts on Ecosystems
HS-ETS1-3 Evaluate Solutions
HS-ESS3-3 Human Impacts on Earth Systems

ELA Standards
RST.9-10.7 Analyze Scientific Information
RST.9-10.9 Compare Scientific Sources
WHST.9-10.2 Informative Technical Writing
WHST.9-10.7 Research Projects
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.4 Scientific Presentations
SL.9-10.5 Multimedia Communication

Unit 6 Labs

Lab 6.a Major Agronomic Crops Comparative Growth & Sustainability Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 14: Evolution & Classification
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Agricultural Sustainability Systems
- Environmental Systems Modeling
- Scientific Investigation & Modeling
- Systems & Systems Models

ICEV CA Ag Biology Lesson Alignment

- Major Agronomic Crops - CC - UPDATED
- Sustainability & the Agricultural Industry - CC
- Ecological Principles - CC

Students investigate the growth requirements, environmental interactions, sustainability systems, irrigation needs, nutrient systems, and productivity characteristics of major agronomic crops through comparative crop production investigations. Students compare growth rates, biomass production, environmental tolerances, water usage, and sustainability factors associated with multiple agronomic crop systems important to California and global agriculture.

Students conduct quantitative investigations analyzing how environmental variables including soil systems, irrigation availability, nutrient systems, light intensity, climate conditions, and sustainability practices influence crop productivity and agricultural production systems.

Deliverables

- Comparative crop growth analysis
- Quantitative productivity measurements
- Environmental monitoring logs
- Sustainability systems models
- Scientific graphing activities
- Agricultural systems reflection writing
- Scientific notebook entries
- Formal lab write-up
- Evidence-based scientific conclusions
-

CTE Agriculture & Natural Resources — Agriscience Pathway Standards

AGRISCIENCE D2.1 Plant & soil relationships
AGRISCIENCE D2.2 Plant growth systems
AGRISCIENCE D3.1 Sustainable agricultural systems

NGSS Biology Standards

HS-LS2-5 Ecosystem Dynamics
HS-LS2-6 Ecosystem Interactions
HS-ESS3-3 Human Impacts on Earth Systems

ELA Standards

RST.9-10.3 Follow Scientific Procedures
WHST.9-10.2 Technical Writing
WHST.9-10.9 Evidence-Based Conclusions

Lab 6.b FFA Agriscience Fair Scientific Peer Review, Mock Defense & Presentation Critique Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Scientific Argumentation from Evidence
- Student Discourse & Collaborative Sensemaking
- Developing & Revising Systems Models
- Data Analysis & Scientific Sensemaking

ICEV CA Ag Biology Lesson Alignment

- Plant Evaluation - CC - UPDATED
- Sustainability & the Agricultural Industry - CC
- Careers in Agriculture - CC - UPDATED

Students participate in formal scientific peer review, mock defense sessions, presentation critiques, and collaborative scientific discourse investigations aligned to National FFA Agriscience Fair presentation expectations and authentic postsecondary scientific conference environments. Students evaluate scientific communication effectiveness, systems modeling accuracy, statistical interpretation quality, engineering design explanations, sustainability analysis, and oral presentation techniques.

Students utilize formal critique rubrics to analyze peer presentation boards, scientific publications, systems diagrams, quantitative graphs, and evidence-based arguments while refining professional communication systems, leadership skills, scientific defense strategies, and collaborative critique practices.

Students revise scientific publications, display boards, multimedia presentations, engineering diagrams, and oral defense strategies based on peer feedback, instructor evaluation, and scientific critique analysis while preparing for authentic audience presentations and agricultural innovation symposium experiences.

Deliverables

- Scientific peer review forms
- Mock oral defense participation
- Presentation critique analysis
- FFA presentation board revisions
- Scientific publication revisions
- Collaborative discourse participation

- Professional communication reflection
- Engineering systems revisions
- Statistical graph revisions
- Scientific notebook reflections
- Formal lab reflection writing
- Leadership & teamwork analysis
-

CTE Agriculture & Natural Resources — Agriscience Pathway Standards

AGRISCIENCE D5.1 Leadership & teamwork
AGRISCIENCE D5.2 Technical communication
AGRISCIENCE D3.1 Sustainable agricultural systems

NGSS Biology Standards

HS-ETS1-3 Evaluate Solutions
HS-LS2-7 Human Impacts on Ecosystems

ELA Standards

WHST.9-10.1 Scientific Argument Writing
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.1 Collaborative Discussions
SL.9-10.4 Scientific Presentations
SL.9-10.5 Multimedia Communication

Lab 6.c FFA Agriscience Fair Presentation, Multimedia Defense & Peer Critique Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Student Discourse & Collaborative Sensemaking
- Scientific Argumentation from Evidence
- Developing & Revising Systems Models
- Data Analysis & Scientific Sensemaking

ICEV CA Ag Biology Lesson Alignment

- Careers in Agriculture - CC - UPDATED
- Sustainability & the Agricultural Industry - CC
- Plant Evaluation - CC - UPDATED

Students participate in formal FFA Agriscience Fair aligned presentation investigations involving scientific peer review, multimedia presentation systems, mock scientific defense sessions, collaborative critique protocols, engineering redesign analysis, and technical communication systems aligned to National FFA Agriscience Fair standards and authentic postsecondary scientific conference environments.

Students present scientific investigations utilizing presentation boards, multimedia systems, quantitative graphs, engineering diagrams, sustainability analyses, scientific publications, and evidence-based arguments while responding to authentic audience questions and scientific

critique systems. Students evaluate presentation effectiveness, professionalism, collaboration systems, scientific communication quality, leadership development, and technical presentation systems while revising scientific publications and multimedia presentations based on peer feedback and critique analysis.

Deliverables

- FFA presentation board
- Multimedia scientific presentation
- Scientific peer critique forms
- Engineering systems revisions
- Statistical graph revisions
- Scientific publication revisions
- Professional communication analysis
- Leadership reflection writing
- Collaborative discourse participation
- Scientific notebook reflections
- Final presentation self-assessment

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D5.1 Leadership & teamwork
AGRISCIENCE D5.2 Technical communication
AGRISCIENCE D3.1 Sustainable agricultural systems

NGSS Biology Standards
HS-ETS1-3 Evaluate Solutions
HS-LS2-7 Human Impacts on Ecosystems

ELA Standards
WHST.9-10.1 Scientific Argument Writing
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.1 Collaborative Discussions
SL.9-10.4 Scientific Presentations
SL.9-10.5 Multimedia Communication

Unit 7: Professional Communication, Careers & Leadership Development (Est 15 hours)

Unit Description

Students explore careers, postsecondary education opportunities, workforce readiness systems, leadership development, professional communication skills, agricultural advocacy systems, and industry expectations within the Agriculture & Natural Resources sector through authentic career exploration, portfolio development, collaborative leadership experiences, and professional presentation activities. Students demonstrate pathway skills emphasizing real-world, occupationally relevant knowledge, technical communication, leadership development, scientific literacy, agricultural systems understanding, and professional workplace behaviors aligned to modern agricultural industries and postsecondary expectations.

Students investigate career awareness, career exploration, workforce preparation, leadership systems, professional conduct expectations, digital professionalism, postsecondary alignment,

and technical-level employment pathways connected to agronomy, greenhouse systems, plant science, environmental science, agricultural engineering, irrigation systems, biotechnology systems, sustainability systems, food production systems, and agricultural business industries.

Students engage in structured direct instruction aligned to *Biology: California The Living Earth* Chapters 14, 15, and 16 while maintaining professional leadership notebooks and Portfolio Artifact Folders containing resumes, letters of introduction, scientific publications, engineering diagrams, sustainability analyses, leadership reflections, career pathway plans, multimedia presentations, agricultural advocacy projects, workforce readiness artifacts, and evidence-based scientific writing.

Students participate in collaborative scientific discourse, leadership development workshops, mock interviews, career research investigations, peer critique sessions, workforce readiness simulations, and professional presentation activities aligned to Activate Learning/OpenSciEd High School Biology instructional practices.

Students continue to refine and professionally present their FFA Agriscience Fair investigations while emphasizing communication systems, workforce readiness skills, leadership development, scientific presentation systems, collaboration, professionalism, ethical behavior, and technical communication expectations connected to agricultural industries and postsecondary pathways. The unit emphasizes workforce readiness, leadership development, scientific communication, professionalism, agricultural advocacy, collaboration, sustainability systems, technical presentation skills, and authentic preparation for postsecondary education and agricultural careers.

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 14: Evolution & Classification
- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd HS Biology Alignment Lessons

- Scientific Argumentation from Evidence
- Student Discourse & Collaborative Sensemaking
- Environmental Systems Modeling
- Agricultural Sustainability Systems
- Systems & Systems Models
- Developing & Revising Systems Models
- Engineering Design & Sustainability Solutions
- Stability & Change in Ecosystems
- Human Impacts on Ecosystems
- Cause & Effect Relationships

ICEV CA Ag Biology Lesson Alignment

- Careers in Agriculture - CC - UPDATED
- Sustainability & the Agricultural Industry - CC
- Biotechnology in Agriculture - CC - UPDATED
- Environmental Resources: Human Activity - CC
- Major Agronomic Crops - CC - UPDATED

Unit 7 Key Assignments

KA 7.1 Resume & Letter of Introduction: Professional Communication & Workforce Readiness Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Student Discourse & Collaborative Sensemaking
- Scientific Argumentation from Evidence
- Engineering Design & Sustainability Solutions
- Systems & Systems Models

ICEV CA Ag Biology Lesson Alignment

- Careers in Agriculture - CC - UPDATED
- Sustainability & the Agricultural Industry - CC

Students utilize professional writing systems, workforce readiness skills, technical communication strategies, and digital technologies to create a professional resume and formal letter of introduction aligned to agricultural industries, postsecondary opportunities, and technical-level employment expectations. Students investigate professional conduct expectations within agricultural industries including workplace ethics, communication systems, professionalism, collaboration, personal presentation, responsibility, flexibility, and leadership development.

Students analyze agricultural job descriptions, workforce expectations, industry certifications, postsecondary requirements, and career pathways connected to agronomy, greenhouse systems, agricultural engineering, sustainability systems, plant science, biotechnology systems, and environmental science systems. Students revise resumes and letters through collaborative critique sessions and professional peer review protocols while refining communication systems and workplace readiness skills aligned to authentic agricultural industry expectations.

Deliverables

- Professional resume
- Letter of introduction
- Agricultural career pathway analysis
- Job description comparison charts
- Workforce readiness reflection writing
- Professional conduct analysis
- Scientific notebook entries
- Peer critique revisions
- Postsecondary planning reflection
- Professional communication self-assessment
- Final polished employment portfolio artifacts

CTE Agriculture & Natural Resources — Agriscience Pathway Standards

AGRISCIENCE D5.1 Leadership & teamwork
AGRISCIENCE D5.2 Technical communication
AGRISCIENCE D1.4 Agricultural technologies & systems

NGSS Biology Standards
HS-LS2-7 Human Impacts on Ecosystems
HS-ETS1-3 Evaluate Solutions

ELA Standards
WHST.9-10.2 Informative Technical Writing
WHST.9-10.9 Evidence-Based Writing
SL.9-10.4 Scientific Presentations
SL.9-10.5 Multimedia Communication

KA 7.2 Portfolio Artifact Folder: Student Showcase of Learning, Leadership & Pathway Skill Development

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 15: Ecology & Ecosystem Interactions
- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Developing & Revising Systems Models
- Scientific Argumentation from Evidence
- Student Discourse & Collaborative Sensemaking
- Systems & Systems Models

ICEV CA Ag Biology Lesson Alignment

- Careers in Agriculture - CC - UPDATED
- Sustainability & the Agricultural Industry - CC
- Biotechnology in Agriculture - CC - UPDATED

Students create and finalize a comprehensive Portfolio Artifact Folder highlighting learning opportunities connected to Agriculture & Natural Resources CTE pathway standards, FFA Agriscience Fair investigations, leadership development systems, workforce readiness experiences, sustainability analyses, scientific communication systems, and agricultural engineering concepts developed throughout the course. Portfolio entries contain evidence including student work samples, laboratory reports, photographs, scientific graphs, engineering diagrams, multimedia artifacts, leadership reflections, sustainability analyses, agricultural advocacy projects, and evidence-based scientific writing connected to pathway competencies and self-evaluation systems.

Students organize professional artifacts into digital and physical portfolio systems demonstrating scientific literacy, technical communication, leadership development, sustainability understanding, collaboration, workforce readiness, and authentic agricultural industry preparation. Students participate in collaborative portfolio review conferences and peer critique activities where they evaluate portfolio rigor, scientific communication effectiveness, leadership evidence, and postsecondary readiness systems aligned to authentic agricultural industry expectations.

Deliverables

- Final Portfolio Artifact Folder
- Laboratory report collection
- FFA Agriscience Fair documentation
- Sustainability systems analysis artifacts
- Engineering diagrams & systems models
- Leadership reflection writing
- Workforce readiness evidence
- Resume & career readiness materials
- Postsecondary pathway planning
- Scientific publication artifacts
- Multimedia presentation collection
- Peer critique analysis
- Portfolio self-assessment
- Final pathway reflection writing

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D5.1 Leadership & teamwork
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS2-7 Human Impacts on Ecosystems
HS-ETS1-3 Evaluate Solutions

ELA Standards
RST.9-10.7 Analyze Scientific Information
WHST.9-10.2 Informative Technical Writing
WHST.9-10.7 Research Projects
SL.9-10.4 Scientific Presentations
SL.9-10.5 Multimedia Communication

KA 7.3 Mock Interview: Professional Conduct, Workforce Readiness & Agricultural Industry Communication Systems

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Student Discourse & Collaborative Sensemaking
- Scientific Argumentation from Evidence
- Engineering Design & Sustainability Solutions

ICEV CA Ag Biology Lesson Alignment

- Careers in Agriculture - CC - UPDATED
- Sustainability & the Agricultural Industry - CC

Students participate in professional mock interview simulations modeling agricultural industry employment interviews, postsecondary scholarship interviews, technical-level employment opportunities, and workforce readiness scenarios connected to Agriculture & Natural Resources career pathways. Students engage in role-play activities demonstrating communication

systems, leadership development, professionalism, ethical behavior, teamwork, workplace readiness skills, and technical knowledge connected to agricultural industries and postsecondary expectations.

Students analyze professional communication systems, interview expectations, collaboration strategies, digital professionalism, personal presentation, workplace ethics, and agricultural industry standards while refining verbal communication, active listening, scientific explanation, and workforce readiness skills through collaborative critique and peer feedback systems. Students utilize Portfolio Artifact Folder evidence, resumes, scientific investigations, FFA Agriscience Fair experiences, sustainability analyses, and leadership reflections to support interview responses and professional presentations aligned to authentic workforce expectations and agricultural industry pathways. Foundation4innovation.org content recommended.

Deliverables

- Mock interview participation
- Professional communication analysis
- Workforce readiness reflection writing
- Interview question-response portfolio
- Leadership systems reflection
- Professional attire evaluation
- Peer critique analysis
- Scientific communication self-assessment
- Career readiness checklist
- Agricultural pathway reflection
- Final mock interview rubric evaluation

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D5.1 Leadership & teamwork
AGRISCIENCE D5.2 Technical communication
AGRISCIENCE D3.1 Sustainable agricultural systems

NGSS Biology Standards
HS-ETS1-3 Evaluate Solutions
HS-LS2-7 Human Impacts on Ecosystems

ELA Standards
WHST.9-10.1 Scientific Argument Writing
SL.9-10.1 Collaborative Discussions
SL.9-10.4 Scientific Presentations
SL.9-10.5 Multimedia Communication

Unit 7 Lab Activities

Lab 7.a Career Opportunity Research Project: Agricultural Industry Pathways & Postsecondary Systems Investigation

Textbook Biology: California The Living Earth Chapter Alignment

- Chapter 15: Ecology & Ecosystem Interactions

- Chapter 16: Human Impacts on Earth Systems

Activate Learning / OpenSciEd Biology Alignment

- Environmental Systems Modeling
- Agricultural Sustainability Systems
- Scientific Investigation & Modeling
- Student Discourse & Collaborative Sensemaking

ICEV CA Ag Biology Lesson Alignment

- Careers in Agriculture - CC - UPDATED
- Biotechnology in Agriculture - CC - UPDATED
- Major Agronomic Crops - CC - UPDATED
- Sustainability & the Agricultural Industry - CC

Students investigate multiple career pathways available within the Agriculture & Natural Resources sector and demonstrate understanding of the processes involved in locating, applying for, and preparing for technical-level employment opportunities connected to agronomy, greenhouse systems, agricultural engineering, environmental science, biotechnology systems, irrigation systems, sustainability systems, food production systems, and agricultural business industries.

Students analyze educational requirements, certifications, licensing systems, workforce expectations, labor market trends, ethical behavior expectations, flexibility requirements, leadership systems, collaboration skills, and postsecondary pathways associated with agricultural industries and career opportunities. Students research current job descriptions, hiring requirements, salary systems, industry trends, and future agricultural workforce demands while constructing professional career pathway analyses aligned to authentic industry expectations.

Students participate in collaborative inquiry investigations, scientific discourse routines, career exploration activities, and workforce readiness simulations while evaluating how sustainability systems, biotechnology innovations, environmental stewardship, and agricultural engineering systems are shaping future agricultural employment opportunities.

Deliverables

- Agricultural career research portfolio
- Postsecondary pathway analysis
- Job description comparison charts
- Industry certification investigation
- Labor market trends analysis
- Workforce readiness reflection writing
- Career pathway presentation
- Scientific notebook entries
- Professional communication analysis
- Agricultural systems reflection
- Formal technical report
- Evidence-based career conclusions

CTE Agriculture & Natural Resources — Agriscience Pathway Standards
AGRISCIENCE D1.4 Agricultural technologies & systems
AGRISCIENCE D3.1 Sustainable agricultural systems
AGRISCIENCE D5.1 Leadership & teamwork
AGRISCIENCE D5.2 Technical communication

NGSS Biology Standards
HS-LS2-7 Human Impacts on Ecosystems
HS-ESS3-3 Human Impacts on Earth Systems
HS-ETS1-3 Evaluate Solutions

ELA Standards
RST.9-10.7 Analyze Scientific Information
WHST.9-10.2 Informative Technical Writing
WHST.9-10.7 Research Projects
WHST.9-10.9 Evidence-Based Conclusions
SL.9-10.4 Scientific Presentation

I**nstructional Materials**
List instructional Materials for this Course (you should list all material used in the course of the year)

Type of Material: Textbook, literary text, manual, periodical, scholarly article, website, primary doc, other	Author	Publisher	Edition, Year	URL	Primary book/ read it its entirety? Yes, no
Textbook	Miller & Levine	Pearson	Biology: California the Living Earth ISBN-13: 978-1-4182-8308-7	https://www.savvas.com/california/solutions/science/custom-programs/california-experience-biology-the-living-earth	No
Digital Textbook	Open Science		2026	https://activatelearning.com/high-school-curriculum/openscied-high-school/	No
Digital Textbook	ICEV		2026	**https://www.icevonline.com/**	No

Semester 1/Semester 2 Pacing Guide (180 Instructional Hours)

Unit	Unit Description	Key Assignments (KA) / Labs	Est. Hours per Item	Unit Total Hours
Unit 1 Laboratory & Agricultural Safety, Plant Biology Foundations, and Introduction to Agriscience Systems				**30**
		KA 1.1 Foundations of Biology, Chemistry & Cell Systems	3	
		KA 1.2 Photosynthesis, Respiration & Plant Reproduction Summative Assessment	3	
		KA 1.3 Agricultural Genetics & Biotechnology Investigation	3	
		KA 1.4 Evolution, Classification & Agricultural Ecosystems Summative Assessment	3	
		KA 1.5 Economic Importance of Agricultural Crops	3	
		KA 1.6 Agricultural Biotechnology & Genetic Engineering	3	
		KA 1.7 Laboratory & Agricultural Safety Evaluation	3	
		Lab 1.a Plant Identification & Dichotomous Key Investigation	1.8	
		Lab 1.b Flower Dissection & Reproductive Structures Investigation	1.8	
		Lab 1.c Plant & Animal Cell Microscopy Investigation	1.8	
		Lab 1.d Agricultural Safety Systems & PPE Investigation	1.8	
		Lab 1.e Agricultural Biotechnology Modeling Investigation	1.8	
Unit 2 Soil Chemistry, pH, Nutrient Cycling, Soil Composition & Agricultural Growing Systems				**25**

Unit	Unit Description	Key Assignments (KA) / Labs	Est. Hours per Item	Unit Total Hours
		KA 2.1 Soil Chemistry, Matter Cycling & Ecosystem Systems Summative Assessment	4	
		KA 2.2 Soil Layering & Weathering Investigation	4	
		KA 2.3 Garden Creation & Sustainable Agricultural Systems Investigation	4	
		KA 2.4 Soil Nutrient Deficiencies & Fertility Systems Assessment	4	
		Lab 2.a pH Indicators & Soil Chemistry Investigation	2.25	
		Lab 2.b Fermentation, Decomposition & pH Investigation	2.25	
		Lab 2.c Fertilizer Applications & Plant Growth Investigation	2.25	
		Lab 2.d FFA Agriscience Fair Soil, Substrate & Nutrient Systems Investigation	2.25	
Unit 3 Irrigation Systems, Plant Processes, Photosynthesis, Respiration, Climate Systems & Agricultural Environmental Controls				**25**
		KA 3.1 Plant Processes, Photosynthesis, Respiration & Agricultural Energy Systems Summative Assessment	5	
		KA 3.2 Irrigation Engineering, Climate Systems & Sustainable Agricultural Infrastructure Investigation	5	
		KA 3.3 FFA Agriscience Fair Environmental Systems Analysis, Data Interpretation & Midpoint Research Defense	5	
		Lab 3.a Translocation, Transpiration & Water Transport Systems Investigation	2.5	
		Lab 3.b Light Spectrum, Photosynthesis & Plant Productivity Investigation	2.5	

Unit	Unit Description	Key Assignments (KA) / Labs	Est. Hours per Item	Unit Total Hours
		Lab 3.c Cellular Respiration, Germination & Agricultural Energy Transfer Investigation	2.5	
		Lab 3.d FFA Agriscience Fair Irrigation, Climate Systems & Plant Productivity Investigation	2.5	
Unit 4 (Part A) Plant Genetics, Selective Breeding, Biotechnology, Pest Management & Agricultural Innovation Systems				**10**
		KA 4.1 Plant Genetics, Heredity & Agricultural Biotechnology Systems Summative Assessment	5	
		KA 4.2 Integrated Pest Management, Plant Disease Systems & Agricultural Sustainability Investigation	5	
			Semester 1 Total	**90**
Unit 4 (Part B) Plant Genetics, Selective Breeding, Biotechnology, Pest Management & Agricultural Innovation Systems				**20**
		KA 4.3 FFA Agriscience Fair Advanced Data Analysis, Research Interpretation & Final Report Preparation	5	
		Lab 4.a Plant Genetics, Trait Inheritance & Selective Breeding Investigation	3	
		Lab 4.b Integrated Pest Management & Agricultural Ecosystem Investigation	3	
		Lab 4.c FFA Agriscience Fair Final Experimental Trials, Statistical Analysis & Research Report Development Investigation	3	
		Lab 4.d Vegetative Propagation, Cloning Systems & Rooting Hormone Investigation	3	
		Lab 4.e Effects of Radiation on Radish Seeds Mutation & Genetic Variation Investigation	3	

Unit	Unit Description	Key Assignments (KA) / Labs	Est. Hours per Item	Unit Total Hours
Unit 5 Agricultural Sustainability, Environmental Stewardship, Agriscience Communication, FFA Agriscience Fair Presentation & Capstone Research Defense				**25**
		KA 5.1 Agricultural Sustainability, Environmental Stewardship & Ecosystem Systems Summative Assessment	5	
		KA 5.2 FFA Agriscience Fair Final Research Report, Scientific Publication & Professional Presentation Board Development	5	
		KA 5.3 FFA Agriscience Fair Capstone Research Defense & Agricultural Innovation Symposium	5	
		Lab 5.a Agricultural Sustainability Systems & Environmental Impact Analysis Investigation	3.3	
		Lab 5.b FFA Agriscience Fair Presentation Board Peer Review, Scientific Critique & Revision Investigation	3.3	
		Lab 5.c Aquaponic Systems Design, Agricultural Sustainability & Environmental Engineering Investigation	3.4	
Unit 6 Major Agronomic Crops, Agricultural Production Systems & FFA Agriscience Fair Capstone Research				**30**
		KA 6.1 Major Agronomic Crops, Agricultural Systems & Global Food Production Investigation	5	
		KA 6.2 Agricultural Biotechnology, Crop Improvement & Sustainability Systems Investigation	5	
		KA 6.3 FFA Agriscience Fair Final Scientific Publication, Presentation Board & Capstone Research Defense	5	
		KA 6.4 Portfolio Artifact Folder: Career Trends, Ethics, Workforce Readiness & Research Systems	5	

Unit	Unit Description	Key Assignments (KA) / Labs	Est. Hours per Item	Unit Total Hours
		Lab 6.a Major Agronomic Crops Comparative Growth & Sustainability Investigation	3.3	
		Lab 6.b FFA Agriscience Fair Scientific Peer Review, Mock Defense & Presentation Critique Investigation	3.3	
		Lab 6.c FFA Agriscience Fair Presentation, Multimedia Defense & Peer Critique Investigation	3.4	
Unit 7 Professional Communication, Careers & Leadership Development				**15**
		KA 7.1 Resume & Letter of Introduction: Professional Communication & Workforce Readiness Investigation	4	
		KA 7.2 Portfolio Artifact Folder: Student Showcase of Learning, Leadership & Pathway Skill Development	4	
		KA 7.3 Mock Interview: Professional Conduct, Workforce Readiness & Agricultural Industry Communication Systems	4	
		Lab 7.a Career Opportunity Research Project: Agricultural Industry Pathways & Postsecondary Systems Investigation	3	

Standards System	Estimated % Addressed in Course
CTE Agriculture & Natural Resources — Agriscience Pathway Standards	**92–95%**
NGSS Biology / Life Science Standards	**93–96%**

(Primary course modeled after?
Fontana Unified School District & Regional Partner SSFUSD Construction Tech 2

Course Title	Construction Technology 1
Grades	10-11-12
Environment	Classroom
Honors	YES
Subject:	
Discipline	Academic Elective “G”
Institution Modeled After	SSFUSD

Honors:Yes
Construction Technology 2H merits the A-G Honors designation by integrating college-level rigor, sustained technical mastery, and advanced critical thinking through two core culminating projects: the **Summative OSHA 10 Construction Assessment** and the **Formative Professional ePortfolio**.

1. Summative OSHA 10 Construction Assessment (Honors-Level Rigor):
This comprehensive, multi-part final exam is designed to reflect the rigorous expectations of the Occupational Safety and Health Administration 10-Hour Construction Safety Certification, exceeding typical high school course assessment. Students are required to demonstrate mastery through **analysis, application, and evaluation** across four distinct components:

- **Written Certification Exam (OSHA-style):** Includes scenario-based multiple-choice, multi-step safety reasoning, and short constructed responses requiring justification of answers, demanding analytical thinking beyond rote memorization.
- **Jobsite Hazard Analysis & Safety Plan:** Students apply technical knowledge to a complex construction scenario by identifying multiple hazards, classifying their types, proposing OSHA-compliant mitigation strategies, and developing a formal, written safety plan. This requires college-level application of regulatory standards to real-world problems.
- **Hands-On Safety Demonstration:** Assesses precision in technical execution, procedure sequencing, and safety compliance in a live or simulated environment (e.g., ladder safety, PPE inspection).
- **Professional Communication Simulation:** Requires students to demonstrate advanced professional communication skills by role-playing the communication of a safety issue to a peer or supervisor, testing their ability to communicate with clarity and professionalism under pressure.

These components collectively ensure students demonstrate a "comprehensive understanding of jobsite safety systems, hazard identification, regulatory compliance, and real-world application of safety procedures"

2. Formative Professional ePortfolio (College-Level Work and Reflection):
The ePortfolio serves as a formative culminating project that promotes deep reflection and synthesis of learning throughout the course. This ongoing project requires students to collect and curate artifacts—including student work, photos, and certifications—and provide an explanation of the connection of this evidence to specific CTE pathway competencies. The requirement to include a detailed **self-evaluation/reflection** pushes students beyond merely completing tasks to engaging in meta-cognition, analyzing and critiquing their own work and experiences. This level of sustained reflective practice and professional self-branding, culminating in a presentation to industry professionals in a mock interview, exemplifies college-level work and preparation for the workforce.

Course Overview

Construction Technology 2 is a second year college and career prep course offering students a pathway into the in-demand building industry. This course is designed to provide students with technical and practical experience in basic residential and commercial construction through hands- on shop experiences and inquiry based learning, as well as applied practice of field skills. Topics of study will include shop/tool organization, construction safety, building materials, construction mathematics, fine carpentry, masonry and foundations, tile laying, framing (floors, walls, roof etc.), the HVAC system, the plumbing system, energy efficiency methods and an introduction to electricity.

This capstone course in the Building & Construction Trades Pathway leading to the third of three required certificates of completion required for eligible admittance into the Carpenters International Training Fund (CITF) apprenticeship program. The course integrates academic skills with practical application allowing

students to analyze and evaluate career options in the Building and Construction Trades Industry, while further developing the specific skills and concepts required of those who work in the industry.

Through inquiry based learning and highly engaging hands on activities, students will identify and demonstrate the importance of safety on the job site, while gaining practical experience and mastery in commercial and residential concepts, print interpretation, site layout, footing and foundation forms, wall framing, ceiling and roof framing, installing light-gauge metal framing, floor layout and installation, sheathing and barriers, and finishing. In addition, students will explore and develop knowledge of electrical, plumbing, concrete, and masonry in relation to commercial and residential construction. Students will develop these residential and commercial construction concepts and skills through project-based learning. Students will apply the technical and soft skills required for the world of work all while focusing on effective communication, critical thinking, creativity, and collaboration.

Students will be prepared for multiple industry certifications and qualifications. Competencies in this course are aligned with the California Common Core State Standards and the California Career Technical Education Model Curriculum Standards. This is the second course in a pathway of courses designed to engage students and develop college and career readiness skills within the building and construction trades industry sector.

Unit 1 Introduction & Orientation to Construction 2 (10 hours)

Unit 1 Summary	In this unit, the instructor will provide an overview of Residential and Commercial Construction opportunities for students interested in preparing for careers in construction (framing, plumbing, electrical, etc). Students will become familiar with expectations for both teacher and students as well as the skills and characteristics needed for each sub category of careers within the building and trades ecosystem. Students will engage in practical exercises and simulations that mirror the tasks and responsibilities they will encounter in their prospective careers. These activities could encompass project planning, resource management, problem-solving, and effective communication strategies, all tailored to the construction sector. This introductory unit re-familiarizes students with the systems and procedures of the class as well as construction lab layout and expectations. This unit also re-orients students about tools and equipment common to the construction industry as well as safe use and operation of all tools in the lab. By the conclusion of this unit, students will earn permission to use the tools and equipment in the shop to begin making projects. This unit will provide an overview of Residential and Commercial Construction opportunities for students interested in preparing for careers in construction (framing, plumbing, electrical, and so forth). Familiarize students with expectations of both teacher and student.
Unit 1 Major Assignments	**KA 1.1 Construction Workforce Preparedness Activity** Distribute syllabus and course outline, review performance, participation, behavior contract, safety and testing requirements for successful completion of program. Have students sign / parent signature for ePortfolioComplete workforce preparedness activity and assess ability to join the work force with current experience and knowledge. **CTE Residential and Commercial Construction Pathway Standards** **B1.1** Construction Industry Careers **B1.2** Workplace Expectations **B1.3** Professional Responsibilities **B2.1** Personal & Jobsite Safety **B6.1** Problem Solving Skills **B6.2** Professional Work Habits **B6.3** Team Communication **B7.1** Critical Thinking Applications **CCSS ELA Standards** **SL.11-12.1** Collaborative Discussions **SL.11-12.4** Present Information Clearly **WHST.11-12.2** Informative Writing **RST.11-12.4** Technical Vocabulary **CCSS Math Standards** **HSN-Q.A.1** Use Units & Quantities **NGSS Standards**

HS-ETS1-1 Define Engineering Problems

Science & Engineering Practices
- Asking Questions
- Constructing Explanations
- Communicating Information

Crosscutting Concepts
- Systems & System Models
- Cause & Effect

KA 1.2 Tool Safety Annual Approval
The second Key Assignment of this unit focuses on teaching students about the tools and equipment contained in the lab, including safe and proper operation. These modules conclude with summative tests that students must pass in order to be certified to use the tools and equipment and gain permission to access the lab and begin building projects.

CTE Residential and Commercial Construction Pathway Standards
B2.1 Personal & Jobsite Safety
B2.2 Safe Equipment Operation
B2.4 OSHA Safety Practices
B3.1 Tool & Equipment Identification
B3.2 Tool Use & Maintenance
B6.2 Professional Work Habits
B7.1 Critical Thinking Applications

CCSS ELA Standards
RST.11-12.3 Follow Technical Procedures
RST.11-12.4 Technical Vocabulary
WHST.11-12.2 Technical Writing

CCSS Math Standards
HSN-Q.A.1 Use Units & Quantities

NGSS Standards
HS-ETS1-2 Design Solutions
Science & Engineering Practices
- Planning & Carrying Out Investigations
- Constructing Explanations & Designing Solutions

Crosscutting Concepts
- Cause & Effect
- Structure & Function

KA 1.3 Showcasing Skills Competencies in Building Trades
Students will create a portfolio of construction or building trades job related competencies that will be personally developed through the course. Students will begin with their About Me page, and work on the different required pages with artifacts throughout this capstone course.

CTE Residential and Commercial Construction Pathway Standards
B1.1 Construction Industry Careers
B1.3 Professional Responsibilities
B4.1 Technical Construction Information
B6.1 Problem Solving Skills
B6.2 Professional Work Habits
B6.3 Team Communication
B7.1 Critical Thinking Applications

CCSS ELA Standards
WHST.11-12.2 Informative Writing
WHST.11-12.4 Clear & Coherent Writing
WHST.11-12.6 Technology & Publishing
SL.11-12.4 Present Information Clearly
SL.11-12.5 Digital Media Presentations

CCSS Math Standards
HSN-Q.A.1 Use Units & Quantities

NGSS Standards
HS-ETS1-3 Evaluate Solutions
Science & Engineering Practices

	● Communicating Information ● Analyzing & Interpreting Data **Crosscutting Concepts** ● Systems & System Models ● Structure & Function
Unit 2 OSHA Certification (Est 25 hours)	
Unit 2 Description	This unit provides students with a foundational understanding of workplace safety and essential trade skills. Students will complete the nationally recognized OSHA 10-Hour Construction Certification, engaging in advanced study of construction safety systems, hazard recognition, and risk mitigation strategies aligned with OSHA 29 CFR 1926 standards. Beyond theoretical study, students will demonstrate practical mastery through hands-on safety competencies, including the proper use of PPE, ladder safety, and equipment inspection. The unit also focuses on technical precision, training students to use a variety of construction measurement tools such as calipers, micrometers, and laser measures to develop speed and accuracy in construction mathematics. Finally, students will receive an orientation to the carpentry profession, exploring career opportunities, apprenticeship programs, and the specific responsibilities and characteristics required for success in the craft.
Unit 2 Key	**KA 2.1 OSHA 10 Honors Construction Certification (12 hours)** Students in Construction Technology 2 Honors will complete the nationally recognized OSHA 10-Hour Construction Certification as a rigorous honors-level industry assessment designed to prepare students for advanced construction trades, apprenticeships, dual enrollment opportunities, and workforce readiness. Through the OSHA Outreach Training Program aligned to OSHA 29 CFR 1926 Construction Industry Standards, students will engage in advanced study and analysis of real-world construction safety systems, workplace hazards, employer and employee rights, risk mitigation strategies, and professional safety protocols required across residential and commercial construction industries. Students will investigate and apply industry standards related to fall protection, electrical safety, ladder and scaffold safety, excavation and trenching procedures, struck-by hazards, caught-in/between hazards, PPE requirements, material handling, tool safety, and jobsite communication systems. As an honors-level assessment, students will move beyond basic safety awareness by evaluating authentic jobsite case studies, analyzing OSHA violations and accident reports, interpreting technical safety documentation, participating in collaborative hazard recognition simulations, and applying OSHA standards to real-world construction scenarios. Students will demonstrate mastery through written assessments, technical safety analyses, group discussions, scenario-based problem solving, and successful completion of the official OSHA 10 Construction certification examination. Students earning certification will receive an industry-recognized OSHA 10 credential demonstrating advanced workplace safety competency, professional responsibility, and readiness for employment and postsecondary construction training opportunities. **CTE Residential and Commercial Construction Pathway Standards** **B1.2** Workplace Expectations **B1.3** Professional Responsibilities **B2.1** Personal & Jobsite Safety **B2.2** Safe Equipment Operation **B2.4** OSHA Safety Practices **B3.1** Tool & Equipment Safety **B3.4** Material Handling Procedures **B6.1** Problem Solving Skills **B6.2** Professional Work Habits **B6.3** Team Communication **B7.1** Critical Thinking Applications **B8.2** Construction Systems & Operations **CCSS ELA Standards (11–12)** **RST.11-12.1** Cite Technical Evidence **RST.11-12.3** Follow Technical Procedures **RST.11-12.4** Technical Vocabulary **RST.11-12.7** Evaluate Technical Information **WHST.11-12.2** Technical Writing

WHST.11-12.9 Draw Evidence from Informational Texts
SL.11-12.1 Collaborative Discussions
SL.11-12.4 Present Findings Clearly

CCSS Math Standards
HSN-Q.A.1 Use Units & Quantities
HSN-Q.A.3 Measurement Precision

NGSS Standards
HS-ETS1-1 Define Engineering Problems
HS-ETS1-2 Design Solutions
HS-ETS1-3 Evaluate Solutions

KA 2.2 Site Safety OSHA Skills Competencies

Students will demonstrate competencies they will be assessed for in the construction industry CA OSHA Safety Course.

Task 1
Properly set up and climb/descend an extension ladder, demonstrating proper three-point contact.

Task 2
Inspect the following PPE items and determine if they are safe to use:
• Eye protection
• Hearing protection
• Hard hat
• Gloves
• Fall arrest harnesses, lanyards, and connecting devices
• Approved footwear

Task 3
Properly don, fit, and remove the following PPE items:
• Eye protection
• Hearing protection
• Hard hat
• Gloves
• Fall arrest harness

Task 4
Inspect a typical power cord and GFCI to ensure their serviceability.

CTE Residential and Commercial Construction Pathway Standards
B2.1 Personal & Jobsite Safety
B2.2 Safe Equipment Operation
B2.4 OSHA Safety Practices
B3.1 Tool & Equipment Identification
B3.4 Material Handling Procedures
B6.2 Professional Work Habits
B7.1 Critical Thinking Applications

CCSS ELA Standards
RST.11-12.3 Follow Technical Procedures
RST.11-12.4 Technical Vocabulary
SL.11-12.1 Collaborative Discussions

CCSS Math Standards
HSN-Q.A.1 Use Units & Quantities
HSN-Q.A.3 Measurement Precision

NGSS Standards
HS-PS2-1 Forces & Motion
HS-ETS1-2 Design Solutions
Science & Engineering Practices
- Planning & Carrying Out Investigations
- Constructing Explanations & Designing Solutions

Crosscutting Concepts
- Cause & Effect
- Structure & Function

KA 2.3 Measurement Tools

Students will complete a module that contains a variety of construction math concepts and develops these critical skills. The measurement module contains a series of activities that develop students' speed and accuracy at taking measurements using

	measuring devices common to the construction industry. Construction Tools may include: Micrometer, Gate, Measuring Tape, Caliper, Laser Measure, Gage Blocks, Protractor, Thermometer, Height Gauge, Hole Gauge, Gauge Pins and other various hand tools. **CTE Residential and Commercial Construction Pathway Standards** **B2.1** Personal & Jobsite Safety **B2.2** Safe Equipment Operation **B2.4** OSHA Safety Practices **B3.1** Tool & Equipment Identification **B3.4** Material Handling Procedures **B6.2** Professional Work Habits **B7.1** Critical Thinking Applications **CCSS ELA Standards** **RST.11-12.3** Follow Technical Procedures **RST.11-12.4** Technical Vocabulary **SL.11-12.1** Collaborative Discussions **CCSS Math Standards** **HSN-Q.A.1** Use Units & Quantities **HSN-Q.A.3** Measurement Precision **NGSS Standards** **HS-PS2-1** Forces & Motion **HS-ETS1-2** Design Solutions **Science & Engineering Practices** ● Planning & Carrying Out Investigations ● Constructing Explanations & Designing Solutions **Crosscutting Concepts** ● Cause & Effect ● Structure & Function **KA 2.4 Orientation to Carpentry (3 hours)** Students Complete NCCER Module ID 27101) Reviews the carpentry profession, describes the apprentice program, identifies career opportunities for carpenters, and lists the skills, responsibilities, and characteristics a carpenter should possess. Emphasizes the importance of site-specific safety and occupational safety relevant to the craft. **CTE Residential and Commercial Construction Pathway Standards** **B1.1** Construction Industry Careers **B1.2** Workplace Expectations **B1.3** Professional Responsibilities **B2.1** Personal & Jobsite Safety **B2.4** OSHA Safety Practices **B6.2** Professional Work Habits **B6.3** Team Communication **B7.1** Critical Thinking Applications **CCSS ELA Standards** **RST.11-12.2** Determine Central Ideas **RST.11-12.4** Technical Vocabulary **WHST.11-12.2** Informative Writing **SL.11-12.1** Collaborative Discussions **CCSS Math Standards** **HSN-Q.A.1** Use Units & Quantities **NGSS Standards** **HS-ETS1-1** Define Engineering Problems **Science & Engineering Practices** ● Asking Questions ● Communicating Information **Crosscutting Concepts** ● Systems & System Models ● Cause & Effect
Unit 3: Concrete, Masonry & Foundation Systems(40 hours)	
Unit 3 Description	In this unit, students will investigate cement hydration, material properties, and how to make concrete. Students will learn and apply foundation layout techniques to include setting forms, placing reinforcements, and pouring concrete according to specifications and building codes.

	Students will prepare a site for a concrete foundation for their shed prototype. They will calculate the area and volume of excavation, check site layout for square using the diagonal method, solve layout problems, and use leveling devices to check for elevation, level, and plumb. Students will also explore the importance and widespread uses of concrete, the effect of porosity and aggregates on the strength of concrete, and effective ratios of component materials in various concrete structures.
Unit 3 Major Assignments	**KA 3.1 NCCER Introduction to Masonry (12.5 hours)** Introduces basic masonry materials, tools, and safety precautions. Students learn how to mix mortar by hand, lay masonry units, and understand the core skills needed to be a successful mason. Students complete NCCER module 28101 Introduction to Masonry **KA 3.2 Physical Properties of Matter, Concrete Density and Aggregates** In this instructional assignment for Advanced Building Trades and Construction, students will delve into the fundamental principles of physical properties of matter, focusing specifically on concrete density and aggregates. Through hands-on experimentation and testing, students will investigate the intricate relationship between various materials and their densities, exploring how different aggregate compositions affect the overall properties of concrete. From conducting density tests to analyzing aggregate gradations, students will gain invaluable insights into the underlying science governing construction materials. This comprehensive understanding will not only deepen their knowledge of building trades but also equip them with essential skills for selecting and utilizing materials effectively in construction projects. **CTE Residential and Commercial Construction Pathway Standards** **B3.1** Construction Math Applications **B5.1** Construction Measurements **B5.3** Geometry Applications **B6.1** Problem Solving Skills **B7.1** Critical Thinking Applications **B8.2** Construction Systems & Operations **CCSS Math Standards** **HSN-Q.A.1** Use Units & Quantities **HSN-Q.A.3** Measurement Precision **HSG-MG.A.1** Geometric Modeling **CCSS ELA Standards** **RST.11-12.3** Follow Technical Procedures **WHST.11-12.2** Technical Writing **NGSS Standards** **HS-PS1-3** Properties of Matter **HS-ETS1-2** Design Solutions **Science & Engineering Practices** ● Analyzing & Interpreting Data ● Planning & Carrying Out Investigations **Crosscutting Concepts** ● Structure & Function ● Scale, Proportion & Quantity **KA 3.3 Cement Hydration** In this instructional assignment for Advanced Building Trades and Construction, students will delve into the intricate process of cement hydration, a fundamental aspect of concrete formation. Through a combination of theoretical study and practical experimentation, students will explore the chemical reactions that occur when water is added to cement, leading to the formation of a strong and durable concrete matrix. By examining factors such as water-cement ratio, curing conditions, and the role of supplementary cementitious materials, students will gain a comprehensive understanding of how various factors influence the hydration process and ultimately impact the strength and durability of concrete structures. This assignment will not only deepen students' theoretical knowledge but also provide them with practical insights essential for successful construction projects in the field.

CTE Residential and Commercial Construction Pathway Standards

B5.1 Construction Measurements
B6.1 Problem Solving Skills
B7.1 Critical Thinking Applications
B8.2 Construction Systems & Operations

CCSS Math Standards

HSN-Q.A.1 Use Units & Quantities
HSN-Q.A.3 Measurement Precision

CCSS ELA Standards

RST.11-12.3 Follow Technical Procedures
WHST.11-12.2 Technical Writing

NGSS Standards

HS-PS1-2 Chemical Reactions
HS-PS1-5 Properties of Matter

Science & Engineering Practices

- Planning & Carrying Out Investigations
- Constructing Explanations

Crosscutting Concepts

- Cause & Effect
- Stability & Change

KA 3.4 pH Evolution During Cement Curing
In this instructional assignment for Advanced Building Trades and Construction, students will delve into the fascinating realm of pH evolution during cement curing, a critical aspect of concrete development. Through a combination of theoretical exploration and hands-on experimentation, students will investigate how the chemical reactions occurring during the curing process influence the pH levels of concrete over time.

By conducting systematic pH tests at various stages of curing, students will gain insights into the dynamic nature of concrete chemistry and its implications for the material's long-term performance and durability. This assignment not only enhances students' understanding of concrete science but also equips them with practical skills essential for ensuring the quality and longevity of construction projects.

CTE Residential and Commercial Construction Pathway Standards

B5.1 Construction Measurements
B6.1 Problem Solving Skills
B7.1 Critical Thinking Applications
B8.2 Construction Systems & Operations

CCSS Math Standards

HSN-Q.A.1 Use Units & Quantities
HSN-Q.A.3 Measurement Precision
HSG-MG.A.1 Geometric Modeling

CCSS ELA Standards

RST.11-12.3 Follow Technical Procedures
WHST.11-12.2 Technical Writing
RST.11-12.7 Evaluate Technical Information

NGSS Standards

HS-PS1-2 Chemical Reactions
HS-PS1-5 Properties of Matter
HS-ETS1-2 Design Solutions

Science & Engineering Practices

- Planning & Carrying Out Investigations
- Analyzing & Interpreting Data
- Constructing Explanations

Crosscutting Concepts

- Cause & Effect
- Stability & Change
- Systems & System Models

KA 3.5 Masonry Challenge (3 hours)

After instructional notes on the specific masonry hand tools, measuring tools, mortar equipment, power tools, and lifting equipment. Also includes instructions for assembling and disassembling scaffolds. Students will complete a challenge to showcase their skills in a hands-on masonry challenge. When dry, students will critique each other's samples.

CTE Residential and Commercial Construction Pathway Standards

B2.1 Personal & Jobsite Safety
B2.2 Safe Equipment Operation
B3.1 Tool & Equipment Identification
B3.2 Tool Use & Maintenance
B3.4 Material Handling Procedures
B5.1 Construction Measurements
B6.2 Professional Work Habits
B6.3 Team Communication
B7.1 Critical Thinking Applications
B8.3 Precision Accuracy

CCSS Math Standards

HSN-Q.A.1 Use Units & Quantities
HSN-Q.A.3 Measurement Precision
HSG-MG.A.1 Geometric Modeling

CCSS ELA Standards

	SL.11-12.1 Collaborative Discussions **SL.11-12.4** Present Information Clearly **RST.11-12.3** Follow Technical Procedures **NGSS Standards** **HS-ETS1-2** Design Solutions **HS-ETS1-3** Evaluate Solutions **Science & Engineering Practices** ● Planning & Carrying Out Investigations ● Constructing Explanations & Designing Solutions **Crosscutting Concepts** ● Structure & Function ● Stability & Change
Unit 4 Floor Systems (Est 12 Hours)	
Unit 4 Description	Introduces carpenters to drawings used to construct flooring systems. Defines framing basics and the procedures for laying out and constructing a wood floor using common lumber, as well as engineered building materials. Covers the installation of floor components
Unit 4 Major Assignments	**KA 4.1 NCCER Floor Systems (25 hours)** Students complete NCCER Module ID 27105 Introduces carpenters to drawings used to construct flooring systems. Defines framing basics and the procedures for laying out and constructing a wood floor using common lumber, as well as engineered building materials. Covers the installation of floor components including sill plates, beams, girders, joists, and subfloors. **CTE Residential and Commercial Construction Pathway Standards** **B3.1** Construction Math Applications **B4.1** Technical Construction Information **B4.2** Read Technical Drawings **B5.1** Construction Measurements **B5.3** Geometry Applications **B5.4** Estimating Materials & Costs **B6.1** Problem Solving Skills **B7.1** Critical Thinking Applications **B8.2** Construction Systems & Operations **B8.3** Precision Accuracy **CCSS Math Standards** **HSN-Q.A.1** Use Units & Quantities **HSN-Q.A.3** Measurement Precision **HSG-MG.A.1** Geometric Modeling **HSG-MG.A.3** Geometry in Design Problems **CCSS ELA Standards** **RST.11-12.3** Follow Technical Procedures **RST.11-12.7** Evaluate Technical Information **WHST.11-12.2** Technical Writing **NGSS Standards** **HS-ETS1-2** Design Solutions **HS-ETS1-3** Evaluate Solutions **Science & Engineering Practices** ● Using Mathematics & Computational Thinking ● Constructing Explanations & Designing Solutions **Crosscutting Concepts** ● Structure & Function ● Systems & System Models **KA 4.2 Planning the Shed Floor System** In this assignment for Advanced Building Trades and Construction, while emphasizing precision and attention to detail, students will construct a floor system ensuring proper

construction techniques and adherence to building codes. Encouraging creativity and collaboration, students will embark on designing their floor systems. From conceptualization to implementation, learners will navigate through the complexities of floor systems layout, sizing, and connection methods, integrating their skills with other trades as necessary. With the project's scope varying according to student design, participants will encounter a diverse range of challenges, fostering adaptability and problem-solving prowess essential for success in the dynamic construction industry.

CTE Residential and Commercial Construction Pathway Standards

B3.1 Construction Math Applications
B4.2 Read Technical Drawings
B5.1 Construction Measurements
B5.3 Geometry Applications
B5.4 Estimating Materials & Costs
B6.1 Problem Solving Skills
B6.3 Team Communication
B7.1 Critical Thinking Applications
B8.2 Construction Systems & Operations
B8.3 Precision Accuracy

CCSS Math Standards

HSN-Q.A.1 Use Units & Quantities
HSN-Q.A.3 Measurement Precision
HSG-MG.A.1 Geometric Modeling
HSG-MG.A.3 Geometry in Design Problems

CCSS ELA Standards

WHST.11-12.2 Technical Writing
SL.11-12.1 Collaborative Discussions
RST.11-12.3 Follow Technical Procedures

NGSS Standards

HS-ETS1-1 Define Engineering Problems
HS-ETS1-2 Design Solutions
HS-ETS1-3 Evaluate Solutions

Science & Engineering Practices

- Developing & Using Models
- Constructing Explanations & Designing Solutions

Crosscutting Concepts

- Systems & System Models
- Structure & Function

KA 4.3 Carpet, Tile or Hardwood, Oh My
IIn this hands-on Advanced Building Trades and Construction assignment, students will explore and install three common flooring systems used in residential and commercial construction: carpet, tile, and hardwood flooring. Working in teams and individually, students will prepare sample floor surfaces, calculate material needs, measure and cut flooring materials, and apply proper installation techniques aligned to industry standards. Students will also complete wood staining and finishing applications while evaluating the durability, maintenance requirements, moisture resistance, aesthetics, cost-effectiveness, and installation complexity of each flooring type.

Through practical installation activities and comparative analysis, students will investigate which flooring materials are best suited for different rooms and building applications such as kitchens, bathrooms, living rooms, commercial spaces, and high-traffic environments. Students will document their process, justify material selections using real-world construction scenarios, and critique the advantages and limitations of each flooring system. This assignment develops technical flooring installation skills while strengthening problem-solving, measurement precision, teamwork, and construction material evaluation skills essential within the residential and commercial construction industries.

	CTE Residential and Commercial Construction Pathway Standards **B3.1** Construction Math Applications **B3.2** Measurement Systems & Conversions **B5.1** Construction Measurements **B5.4** Estimating Materials & Costs **B6.1** Problem Solving Skills **B6.2** Professional Work Habits **B7.1** Critical Thinking Applications **B8.3** Precision Accuracy **CCSS Math Standards** **HSN-Q.A.1** Use Units & Quantities **HSN-Q.A.3** Measurement Precision **HSG-MG.A.1** Geometric Modeling **CCSS ELA Standards** **SL.11-12.1** Collaborative Discussions **SL.11-12.4** Present Information Clearly **WHST.11-12.2** Informative Writing **NGSS Standards** **HS-ETS1-2** Design Solutions **HS-ETS1-3** Evaluate Solutions **Science & Engineering Practices** ● Analyzing & Interpreting Data ● Constructing Explanations & Designing Solutions **Crosscutting Concepts** ● Structure & Function ● Cause & Effect
Unit 5: Wall Systems (Est 20 hours)	
Unit 5 Description	In this unit, students will identify the components of a wall system. Describe the procedure for laying out a wood frame wall, including plates, corner posts, door and window openings, partition Ts, bracing, and fire-stops. Describe the correct procedure to assemble, erect, and brace exterior walls for a frame building. Describe wall framing techniques used in masonry construction. Describe the correct procedure to estimate the materials required to frame walls, and identify alternative wall systems. (Based on NCCER Module 27111-13) Student understands construction of wall framing assemblies and materials used.
Unit 5 Major Assignments	**KA 5.1 Wall Systems Layout** In this instructional assignment for Advanced Building Trades and Construction, students will layout a wood frame wall, including plates, corner posts, door and window openings, partition Ts, bracing, and fire-stops. From conducting layout to analyzing wall components, students will gain invaluable insights into the underlying science governing construction materials. This comprehensive understanding will not only deepen their knowledge of building trades but also equip them with essential skills for selecting and utilizing materials effectively in construction projects. **Now CTE Residential and Commercial Construction Pathway Standards** **B4.2** Read Technical Drawings **B5.1** Construction Measurements **B5.3** Geometry Applications **B5.4** Estimating Materials & Costs **B6.1** Problem Solving Skills **B7.1** Critical Thinking Applications **B8.2** Construction Systems & Operations **B8.3** Precision Accuracy **CCSS Math Standards**

HSN-Q.A.1 Use Units & Quantities
HSG-MG.A.1 Geometric Modeling
HSG-MG.A.3 Geometry in Design Problems

CCSS ELA Standards
RST.11-12.3 Follow Technical Procedures
WHST.11-12.2 Technical Writing

NGSS Standards
HS-ETS1-2 Design Solutions
Science & Engineering Practices
- Developing & Using Models
- Using Mathematics & Computational Thinking

Crosscutting Concepts
- Structure & Function
- Systems & System Models

KA 5.2 Wall Systems Assembly/Erection

In this instructional assignment for Advanced Building Trades and Construction, students will assemble and erect a wood frame wall, including plates, corner posts, door and window openings, partition Ts, bracing, and fire-stops. This assignment will not only deepen students' theoretical knowledge but also provide them with practical insights essential for successful construction projects in the field. Students will complete a materials list for the wall framing project.

CTE Residential and Commercial Construction Pathway Standards

B2.1 Personal & Jobsite Safety
B3.1 Tool & Equipment Identification
B4.2 Read Technical Drawings
B5.1 Construction Measurements
B5.4 Estimating Materials & Costs
B6.1 Problem Solving Skills
B6.3 Team Communication
B7.1 Critical Thinking Applications
B8.2 Construction Systems & Operations

CCSS Math Standards

HSN-Q.A.1 Use Units & Quantities
HSN-Q.A.3 Measurement Precision

CCSS ELA Standards

RST.11-12.3 Follow Technical Procedures
SL.11-12.1 Collaborative Discussions
WHST.11-12.2 Technical Writing

NGSS Standards

HS-ETS1-2 Design Solutions
HS-ETS1-3 Evaluate Solutions
Science & Engineering Practices
- Planning & Carrying Out Investigations
- Constructing Explanations & Designing Solutions

Crosscutting Concepts
- Structure & Function
- Stability & Change;

KA 5.3 Wall System Sheathing

In this instructional assignment for Advanced Building Trades and Construction, students will correctly install sheathing on a wall. Through a combination of theoretical exploration and hands-on application, students will measure, cut, and install wall sheathing. Students will frame and erect rough-framed walls according to current building codes and based upon supplied blueprints and specifications.

By installing wall sheathing, students will gain insights into the dynamic nature of lateral resistance, and the need for the material's long-term performance and durability. This assignment not only enhances students' understanding of wall sheathing, but also equips them with practical skills essential for ensuring the quality and longevity of

	construction projects. **CTE Residential and Commercial Construction Pathway Standards** **B2.1** Personal & Jobsite Safety **B2.2** Safe Equipment Operation **B3.1** Tool & Equipment Identification **B3.2** Tool Use & Maintenance **B4.1** Technical Construction Information **B4.2** Read Technical Drawings **B5.1** Construction Measurements **B5.3** Geometry Applications **B5.4** Estimating Materials & Costs **B6.1** Problem Solving Skills **B6.2** Professional Work Habits **B6.3** Team Communication **B7.1** Critical Thinking Applications **B8.2** Construction Systems & Operations **B8.3** Precision Accuracy **CCSS Math Standards** **HSN-Q.A.1** Use Units & Quantities **HSN-Q.A.2** Define Appropriate Quantities **HSN-Q.A.3** Measurement Precision **HSG-MG.A.1** Geometric Modeling **HSG-MG.A.3** Geometry in Design Problems **CCSS ELA Standards** **RST.11-12.1** Cite Technical Evidence **RST.11-12.3** Follow Technical Procedures **RST.11-12.7** Evaluate Technical Information **WHST.11-12.2** Technical Writing **SL.11-12.1** Collaborative Discussions **NGSS Standards** **HS-ETS1-2** Design Solutions **HS-ETS1-3** Evaluate Solutions **HS-PS2-1** Forces & Motion **Science & Engineering Practices** ● Developing & Using Models ● Planning & Carrying Out Investigations ● Constructing Explanations & Designing Solutions ● Using Mathematics & Computational Thinking **Crosscutting Concepts** ● Structure & Function ● Stability & Change ● Systems & System Models ● Cause & Effect
Unit 6: Exterior & Interior Finishes (Est 14 hours)	
Unit 6 Description	In this unit students will describe the safety hazards when working with exterior and interior wall finish materials. Describe the various types and applications of exterior and interior finish materials. Explain how to install exterior and interior finish materials. Describe the estimating procedure for exterior and interior finish projects. Through a blend of theoretical learning and hands-on practice, learners will explore the principles of exterior and interior finish materials, including layout design, and surface preparation. Additionally, students will analyze various types of finish materials, evaluating their properties, durability, and suitability for different applications. By engaging in this unit, students will develop a comprehensive understanding of exterior and interior processes and materials, preparing them for proficient execution in

	construction projects requiring these materials. (Based on NCCER Module 27204-13 / 45101)
Unit 6 Major Assignments	**KA 6.1 Types of Siding And Installation** In this instructional assignment for Advanced Building Trades and Construction, students will Install three of the most regionally common siding types. Through a combination of theoretical study and practical hands-on, learners will analyze the properties, characteristics, and applications of different siding materials such as wood, vinyl, and composite. By examining factors including durability, aesthetic appeal, maintenance requirements, and cost-effectiveness, students will develop a comprehensive understanding of the strengths and limitations of each material. Through this assignment, students will acquire the knowledge and expertise necessary to make informed decisions when selecting siding materials for specific construction projects, ultimately enhancing their proficiency in advanced building trades and construction. **CTE Residential and Commercial Construction Pathway Standards** **B2.1** Personal & Jobsite Safety **B2.2** Safe Equipment Operation **B3.1** Tool & Equipment Identification **B3.2** Tool Use & Maintenance **B4.1** Technical Construction Information **B4.2** Read Technical Drawings **B5.1** Construction Measurements **B5.3** Geometry Applications **B5.4** Estimating Materials & Costs **B6.1** Problem Solving Skills **B6.2** Professional Work Habits **B6.3** Team Communication **B7.1** Critical Thinking Applications **B8.2** Construction Systems & Operations **B8.3** Precision Accuracy **CCSS Math Standards** **HSN-Q.A.1** Use Units & Quantities **HSN-Q.A.2** Define Appropriate Quantities **HSN-Q.A.3** Measurement Precision **HSG-MG.A.1** Geometric Modeling **HSG-MG.A.3** Geometry in Design Problems **CCSS ELA Standards** **RST.11-12.1** Cite Technical Evidence **RST.11-12.3** Follow Technical Procedures **RST.11-12.7** Evaluate Technical Information **WHST.11-12.2** Technical Writing **SL.11-12.1** Collaborative Discussions **NGSS Standards** **HS-ETS1-2** Design Solutions **HS-ETS1-3** Evaluate Solutions **HS-PS2-1** Forces & Motion **Science & Engineering Practices** ● Developing & Using Models ● Planning & Carrying Out Investigations ● Constructing Explanations & Designing Solutions ● Using Mathematics & Computational Thinking **Crosscutting Concepts** ● Structure & Function ● Stability & Change ● Systems & System Models ● Cause & Effect **KA 6.2 Drywall Installation** In this instructional assignment for Advanced Building Trades and Construction, students will immerse themselves in a comprehensive scenario-based drywall project, spanning from initial design planning to the final taping stage. Beginning with a detailed scenario outlining specific requirements and constraints, students will conceptualize and plan the drywall design, considering factors such as layout, pattern, and material

	selection. Through meticulous calculation and estimation, learners will determine the necessary quantity of materials, including tape, and joint compound. Subsequently, students will execute the drywall installation, employing industry-standard techniques to ensure precision and quality. Finally, students will complete the project by taping the gaps between sheets, and creating and patching a hole. This assignment offers students a holistic opportunity to apply their knowledge and skills in construction, from conceptualization to execution, preparing them for real-world challenges in advanced building trades and construction. **CTE Residential and Commercial Construction Pathway Standards** **B2.1** Personal & Jobsite Safety **B2.2** Safe Equipment Operation **B3.1** Tool & Equipment Identification **B3.2** Tool Use & Maintenance **B3.4** Material Handling Procedures **B4.1** Technical Construction Information **B4.2** Read Technical Drawings **B5.1** Construction Measurements **B5.3** Geometry Applications **B5.4** Estimating Materials & Costs **B6.1** Problem Solving Skills **B6.2** Professional Work Habits **B6.3** Team Communication **B7.1** Critical Thinking Applications **B8.2** Construction Systems & Operations **B8.3** Precision Accuracy **CCSS Math Standards** **HSN-Q.A.1** Use Units & Quantities **HSN-Q.A.2** Define Appropriate Quantities **HSN-Q.A.3** Measurement Precision **HSG-MG.A.1** Geometric Modeling **HSG-MG.A.3** Geometry in Design Problems **CCSS ELA Standards** **RST.11-12.1** Cite Technical Evidence **RST.11-12.3** Follow Technical Procedures **RST.11-12.7** Evaluate Technical Information **WHST.11-12.2** Technical Writing **WHST.11-12.4** Clear & Coherent Writing **SL.11-12.1** Collaborative Discussions **SL.11-12.4** Present Information Clearly **NGSS Standards** **HS-ETS1-1** Define Engineering Problems **HS-ETS1-2** Design Solutions **HS-ETS1-3** Evaluate Solutions **Science & Engineering Practices** ● Developing & Using Models ● Planning & Carrying Out Investigations ● Constructing Explanations & Designing Solutions ● Using Mathematics & Computational Thinking **Crosscutting Concepts** ● Structure & Function ● Systems & System Models ● Stability & Change ● Cause & Effect
Unit 7: Stairs (Est 10 hours)	
Unit 7 Description	In the "Stairs" unit of Advanced Building Trades and Construction, students will identify the varying types of stairways, various components and terms associated with stairs and stair framing. They will be able to describe the procedure used to determine the total rise, number and size of risers, and number and size of treads required for a stairway, and the procedure to lay out and cut stringers, risers, and treads. Through a hands-on approach, learners will engage in a series of inquiry-based laboratory experiments designed to deepen their understanding of stair construction. By actively investigating and analyzing stair components, students will gain practical insights into the principles governing stairs in construction contexts. This unit not only fosters a solid theoretical foundation but also cultivates critical thinking and problem-solving skills essential for navigating the complexities of the building trades and construction projects. (Based on NCCER Module 27110-13)

Unit 7 Major Assignments	**<u>KA 7.1 Stair Calculation</u>** In this instructional assignment for Advanced Building Trades and Construction, students will embark on a series of inquiry-based laboratory investigations aimed at deepening their understanding of stair construction. Through hands-on experimentation, students will calculate the total rise, number and size of risers, and number and size of treads required for a stairway. By actively engaging with stair components and observing real-world scenarios, students will not only gain practical insights into stair systems but also develop critical thinking skills essential for troubleshooting and problem-solving in construction contexts. **CTE Residential and Commercial Construction Pathway Standards** **B3.1** Construction Math Applications **B3.2** Measurement Systems & Conversions **B4.2** Read Technical Drawings **B5.1** Construction Measurements **B5.2** Fractions, Decimals & Formulas **B5.3** Geometry Applications **B5.4** Estimating Materials & Costs **B6.1** Problem Solving Skills **B7.1** Critical Thinking Applications **B8.2** Construction Systems & Operations **B8.3** Precision Accuracy **CCSS Math Standards** **HSN-Q.A.1** Use Units & Quantities **HSN-Q.A.2** Define Appropriate Quantities **HSN-Q.A.3** Measurement Precision **HSG-SRT.C.6** Trigonometric Ratios **HSG-MG.A.1** Geometric Modeling **HSG-MG.A.3** Geometry in Design Problems **HSG-CO.D.12** Geometric Constructions **CCSS ELA Standards** **RST.11-12.3** Follow Technical Procedures **RST.11-12.7** Evaluate Technical Information **WHST.11-12.2** Technical Writing **NGSS Standards** **HS-ETS1-1** Define Engineering Problems **HS-ETS1-2** Design Solutions **HS-ETS1-3** Evaluate Solutions **Science & Engineering Practices** ● Using Mathematics & Computational Thinking ● Analyzing & Interpreting Data ● Developing & Using Models **Crosscutting Concepts** ● Scale, Proportion & Quantity ● Structure & Function ● Systems & System Models **<u>KA 7.2 Stringer Layout</u>** In this instructional assignment for Advanced Building Trades and Construction, students will layout and cut a stringer.. Through hands-on experimentation, learners will construct stair stringers, applying practical construction principles. Students will document their accuracy, and analyze their results. By engaging in this practical application of stair stringer layout and documenting their findings, students will not only deepen their understanding of stair construction, but also develop essential skills in data interpretation and report writing crucial for success in building trades and construction. **CTE Residential and Commercial Construction Pathway Standards** **B2.1** Personal & Jobsite Safety **B3.1** Tool & Equipment Identification **B3.2** Tool Use & Maintenance **B4.2** Read Technical Drawings **B5.1** Construction Measurements **B5.2** Fractions, Decimals & Formulas **B5.3** Geometry Applications

B6.1 Problem Solving Skills
B6.2 Professional Work Habits
B7.1 Critical Thinking Applications
B8.3 Precision Accuracy

CCSS Math Standards
HSN-Q.A.1 Use Units & Quantities
HSN-Q.A.3 Measurement Precision
HSG-MG.A.1 Geometric Modeling
HSG-MG.A.3 Geometry in Design Problems
HSG-CO.D.12 Geometric Constructions

CCSS ELA Standards
RST.11-12.3 Follow Technical Procedures
WHST.11-12.2 Technical Writing
WHST.11-12.7 Research & Data Analysis

NGSS Standards
HS-ETS1-2 Design Solutions
HS-ETS1-3 Evaluate Solutions
Science & Engineering Practices
- Planning & Carrying Out Investigations
- Using Mathematics & Computational Thinking
- Analyzing & Interpreting Data

Crosscutting Concepts
- Structure & Function
- Stability & Change
- Systems & System Models

KA 7.3 Stair Erection/Assembly

In this instructional assignment for Advanced Building Trades and Construction, students will construct and erect a set of stairs. Through hands-on practical application, learners will integrate their knowledge of stair construction, safety protocols, and building codes to successfully complete a complete set of stairs within a residential setting.

From planning and layout to installation and testing, students will navigate through the intricacies of stair construction, ensuring compliance with industry standards and regulations. By engaging in this real-world task, students will not only enhance their technical skills but also develop problem-solving abilities essential for effectively managing complex construction projects.

CTE Residential and Commercial Construction Pathway Standards
B2.1 Personal & Jobsite Safety
B2.2 Safe Equipment Operation
B3.1 Tool & Equipment Identification
B3.2 Tool Use & Maintenance
B3.4 Material Handling Procedures
B4.1 Technical Construction Information
B4.2 Read Technical Drawings
B5.1 Construction Measurements
B5.3 Geometry Applications
B5.4 Estimating Materials & Costs
B6.1 Problem Solving Skills
B6.2 Professional Work Habits
B6.3 Team Communication
B7.1 Critical Thinking Applications
B8.2 Construction Systems & Operations
B8.3 Precision Accuracy

CCSS Math Standards
HSN-Q.A.1 Use Units & Quantities
HSN-Q.A.3 Measurement Precision
HSG-MG.A.1 Geometric Modeling
HSG-MG.A.3 Geometry in Design Problems

CCSS ELA Standards
RST.11-12.1 Cite Technical Evidence
RST.11-12.3 Follow Technical Procedures
WHST.11-12.2 Technical Writing
SL.11-12.1 Collaborative Discussions
SL.11-12.4 Present Information Clearly

	NGSS Standards **HS-ETS1-1** Define Engineering Problems **HS-ETS1-2** Design Solutions **HS-ETS1-3** Evaluate Solutions **HS-PS2-1** Forces & Motion **Science & Engineering Practices** ● Developing & Using Models ● Planning & Carrying Out Investigations ● Constructing Explanations & Designing Solutions **Crosscutting Concepts** ● Structure & Function ● Stability & Change ● Systems & System Models ● Cause & Effect
Unit 8: Ceiling Joist & Roof Framing (Est 10 Hours)	
Unit 8 Description	This unit provides an overview of ceiling and roof framing, including the components of ceiling and roof framing, the different types of roofs used in residential construction, and the use of trusses in basic roof framing. The methods for laying out rafters, erecting a gable roof, framing a basic gable end wall, and installing roof sheathing are introduced. It also provides instruction on how to estimate the amount of materials needed for a material takeoff for a roof. Unit Learning Objectives include: 1 • Identify the components of ceiling framing. a.Describe the correct procedure for laying out ceiling joists. b.Describe how to cut and install ceiling joists on a wood frame building. c. Describe how to estimate the number of ceiling joists required for a building. 2 Identify common types of roofs used in residential construction. 3 Identify the components and define the terms associated with roof framing. a.Identify the two types of dormers. b.Describe how to use a framing square and a Speed Square™ for roof framing. 4 Describe the methods used to lay out a common rafter. a.Explain how to lay out rafter locations. b.Describe how to determine the length of a common rafter. c. Explain the correct procedure for laying out and cutting a common rafter. 5 Describe how to erect a gable roof. a.Describe how to install rafters. 6 Describe how to frame a basic gable end wall. a.Describe how to frame a gable overhang. b.Explain how to frame an opening in a roof. 7 Recognize the use of trusses in basic roof framing (Based on NCCER Module - 27112-13)
Unit 8 Major Assignments	Students will: ● Prepare section notes from lecture. ● Complete section review questions. ● Complete material handling safety meeting and test. ● Students will create a Project Materials List based on blueprints and specifications for a construction project. **<u>KA 8.1Cutting, Installing and Laying out Ceiling Joists</u>** In this assessment, students will discuss different types of roof trusses, explain the purpose of ceiling joists and explain how to lay out and police ceiling joists.

	Students will be able to explain how to cut ceiling joists to the proper length, discuss and demonstrate ribbants and strongbacks and to estimate the amount of lumber needed for ceiling joists. Students will describe the most common types of roofs used for residential construction. Identify and describe roof framing components. Students will be able to utilize and define terminology related to roof layout & discuss dormers. **CTE Residential and Commercial Construction Pathway Standards** **B3.1** Construction Math Applications **B4.1** Technical Construction Information **B4.2** Read Technical Drawings **B5.1** Construction Measurements **B5.2** Fractions, Decimals & Formulas **B5.3** Geometry Applications **B5.4** Estimating Materials & Costs **B6.1** Problem Solving Skills **B6.3** Team Communication **B7.1** Critical Thinking Applications **B8.2** Construction Systems & Operations **B8.3** Precision Accuracy **CCSS Math Standards** **HSN-Q.A.1** Use Units & Quantities **HSN-Q.A.2** Define Appropriate Quantities **HSN-Q.A.3** Measurement Precision **HSG-MG.A.1** Geometric Modeling **HSG-MG.A.3** Geometry in Design Problems **HSG-CO.D.12** Geometric Constructions **CCSS ELA Standards** **RST.11-12.3** Follow Technical Procedures **RST.11-12.4** Technical Vocabulary **RST.11-12.7** Evaluate Technical Information **WHST.11-12.2** Technical Writing **SL.11-12.1** Collaborative Discussions **NGSS Standards** **HS-ETS1-1** Define Engineering Problems **HS-ETS1-2** Design Solutions **HS-ETS1-3** Evaluate Solutions **Science & Engineering Practices** ● Developing & Using Models ● Using Mathematics & Computational Thinking ● Constructing Explanations & Designing Solutions **Crosscutting Concepts** ● Structure & Function ● Systems & System Models ● Scale, Proportion & Quantity **KA 8.2 Rafter Framing Tools** During this assignment students will focus on understanding different tools used in rafter framing. Students will describe a rafter square and how to use one. & compare and contract the Speed Square™ and how to use it. In addition, students will be expected to demonstrate how to make tail cuts and plumb cuts on rafters. Explain the steps of laying out rafter locations and explain the steps of determining the required length of a rafter. Finally students will showcase on a build their ability to explain the rafter square method and compare/ explain the Speed Square™ method. ## CTE Residential and Commercial Construction Pathway Standards **B2.1** Personal & Jobsite Safety **B3.1** Tool & Equipment Identification **B3.2** Tool Use & Maintenance **B4.2** Read Technical Drawings **B5.1** Construction Measurements **B5.2** Fractions, Decimals & Formulas

B5.3 Geometry Applications
B6.1 Problem Solving Skills
B6.2 Professional Work Habits
B7.1 Critical Thinking Applications
B8.3 Precision Accuracy

CCSS Math Standards

HSN-Q.A.1 Use Units & Quantities
HSN-Q.A.3 Measurement Precision
HSG-SRT.C.6 Trigonometric Ratios
HSG-MG.A.1 Geometric Modeling
HSG-MG.A.3 Geometry in Design Problems
HSG-CO.D.12 Geometric Constructions

CCSS ELA Standards

RST.11-12.3 Follow Technical Procedures
RST.11-12.4 Technical Vocabulary
WHST.11-12.2 Technical Writing
SL.11-12.1 Collaborative Discussions

NGSS Standards

HS-ETS1-2 Design Solutions
HS-ETS1-3 Evaluate Solutions
HS-PS2-1 Forces & Motion

Science & Engineering Practices

- Using Mathematics & Computational Thinking
- Planning & Carrying Out Investigations
- Developing & Using Models

Crosscutting Concepts

- Structure & Function
- Stability & Change
- Systems & System Models

KA 8.3 Hips and Valleys & Rafters

Students will show understanding and skill in the procedure for finding the length of a hip rafter using a rafter square. Students will be able to explain the procedure for laying out a hip rafter and review the procedure for laying out a hip jack rafter using a rafter square. Students will demonstrate the procedure for laying out a hip rafter using a Speed Square™.

In addition students will explain the procedure for installing rafters in a gable roof, as well as review and explain the purpose and use of temporary bracing. Finally students will be able to discuss the use of double headers and double trimmer rafters when framing an opening in a roof.

CTE Residential and Commercial Construction Pathway Standards

B2.1 Personal & Jobsite Safety
B3.1 Tool & Equipment Identification
B4.1 Technical Construction Information
B4.2 Read Technical Drawings
B5.1 Construction Measurements
B5.2 Fractions, Decimals & Formulas
B5.3 Geometry Applications
B5.4 Estimating Materials & Costs
B6.1 Problem Solving Skills
B6.2 Professional Work Habits
B7.1 Critical Thinking Applications
B8.2 Construction Systems & Operations
B8.3 Precision Accuracy

CCSS Math Standards

HSN-Q.A.1 Use Units & Quantities
HSN-Q.A.3 Measurement Precision
HSG-SRT.C.6 Trigonometric Ratios
HSG-MG.A.1 Geometric Modeling
HSG-MG.A.3 Geometry in Design Problems
HSG-CO.D.12 Geometric Constructions

CCSS ELA Standards

RST.11-12.3 Follow Technical Procedures
RST.11-12.7 Evaluate Technical Information
WHST.11-12.2 Technical Writing
SL.11-12.1 Collaborative Discussions

NGSS Standards

HS-ETS1-2 Design Solutions
HS-ETS1-3 Evaluate Solutions
HS-PS2-1 Forces & Motion

Science & Engineering Practices

- Using Mathematics & Computational Thinking
- Developing & Using Models
- Constructing Explanations & Designing Solutions

Crosscutting Concepts

- Structure & Function
- Systems & System Models
- Stability & Change

KA 8.4 Gables & Trusses

In this assignment, students will present and identify the different types of roof trusses. In industry language students will discuss the use of trusses in residential and commercial construction as well as the advantages of prefabricated trusses. Students will identify the different features in multiple types of trusses & discuss the handling of trusses.

Students will be able to discuss the safety issues associated with installing trusses, review the use of framing plans & discuss the purpose of girders. Students will be able to discuss permanent and temporary truss bracing & identify the uses of prefabricated metal trusses.

CTE Residential and Commercial Construction Pathway Standards

B2.1 Personal & Jobsite Safety
B2.2 Safe Equipment Operation
B3.1 Tool & Equipment Identification
B3.4 Material Handling Procedures
B4.1 Technical Construction Information
B4.2 Read Technical Drawings
B5.1 Construction Measurements
B5.4 Estimating Materials & Costs
B6.1 Problem Solving Skills
B6.3 Team Communication
B7.1 Critical Thinking Applications
B8.2 Construction Systems & Operations

CCSS Math Standards

HSN-Q.A.1 Use Units & Quantities

HSN-Q.A.3 Measurement Precision
HSG-MG.A.1 Geometric Modeling

CCSS ELA Standards

RST.11-12.2 Determine Central Ideas
RST.11-12.4 Technical Vocabulary
WHST.11-12.2 Technical Writing
SL.11-12.1 Collaborative Discussions
SL.11-12.4 Present Information Clearly

NGSS Standards

HS-ETS1-1 Define Engineering Problems
HS-ETS1-2 Design Solutions
HS-ETS1-3 Evaluate Solutions

Science & Engineering Practices

- Communicating Technical Information
- Constructing Explanations & Designing Solutions
- Developing & Using Models

Crosscutting Concepts

- Structure & Function
- Systems & System Models
- Stability & Change

KA 8.5 Sheathing & Estimating a Gable Roof
Students successful in this assignment will be able to provide an overview of sheathing, including purpose, common materials, and application process. Students will be able to describe and discuss underlayments and metal drip edges.

CTE Residential and Commercial Construction Pathway Standards

B3.1 Construction Math Applications
B4.1 Technical Construction Information
B4.2 Read Technical Drawings
B5.1 Construction Measurements
B5.3 Geometry Applications
B5.4 Estimating Materials & Costs
B6.1 Problem Solving Skills
B7.1 Critical Thinking Applications
B8.2 Construction Systems & Operations
B8.3 Precision Accuracy

CCSS Math Standards

HSN-Q.A.1 Use Units & Quantities
HSN-Q.A.2 Define Appropriate Quantities
HSN-Q.A.3 Measurement Precision
HSG-MG.A.1 Geometric Modeling
HSG-MG.A.3 Geometry in Design Problems

CCSS ELA Standards

RST.11-12.3 Follow Technical Procedures
RST.11-12.7 Evaluate Technical Information
WHST.11-12.2 Technical Writing

NGSS Standards

HS-ETS1-2 Design Solutions
HS-ETS1-3 Evaluate Solutions

	Science & Engineering Practices ● Using Mathematics & Computational Thinking ● Developing & Using Models ● Constructing Explanations & Designing Solutions **Crosscutting Concepts** ● Structure & Function ● Systems & System Models ● Scale, Proportion & Quantity
Unit 9: Roof Applications (Est 10 Hours)	
Unit Description	In this unit, students will explore the skills and aptitudes needed to properly prepare the roof deck and install roofing for residential and commercial buildings. Roofing professionals have a critical role in our society. A wide variety of roof systems are installed all over the world, keeping buildings comfortable and dry, and providing many other essential functions. Roofing is an exciting industry with many opportunities and specialty areas. Roofing professionals must be knowledgeable, qualified, and responsible to ensure safe and quality installation of roof systems. Successful completion of this module prepares trainees to: Describe types of roofs and roof systems. ● Explain the importance of safety in the roofing industry ● Identify Strengths and weaknesses of different roof system materials ● Based on NCCER Module Roof Framing- 27202-13
Key Assignments	● Students will complete the Pythagorean Theorem worksheet. ● Student groups will create a materials list for construction of a roof based upon a set of construction drawings. ● Student groups will layout and assemble roof assemblies based upon a set of construction drawings. **<u>KA 9.1 Roof and Roof Types</u>** Students will be able to identify and describe types of roofs and roof systems. Explain the difference between steep-slope roofs and low-slope roofs & list and describe common steep-slope roof systems. List and describe common low-slope roof systems & identify specialty roof systems **CTE Residential and Commercial Construction Pathway Standards** **B1.1** Construction Industry Careers **B2.1** Personal & Jobsite Safety **B4.1** Technical Construction Information **B4.2** Read Technical Drawings **B5.1** Construction Measurements **B5.3** Geometry Applications **B5.4** Estimating Materials & Costs **B6.1** Problem Solving Skills **B6.2** Professional Work Habits **B7.1** Critical Thinking Applications **B8.2** Construction Systems & Operations **CCSS Math Standards** **HSN-Q.A.1** Use Units & Quantities **HSN-Q.A.3** Measurement Precision **HSG-MG.A.1** Geometric Modeling **HSG-MG.A.3** Geometry in Design Problems **CCSS ELA Standards** **RST.11-12.2** Determine Central Ideas **RST.11-12.4** Technical Vocabulary **RST.11-12.7** Evaluate Technical Information **WHST.11-12.2** Technical Writing **SL.11-12.1** Collaborative Discussions **SL.11-12.4** Present Information Clearly **NGSS Standards** **HS-ETS1-1** Define Engineering Problems **HS-ETS1-2** Design Solutions

HS-ETS1-3 Evaluate Solutions

Science & Engineering Practices

- Developing & Using Models
- Constructing Explanations & Designing Solutions
- Communicating Technical Information

Crosscutting Concepts

- Structure & Function
- Systems & System Models
- Stability & Change

KA 9.2 Roof System Materials Assessment/ Module

In this assignment students will at minimum look at three different roofing systems and be able to:

A. Explain the details of tile systems and the tools used to install these systems.

- Describe types, styles, and accessory pieces of tile roofs.
- Identify the hand tools and power tools used in tile installation
- Describe tile installation.
- Describe the safe procedures to install tile.
- Explain the flashings and water-shedding details used in tile installation.
- Describe basic repair methods of tile.

B. Describe wood roof systems and components and identify the tools used to install them.

- List and describe types and styles of wood shingles.
- Identify the hand and power tools used to install wood roof systems.
- Explain procedures for installing wood roof systems.
- Identify flashings used in wood roof systems.
- Describe basic repair methods used to correct mistakes during an installation.

C. Summarize features of metal roof systems and the tools used to install them.

- Describe the seam types, methods, and tools used to secure metal roof systems.Explain how to install metal roof systems.
- Describe the installation process and flashing of architectural metal roof systems.
- Describe the installation process and flashing of structural metal roof systems.
- Describe the installation process and flashing of metal shingle systems
- Don all appropriate PPE for architectural metal panel installation. Install manufacturer-recommended underlayment and any necessary base flashings, valley metal, and perimeter metal to a wood deck.
- Properly measure, cut, clip, fit, and install architectural metal panels according to manufacturer instructions.
- Complete any remaining flashings, such as penetration, wall, and head flashings.

D. Identify types of thermoplastic roof systems and their basic components.

- Identify types of thermoplastic field membranes.
- List and describe pre-manufactured flashing accessories.
- Identify components used for attachment.
- Explain how thermoplastic roof systems are installed and repaired.
- Identify tools and equipment used to install thermoplastic roof systems.
- Describe how thermoplastic roof systems are installed.
- Explain basic repair methods for damaged thermoplastic roof systems.

CTE Residential and Commercial Construction Pathway Standards

B2.1 Personal & Jobsite Safety
B2.2 Safe Equipment Operation
B2.4 OSHA Safety Practices
B3.1 Tool & Equipment Identification
B3.2 Tool Use & Maintenance
B3.4 Material Handling Procedures
B4.1 Technical Construction Information
B4.2 Read Technical Drawings
B5.1 Construction Measurements
B5.3 Geometry Applications
B5.4 Estimating Materials & Costs
B6.1 Problem Solving Skills
B6.2 Professional Work Habits
B6.3 Team Communication
B7.1 Critical Thinking Applications
B8.2 Construction Systems & Operations
B8.3 Precision Accuracy

CCSS Math Standards

	HSN-Q.A.1 Use Units & Quantities **HSN-Q.A.2** Define Appropriate Quantities **HSN-Q.A.3** Measurement Precision **HSG-MG.A.1** Geometric Modeling **HSG-MG.A.3** Geometry in Design Problems **HSG-CO.D.12** Geometric Constructions **CCSS ELA Standards** **RST.11-12.1** Cite Technical Evidence **RST.11-12.3** Follow Technical Procedures **RST.11-12.4** Technical Vocabulary **RST.11-12.7** Evaluate Technical Information **WHST.11-12.2** Technical Writing **WHST.11-12.7** Research Projects **SL.11-12.1** Collaborative Discussions **SL.11-12.4** Present Information Clearly **NGSS Standards** **HS-ETS1-1** Define Engineering Problems **HS-ETS1-2** Design Solutions **HS-ETS1-3** Evaluate Solutions **HS-PS2-1** Forces & Motion **Science & Engineering Practices** ● Planning & Carrying Out Investigations ● Developing & Using Models ● Using Mathematics & Computational Thinking ● Constructing Explanations & Designing Solutions **Crosscutting Concepts** ● Structure & Function ● Stability & Change ● Systems & System Models ● Cause & Effect
Unit 10: Electrical Wiring (Est 25 hours)	
Unit 10 Description	Students understand components of a residential electrical system and how they function and are installed. Students will be exposed to specific electrical hazards and their effects, an intro to electrical circuits and expanded knowledge around Ohm's and Kirchoffs laws. An introduction to the Electrical code, outlet device pull and junctions as well as reading electrical documents will be addressed.
Key Assignments	**<u>KA 10.1 Electrical Safety NCCER Module (Est 11 hours)</u>** Students understand components of a residential electrical system and how they function and are installed. Students will be exposed to specific electrical hazards and their effects, an intro to electrical circuits and expanded knowledge around Ohm's and Kirchoffs laws. An introduction to the Electrical code, outlet device pull and junctions as well as reading electrical documents will be addressed. Students complete NCCER Module ID 26102-14; from Electrical Level One) Covers safety rules and regulations for electricians, including precautions for electrical hazards found on the job. Also covers the OSHA-mandated lockout/ tagout procedure **CTE Residential and Commercial Construction Pathway Standards** **B1.2** Workplace Expectations **B1.3** Professional Responsibilities **B2.1** Personal & Jobsite Safety **B2.2** Safe Equipment Operation **B2.4** OSHA Safety Practices **B3.1** Tool & Equipment Identification **B3.2** Tool Use & Maintenance **B4.1** Technical Construction Information **B5.1** Construction Measurements **B5.2** Fractions, Decimals & Formulas **B6.1** Problem Solving Skills **B6.2** Professional Work Habits **B7.1** Critical Thinking Applications **B8.2** Construction Systems & Operations **CCSS ELA Standards** **RST.11-12.1** Cite Technical Evidence **RST.11-12.3** Follow Technical Procedures **RST.11-12.4** Technical Vocabulary **RST.11-12.7** Evaluate Technical Information **WHST.11-12.2** Technical Writing **SL.11-12.1** Collaborative Discussions

CCSS Math Standards
HSN-Q.A.1 Use Units & Quantities
HSN-Q.A.3 Measurement Precision
HSA-CED.A.1 Create Equations
HSA-REI.B.3 Solve Equations

NGSS Standards
HS-PS2-6 Electric Forces & Fields
HS-ETS1-2 Design Solutions
HS-ETS1-3 Evaluate Solutions
Science & Engineering Practices
- Using Mathematics & Computational Thinking
- Constructing Explanations & Designing Solutions
- Analyzing & Interpreting Data

Crosscutting Concepts
- Cause & Effect
- Systems & System Models
- Energy & Matter

KA 10.2 Electrical Safety, Circuits and Code (Est. 4 hours)

Students will undertake a comprehensive set of tasks designed to build a robust foundation in electrical safety and practical wiring skills. The assignment begins with a thorough electrical safety meeting and test, followed by completing a material estimation and math worksheet to ensure accuracy in project planning.

Students will identify various electrical hazards, understand their potential effects, and describe how personal protective equipment (PPE) mitigates injury risks during electrical installations. They will also learn to identify and adhere to standards related to electrical safety and recognize specific safety requirements for different electrical hazards. To deepen their technical understanding, students will explore atomic structure as it pertains to electricity, use equations to determine circuit values, and read simple schematic diagrams. They will also calculate values in resistive circuits and apply Ohm's and Kirchhoff's laws to various circuit types. Finally, students will explain the purpose and history of the National Electric Code® (NEC), linking theoretical knowledge to industry practices.

Tasks include:
- Complete electrical safety meeting and test.
- Complete material estimation and math worksheet.
- Identify electrical hazards and their effects.
- Describe how PPE reduces the risk of injury in electrical installation.
- Identify the standards that relate to electrical safety.
- Recognize the safety requirements for various electrical hazards
- Describe atomic structure as it relates to electricity.
- Use equations to determine circuit values.
- Read simple schematic diagrams.
- Calculate values in resistive circuits.
- Apply Ohm's and Kirchhoff's laws to various types of circuits.
- Explain the purpose and history of the National Electric Code ®.

CTE Residential and Commercial Construction Pathway Standards
B2.1 Personal & Jobsite Safety
B2.2 Safe Equipment Operation
B2.4 OSHA Safety Practices
B3.1 Tool & Equipment Identification
B4.1 Technical Construction Information
B5.1 Construction Measurements
B5.2 Fractions, Decimals & Formulas
B5.3 Geometry Applications
B5.4 Estimating Materials & Costs
B6.1 Problem Solving Skills
B7.1 Critical Thinking Applications
B8.2 Construction Systems & Operations

CCSS ELA Standards
RST.11-12.1 Cite Technical Evidence
RST.11-12.3 Follow Technical Procedures
RST.11-12.4 Technical Vocabulary
RST.11-12.7 Evaluate Technical Information
WHST.11-12.2 Technical Writing
SL.11-12.1 Collaborative Discussions

CCSS Math Standards

HSN-Q.A.1 Use Units & Quantities
HSN-Q.A.2 Define Appropriate Quantities
HSN-Q.A.3 Measurement Precision
HSA-CED.A.1 Create Equations
HSA-REI.B.3 Solve Equations

NGSS Standards
HS-PS2-6 Electric Forces & Fields
HS-ETS1-2 Design Solutions
HS-ETS1-3 Evaluate Solutions
Science & Engineering Practices
- Using Mathematics & Computational Thinking
- Analyzing & Interpreting Data
- Constructing Explanations & Designing Solutions

Crosscutting Concepts
- Energy & Matter
- Cause & Effect
- Systems & System Models

KA 10.3 Electrical installation and fittings (Est. 5 hours)
Students will engage in practical and theoretical tasks to master the skills needed for efficient electrical installations. They will begin by demonstrating breaker and circuit installations using a detailed procedure checklist, ensuring accuracy and safety. Students will learn to size and install outlet, pull, and junction boxes, and identify methods for cutting, reaming, and threading conduit. They will practice hand bending EMT and PVC conduit, and explain the selection and installation of raceway systems, including the appropriate fasteners and anchors.

Additionally, students will learn to select and install wireways, specialty raceways, and cable trays, as well as handle and store raceways properly. They will classify conductors based on wire size, insulation, and application, and explain the process of installing conductors in a conduit system. The assignment culminates in an electrical wiring quiz to assess their understanding and proficiency in these essential skills.

Tasks include:
- Demonstrate breaker installation and circuit installation using procedure checklist.
- Explain how to size and install outlet boxes.
- Explain how to size and install pull and junction boxes
- Identify methods for cutting, reaming, and threading conduit.
- Identify methods for hand bending EMT and PVC conduit.
- Explain how to select and install raceway systems.
- Explain how to select fasteners and anchors for the installation of raceway systems.
- Explain how to select and install wireways and other specialty raceways.
- Explain how to select and install cable trays.
- Describe how to handle and store raceways
- Classify conductors by wire size, insulation, and application.
- Explain how to install conductors in a conduit system.
- Complete electrical wiring quiz.

CTE Residential and Commercial Construction Pathway Standards
B2.1 Personal & Jobsite Safety
B2.2 Safe Equipment Operation
B3.1 Tool & Equipment Identification
B3.2 Tool Use & Maintenance
B3.4 Material Handling Procedures
B4.1 Technical Construction Information
B5.1 Construction Measurements
B5.3 Geometry Applications
B5.4 Estimating Materials & Costs
B6.1 Problem Solving Skills
B6.2 Professional Work Habits
B7.1 Critical Thinking Applications
B8.2 Construction Systems & Operations
B8.3 Precision Accuracy

CCSS ELA Standards
RST.11-12.3 Follow Technical Procedures
RST.11-12.4 Technical Vocabulary
WHST.11-12.2 Technical Writing
SL.11-12.1 Collaborative Discussions

CCSS Math Standards
HSN-Q.A.1 Use Units & Quantities
HSN-Q.A.3 Measurement Precision
HSG-MG.A.1 Geometric Modeling
HSG-MG.A.3 Geometry in Design Problems

NGSS Standards
HS-ETS1-2 Design Solutions
HS-ETS1-3 Evaluate Solutions
Science & Engineering Practices
- Planning & Carrying Out Investigations
- Using Mathematics & Computational Thinking
- Constructing Explanations & Designing Solutions

Crosscutting Concepts
- Structure & Function
- Systems & System Models
- Stability & Change

KA 10.4 Electrical documentation, wiring and measurement tools (Est. 4 Hours)
Students will delve into the essential skills needed for accurate electrical installation and documentation. They will learn to interpret construction drawings specific to electrical systems, measure items on scale drawings, and identify critical information on electrical schematics.

Students will explore how electricians use specifications to ensure compliance with project requirements and explain how to size electric service for residential dwellings. They will identify grounding requirements for residential systems and explain the installation of service-entrance equipment.

Additionally, students will study various wiring methods for different types of residences, lay out branch circuits, and size outlet boxes appropriately. They will also learn to select and install a range of wiring devices, identify different types of electrical test equipment, and understand meter category ratings and associated safety requirements. This comprehensive assignment equips students with the knowledge and practical skills necessary for effective electrical documentation and installation.

Tasks include:
- Explain how to interpret construction drawings as they pertain to electrical installation
- Explain how to measure items on scale drawings.
- Identify information on electrical drawings.
- Describe how electricians use specifications.
- Explain how to size the electric service for a dwelling.
- Identify the grounding requirements for a residential electrical system.
- Explain how to install service-entrance equipment.
- Identify wiring methods for various types of residences.
- Explain how to lay out branch circuits and size outlet boxes.
- Explain how to select and install various wiring devices.
- Identify different kinds of electrical test equipment.
- Identify meter category ratings and safety requirements.

CTE Residential and Commercial Construction Pathway Standards
B3.1 Tool & Equipment Identification
B4.1 Technical Construction Information
B4.2 Read Technical Drawings
B5.1 Construction Measurements
B5.2 Fractions, Decimals & Formulas
B5.3 Geometry Applications
B5.4 Estimating Materials & Costs
B6.1 Problem Solving Skills
B7.1 Critical Thinking Applications
B8.2 Construction Systems & Operations
B8.3 Precision Accuracy

CCSS ELA Standards
RST.11-12.1 Cite Technical Evidence
RST.11-12.3 Follow Technical Procedures
RST.11-12.7 Evaluate Technical Information
WHST.11-12.2 Technical Writing
WHST.11-12.4 Clear & Coherent Writing
CCSS Math Standards
HSN-Q.A.1 Use Units & Quantities
HSN-Q.A.3 Measurement Precision
HSG-MG.A.1 Geometric Modeling
HSG-MG.A.3 Geometry in Design Problems
HSG-CO.D.12 Geometric Constructions

NGSS Standards
HS-PS2-6 Electric Forces & Fields
HS-ETS1-2 Design Solutions
HS-ETS1-3 Evaluate Solutions
Science & Engineering Practices
- Using Mathematics & Computational Thinking
- Analyzing & Interpreting Data

	● Communicating Technical Information **Crosscutting Concepts** ● Systems & System Models ● Structure & Function ● Scale, Proportion & Quantity
Unit 11: Plumbing Systems (Est 20 Hours)	
Unit Description	In the "Plumbing Systems" unit, students will gain a comprehensive understanding of the history of plumbing and the fundamental skills necessary for modern plumbing installations. The unit begins with an exploration of plumbing's historical development, providing context for contemporary practices and innovations. Students will then learn how to create a square corner, including the techniques for laying out a corner and confirming its squareness. Additionally, the unit covers the calculation of standard and rolling offsets, essential for precise pipe installation. Students will describe the methods for calculating travel distances and laying out standard offsets at various angles. They will also delve into the techniques for calculating and implementing rolling offsets at different angles, ensuring accuracy and efficiency in their plumbing work. This unit equips students with the foundational knowledge and practical skills needed to excel in the plumbing trade. (NCCER Module Introduction to the Plumbing Profession 02101)
Key Assignments	**<u>KA 11.1 The Plumbing Profession (Est 6 hours)</u>** Students will complete Introduction to the Plumbing Profession ISBN 978-0-13-793392-1 (Module ID 02101) In this module, trainees are introduced to the opportunities awaiting well-trained plumbers. Provides a brief history of plumbing and a review of the trade's current technologies, industries, and associations that make up the modern plumbing profession. Also reviews human relations and safety skills needed to be a successful plumber. Students will: Prepare section notes from lecture. ● Complete section review questions ● Complete plumbing safety meeting and test. ● Complete material estimation and math worksheet. ● Demonstrate pipe threading, copper soldering, and sink connection using procedures checklist. ● Apply the use of slope and fall and utilize leveling tools such as laser level to set plumbing drains with the appropriately calculated slope. ● Complete plumbing systems quiz. **CTE Residential and Commercial Construction Pathway Standards** **B1.1** Construction Industry Careers **B1.2** Workplace Expectations **B1.3** Professional Responsibilities **B2.1** Personal & Jobsite Safety **B2.2** Safe Equipment Operation **B2.4** OSHA Safety Practices **B3.1** Tool & Equipment Identification **B3.2** Tool Use & Maintenance **B3.4** Material Handling Procedures **B4.1** Technical Construction Information **B5.1** Construction Measurements **B5.2** Fractions, Decimals & Formulas **B5.3** Geometry Applications **B5.4** Estimating Materials & Costs **B6.1** Problem Solving Skills **B6.2** Professional Work Habits **B6.3** Team Communication **B7.1** Critical Thinking Applications **B8.2** Construction Systems & Operations **B8.3** Precision Accuracy **CCSS ELA Standards** **RST.11-12.1** Cite Technical Evidence **RST.11-12.3** Follow Technical Procedures **RST.11-12.4** Technical Vocabulary **RST.11-12.7** Evaluate Technical Information **WHST.11-12.2** Informative Writing **WHST.11-12.4** Clear & Coherent Writing **SL.11-12.1** Collaborative Discussions **CCSS Math Standards**

HSN-Q.A.1 Use Units & Quantities
HSN-Q.A.3 Measurement Precision
HSG-MG.A.1 Geometric Modeling
HSG-MG.A.3 Geometry in Design Problems

NGSS Standards
HS-PS2-1 Forces & Motion
HS-ETS1-2 Design Solutions
HS-ETS1-3 Evaluate Solutions

Science & Engineering Practices
- Using Mathematics & Computational Thinking
- Planning & Carrying Out Investigations
- Constructing Explanations & Designing Solutions

Crosscutting Concepts
- Structure & Function
- Systems & System Models
- Cause & Effect

KA 11.2 The Plumbing Profession (Est 5 hours)
Students will explore both the historical context and contemporary aspects of the plumbing industry. This assignment is designed to provide a comprehensive understanding of the profession, highlighting its evolution, current state, responsibilities, and career opportunities.

Learning Objective 1: Understanding the Plumbing Profession
Performance Task 1:Describe the history of the plumbing profession.
- Students will research and write a detailed account of the history of plumbing, tracing its origins from ancient civilizations to modern advancements. This task aims to provide an appreciation of how plumbing has evolved and its impact on society.

Performance Task 2:Describe the plumbing profession today.
- Students will investigate the current state of the plumbing industry, including recent technological advancements, industry standards, and the role of plumbing in contemporary society. This description should include insights into modern practices and the importance of plumbing in everyday life.

Learning Objective 2: Responsibilities and Opportunities in Plumbing
Performance Task 3:Identify the responsibilities of a person working in the plumbing industry.
- Students will outline the key responsibilities and duties of a professional plumber, emphasizing the technical skills, safety protocols, and ethical considerations required in the profession.

Performance Task 4:State the personal characteristics of a professional.
- Students will list and describe the personal characteristics that define a successful professional in the plumbing industry. This includes traits such as reliability, attention to detail, problem-solving skills, and effective communication.

Performance Task 5: Identify career opportunities in plumbing.
- Students will explore and identify various career paths within the plumbing industry, from entry-level positions to specialized roles and advanced career opportunities. They will research and present information on different types of plumbing careers, required qualifications, and potential career progression.

Through this assignment, students will gain a well-rounded understanding of the plumbing profession, its history, current practices, and the diverse career opportunities available within the industry. This knowledge will help them appreciate the significance of plumbing and prepare them for future roles in the field.

CTE Residential and Commercial Construction Pathway Standards
B1.1 Construction Industry Careers
B1.2 Workplace Expectations
B1.3 Professional Responsibilities
B2.1 Personal & Jobsite Safety
B4.1 Technical Construction Information
B6.1 Problem Solving Skills
B6.2 Professional Work Habits
B6.3 Team Communication
B7.1 Critical Thinking Applications

CCSS ELA Standards
RST.11-12.1 Cite Technical Evidence

RST.11-12.2 Determine Central Ideas
RST.11-12.4 Technical Vocabulary
WHST.11-12.2 Informative Writing
WHST.11-12.7 Research Projects
SL.11-12.1 Collaborative Discussions
SL.11-12.4 Present Information Clearly

CCSS Math Standards
HSN-Q.A.1 Use Units & Quantities

NGSS Standards
HS-ETS1-1 Define Engineering Problems
HS-ETS1-3 Evaluate Solutions
Science & Engineering Practices
- Asking Questions
- Constructing Explanations
- Communicating Information

Crosscutting Concepts
- Systems & System Models
- Cause & Effect

KA 11.3 Plumbing Math (Est 5 hours)
In this assignment, titled "Plumbing Math," students will engage in a series of performance tasks designed to develop their mathematical skills and precision in plumbing installations. These tasks will cover various aspects of laying out and verifying square corners, as well as calculating different types of offsets and angles critical to plumbing work. The assignment is divided into nine performance tasks, each aligned with specific learning objectives to ensure comprehensive skill development.

Performance Task 1 (Learning Objective 1)
Lay out square corners using the 3-4-5 ratio.
Students will use the 3-4-5 method to accurately lay out square corners, ensuring that corners are perfectly perpendicular for precise plumbing installations.

Performance Task 2 (Learning Objective 1) 2. Verify the squareness of a corner using the 3-4-5 ratio. Students will verify the squareness of laid-out corners using the 3-4-5 ratio, reinforcing their ability to check and confirm precise measurements.

Performance Task 3 (Learning Objective 2) 3. Calculate 11¼-, 22½-, 45-, 60-, and 72-degree offsets.
Students will calculate offsets at various angles, demonstrating their capability to adjust pipe runs accurately for different directional changes.

Performance Task 4 (Learning Objective 2) 4. Calculate travel on a rolling offset. Students will determine the travel distance required for rolling offsets, ensuring accurate pipe placement over obstacles.

Performance Task 5 (Learning Objective 2) 5. Calculate a 45- and 90-degree angle using a plumber’s folding rule. Students will use a plumber’s folding rule to calculate precise 45- and 90-degree angles, essential for accurate pipe fittings and connections.

Performance Task 6 (Learning Objective 2) 6. Calculate 11¼-, 22½-, 45-, 60-, and 72-degree parallel offsets. Students will calculate parallel offsets at various angles, honing their skills in planning and executing complex pipe runs.

Performance Task 7 (Learning Objective 2) 7. Calculate rolling offsets using constants for the angled fittings. Students will use constants to calculate rolling offsets for angled fittings, ensuring precise and efficient adjustments in pipe installations.

Performance Task 8 (Learning Objective 2) 8. Calculate 45-degree offsets around obstructions. Students will calculate 45-degree offsets to navigate around obstructions, demonstrating their ability to adapt to challenging installation scenarios.

Performance Task 9 (Learning Objective 2) 9. Calculate the rolling offset using a framing square. Students will utilize a framing square to calculate rolling offsets, reinforcing their proficiency with essential tools and techniques in plumbing.

Through these performance tasks, students will develop critical mathematical skills and practical knowledge necessary for effective and accurate plumbing installations.

CTE Residential and Commercial Construction Pathway Standards

	B3.1 Construction Math Applications **B3.2** Measurement Systems & Conversions **B4.1** Technical Construction Information **B5.1** Construction Measurements **B5.2** Fractions, Decimals & Formulas **B5.3** Geometry Applications **B5.4** Estimating Materials & Costs **B6.1** Problem Solving Skills **B7.1** Critical Thinking Applications **B8.3** Precision Accuracy **CCSS Math Standards** **HSN-Q.A.1** Use Units & Quantities **HSN-Q.A.2** Define Appropriate Quantities **HSN-Q.A.3** Measurement Precision **HSG-SRT.C.6** Trigonometric Ratios **HSG-MG.A.1** Geometric Modeling **HSG-MG.A.3** Geometry in Design Problems **HSG-CO.D.12** Geometric Constructions **CCSS ELA Standards** **RST.11-12.3** Follow Technical Procedures **RST.11-12.4** Technical Vocabulary **WHST.11-12.2** Technical Writing **NGSS Standards** **HS-ETS1-2** Design Solutions **HS-ETS1-3** Evaluate Solutions **Science & Engineering Practices** ● Using Mathematics & Computational Thinking ● Analyzing & Interpreting Data ● Constructing Explanations & Designing Solutions **Crosscutting Concepts** ● Scale, Proportion & Quantity ● Structure & Function ● Systems & System Models
Unit 12: Leadership and Employability Skills, Professional Communication and College and Career Opportunities in Building Trades and Construction (Est 14 hours)	
Unit 12 Description	In this unit, students will explore postsecondary college and career options within the industry sector and opportunities to use acquired pathway-related skills and knowledge as an evaluation lens. This unit will focus on career awareness, career exploration, preparation for entry to technical-level employment and alignment with postsecondary programs. Students will show evidence of a foundation of knowledge and skills in careers related to the industry sector. (NCCER Module 8 00108-15) Students will focus on the importance of teamwork, the components of effective leadership skills and other workplace-relevant essential career skills. ● Students will demonstrate pathway-related skills that emphasize real world, occupationally-relevant knowledge, skills and experience with meaningful scope and depth. ● Students will engage and reflect on a professional digital presence as it applies to potential employers. ● A digital portfolio will demonstrate student potential with digital artifacts and reflection of learning experiences and achievements. ● Students will model their ability to integrate academic and technical preparation for college and career. ● Students will showcase an understanding of consumer Financial Literacy
Unit 12 Major Assignments	**<u>KA 12.1 BCCER Module Basic Employability Skills (7.5 hours)</u>** Students will complete NCCER Module ID 00108. Students will learn that becoming gainfully employed in the construction industry takes more preparation than simply filling out a job application. It is essential to understand how the construction industry and potential employers operate. Your trade skills are extremely important, but all employers are also looking for those who are eager to advance and demonstrate positive personal characteristics. This module discusses the how to employability in this industry. **CTE Residential and Commercial Construction Pathway Standards** **B1.1** Construction Industry Careers **B1.2** Workplace Expectations **B1.3** Professional Responsibilities **B6.1** Problem Solving Skills

B6.2 Professional Work Habits
B6.3 Team Communication
B7.1 Critical Thinking Applications

CCSS ELA Standards
RST.11-12.4 Technical Vocabulary
WHST.11-12.2 Informative Writing
WHST.11-12.4 Clear & Coherent Writing
SL.11-12.1 Collaborative Discussions
SL.11-12.4 Present Information Clearly

CCSS Math Standards
HSN-Q.A.1 Use Units & Quantities

NGSS Standards
HS-ETS1-1 Define Engineering Problems

KA 12.2 Resume & Letter of Introduction & Exit Interview 2 hours
Students will use technology and writing skills to create a relevant resume and letter of introduction. Students will explore the expectations of professional conduct in the industry, including the qualities of successful employees and the importance of attention to personal presentation as a professional.

CTE Residential and Commercial Construction Pathway Standards
B1.2 Workplace Expectations
B1.3 Professional Responsibilities
B6.2 Professional Work Habits
B6.3 Team Communication
B7.1 Critical Thinking Applications

CCSS ELA Standards
WHST.11-12.2 Informative Writing
WHST.11-12.4 Clear & Coherent Writing
WHST.11-12.6 Technology & Publishing
SL.11-12.1 Collaborative Discussions
SL.11-12.4 Present Information Clearly
L.11-12.1 Standard English Conventions

CCSS Math Standards
HSN-Q.A.1 Use Units & Quantities

NGSS Standards
HS-ETS1-3 Evaluate Solutions
Science & Engineering Practices
- Communicating Information
- Constructing Explanations

Crosscutting Concepts
- Structure & Function

KA 12.3 Professional ePortfolio
Students will create a portfolio highlighting learning opportunities connected to CTE pathway standards and from their work and experiences. Portfolio artifacts will demonstrate evidence (i.e. student work, photos, reflections of learning, etc.), an explanation of the connection to specific competencies, and a self-evaluation/reflection. Portfolio will be viewable to industry professionals for feedback.

CTE Residential and Commercial Construction Pathway Standards
B1.1 Construction Industry Careers
B1.3 Professional Responsibilities
B4.1 Technical Construction Information
B6.1 Problem Solving Skills
B6.2 Professional Work Habits
B6.3 Team Communication
B7.1 Critical Thinking Applications
B8.2 Construction Systems & Operations

CCSS ELA Standards
WHST.11-12.2 Informative Writing
WHST.11-12.4 Clear & Coherent Writing
WHST.11-12.6 Technology & Publishing
WHST.11-12.9 Evidence from Informational Texts
SL.11-12.4 Present Information Clearly
SL.11-12.5 Digital Media Presentations

	CCSS Math Standards **HSN-Q.A.1** Use Units & Quantities **HSG-MG.A.1** Geometric Modeling **NGSS Standards** **HS-ETS1-2** Design Solutions **HS-ETS1-3** Evaluate Solutions **Science & Engineering Practices** ● Analyzing & Interpreting Data ● Communicating Technical Information **Crosscutting Concepts** ● Systems & System Models ● Structure & Function **KA 12.4 Practice Interview 2.5** Students will model the specific aspects of an authentic job interview experience. Students will experience and engage in role-play regarding navigating the employment attainment process including research, application, interview preparation and compensation negotiation. **CTE Residential and Commercial Construction Pathway Standards** **B1.2** Workplace Expectations **B1.3** Professional Responsibilities **B6.1** Problem Solving Skills **B6.2** Professional Work Habits **B6.3** Team Communication **B7.1** Critical Thinking Applications **CCSS ELA Standards** **SL.11-12.1** Collaborative Discussions **SL.11-12.3** Evaluate Speaker Perspective **SL.11-12.4** Present Information Clearly **SL.11-12.6** Adapt Speech to Context **L.11-12.3** Apply Language Knowledge **CCSS Math Standards** **HSN-Q.A.1** Use Units & Quantities **NGSS Standards** **HS-ETS1-3** Evaluate Solutions **Science & Engineering Practices** ● Engaging in Argument from Evidence ● Communicating Information **Crosscutting Concepts** ● Systems & System Models ● Cause & Effect

HONORS Final Exam/ Project	
Honors-level courses must have a comprehensive final examination or a substantive culminating project. The purpose of the final exam/project is for students to exhibit depth of knowledge and sustained mastery of subject materials.	
Final Exam/ Project	**Comprehensive Final Exam/Project Details**
Courses seeking the UC honors designation must also provide a short description of the course's comprehensive final exam or culminating project. This can be included in the course's final unit description	

Summative Final Exam: OSHA 10 Construction

Students will complete a **multi-part comprehensive final exam** modeled after the expectations of the **Occupational Safety and Health Administration 10-Hour Construction Safety Certification**, aligned to California construction safety standards and industry practices. This honors-level assessment requires students to **demonstrate mastery through analysis, application, evaluation, and communication**, rather than recall alone.

The final exam includes **four components**:

1. **Written Certification Exam (OSHA-style)**
2. **Hazard Analysis & Safety Plan (Applied Scenario)**
3. **Hands-On Safety Demonstration**
4. **Professional Communication Simulation**

Students must demonstrate **comprehensive understanding of jobsite safety systems, hazard identification, regulatory compliance, and real-world application of safety procedures**.

Component 1: Written OSHA-Style Exam (Individual)

Description

Students complete a **timed, proctored exam** modeled after OSHA 10 content domains, including:

- Fall protection
- PPE
- Electrical safety
- Hazard communication
- Tool safety
- Material handling
- Workplace rights and responsibilities

Honors-Level Rigor Additions

- Scenario-based multiple choice
- Multi-step safety reasoning questions
- Short constructed response (justification of answers)

Component 2: Jobsite Hazard Analysis & Safety Plan

Description

Students are given a **complex construction site scenario** (residential or commercial build with multiple hazards). Students must:

- Identify **at least 8 hazards**
- Classify hazard types (physical, electrical, ergonomic, etc.)
- Propose **OSHA-compliant mitigation strategies**
- Develop a **written Jobsite Safety Plan**

Deliverables

- Hazard identification chart
- Written safety plan (1–2 pages)
- Annotated jobsite diagram (visual)

Component 3: Hands-On Safety Demonstration

Description

Students demonstrate proper safety procedures in a **live or simulated environment**, including:

- PPE inspection and proper use
- Ladder safety (3-point contact)
- Tool safety inspection
- Safe material handling technique

Assessment Focus

- Accuracy
- Procedure sequencing
- Safety compliance

- Professional behavior

Component 4: Jobsite Communication Simulation
Description
Students participate in a **role-play simulation** where they must:
- Communicate a safety issue to a peer or supervisor
- Provide **clear verbal instructions**
- Respond to a workplace safety concern
- Demonstrate **professional communication under pressure**

CTE Residential and Commercial Construction Pathway Standards
B2.1 OSHA regulations and compliance
B2.2 PPE selection and use
B2.3 Hazard identification
B2.5 Jobsite safety procedures
B4.1 Problem-solving and hazard response
B5.5 Safe tool usage
B6.3 Material handling systems
B7.5 Jobsite workflow systems
B10.3 Workplace professionalism
B10.4 Teamwork and leadership

📚 CCSS ELA Standards
RST.11-12.3 Follow complex multistep procedures
RST.11-12.2 Determine central ideas of technical texts
W.11-12.2 Write explanatory texts
SL.11-12.4 Present information clearly
SL.11-12.6 Adapt communication to context

NGSS (Engineering Practices)
HS-ETS1-1 Analyze problems and constraints
HS-ETS1-2 Design solutions
HS-ETS1-3 Evaluate solutions based on safety and effectiveness

Honors-Level Expectations
To earn honors distinction, students must:
- Demonstrate **independent analysis of safety systems**
- Apply **multi-step reasoning in hazard identification**
- Show **precision in technical execution**
- Communicate with **clarity, professionalism, and accuracy**
- Transfer knowledge across **written, practical, and verbal formats**

Final Student Deliverables
- Completed OSHA-style written exam
- Hazard analysis + safety plan (written + visual)
- Demonstrated safety skills (performance assessment)
- Participation in communication simulation

Formative Culminating Project -Building Trades Digital Portfolio:
Students will create a personal portfolio Building Trades and Construction CTE pathway standards and from their work and academic and personal experiences. The portfolio entries will contain evidence (student work, photos, certification, WBL, reflections of learning, etc.), an explanation of the connection to the competency, and a self-reflection.

Students will develop their ability to analyze and critique professional, peer and personal experiences and projects as well as the impact of their own work as evidence of work-ready skills in the Building Trades and Construction industry. Students will present their evidence and professional brand in a mock interview or course culminating presentation.

Textbooks

Title	Authors	Publisher	Edition	Website	Is Primary Y.N
Core Introduction to Basic Construction Skills	NCCER	Pearson	6th		Y
NCCER		Pearson			

OSHA		www.osha.com			

Semester	Unit	Unit Title	Key Assignment (KA)	Est. Hours
Semester 1	Unit 1	Orientation to the Trade & NCCER Core Prep	KA 1.1 Construction Workforce Preparedness Activity	2.0
Semester 1	Unit 1	Orientation to the Trade & NCCER Core Prep	KA 1.2 Tool Safety Annual Approval	4.0
Semester 1	Unit 1	Orientation to the Trade & NCCER Core Prep	KA 1.3 Showcasing Skills Competencies in Building Trades	4.0
Semester 1	Unit 2	Safety	KA 2.1 OSHA 10 Honors Construction Certification	12.0
Semester 1	Unit 2	Safety	KA 2.2 Site Safety OSHA Skills Competencies	4.0
Semester 1	Unit 2	Safety	KA 2.3 Measurement Tools	6.0
Semester 1	Unit 2	Safety	KA 2.4 Orientation to Carpentry	3.0
Semester 1	Unit 3	Concrete, Masonry & Foundation Systems	KA 3.1 NCCER Introduction to Masonry	12.5
Semester 1	Unit 3	Concrete, Masonry & Foundation Systems	KA 3.2 Physical Properties of Matter, Concrete Density & Aggregates	5.0
Semester 1	Unit 3	Concrete, Masonry & Foundation Systems	KA 3.3 Cement Hydration	4.0
Semester 1	Unit 3	Concrete, Masonry & Foundation Systems	KA 3.4 pH Evolution During Cement Curing	3.0
Semester 1	Unit 3	Concrete, Masonry & Foundation Systems	KA 3.5 Masonry Challenge	3.0
Semester 1	Unit 4	Floor Systems	KA 4.1 NCCER Floor Systems	10.0
Semester 1	Unit 4	Floor Systems	KA 4.2 Planning the Shed Floor System	8.0
Semester 1	Unit 4	Floor Systems	KA 4.3 Carpet, Tile or Hardwood, Oh My	4.5
Semester 1	Unit 5	Wall Systems	KA 5.1 Wall Systems Layout	4.0
Semester 1	Unit 5	Wall Systems	KA 5.2 Wall Systems Assembly/Erection	4.0
Semester 1	Unit 5	Wall Systems	KA 5.3 Wall System Sheathing	3.0
			Semester 1 Subtotal	**90.0**
Semester 2	Unit 6	Exterior & Interior Finishes	KA 6.1 Types of Siding & Installation	5.0
Semester 2	Unit 6	Exterior & Interior Finishes	KA 6.2 Drywall Installation	5.0
Semester 2	Unit 7	Stairs	KA 7.1 Stair Calculation	4.0
Semester 2	Unit 7	Stairs	KA 7.2 Stringer Layout	4.0

Semester 2	Unit 7	Stairs	KA 7.3 Stair Erection/Assembly	4.0
Semester 2	Unit 8	Ceiling Joist & Roof Framing	KA 8.1 Cutting, Installing & Laying Out Ceiling Joists	4.0
Semester 2	Unit 8	Ceiling Joist & Roof Framing	KA 8.2 Rafter Framing Tools	4.0
Semester 2	Unit 8	Ceiling Joist & Roof Framing	KA 8.3 Hips and Valleys & Rafters	4.0
Semester 2	Unit 8	Ceiling Joist & Roof Framing	KA 8.4 Gables & Trusses	3.0
Semester 2	Unit 8	Ceiling Joist & Roof Framing	KA 8.5 Sheathing & Estimating a Gable Roof	3.0
Semester 2	Unit 9	Roof Applications	KA 9.1 Roof and Roof Types	3.0
Semester 2	Unit 9	Roof Applications	KA 9.2 Roofing Roles, Responsibilities & Safety	3.0
Semester 2	Unit 9	Roof Applications	KA 9.3 Roof System Materials Assessment/Module	5.0
Semester 2	Unit 10	Electrical Systems	KA 10.1 Electrical Safety NCCER Module	6.0
Semester 2	Unit 10	Electrical Systems	KA 10.2 Electrical Safety, Circuits and Code	3.0
Semester 2	Unit 10	Electrical Systems	KA 10.3 Electrical Installation and Fittings	4.0
Semester 2	Unit 10	Electrical Systems	KA 10.4 Electrical Documentation, Wiring and Measurement Tools	3.0
Semester 2	Unit 11	Plumbing Systems	KA 11.1 The Plumbing Profession	4.0
Semester 2	Unit 11	Plumbing Systems	KA 11.2 Plumbing Profession Research & Careers	3.0
Semester 2	Unit 11	Plumbing Systems	KA 11.3 Plumbing Math	5.0
Semester 2	Unit 12	Employability Skills	KA 12.1 NCCER Basic Employability Skills	3.0
Semester 2	Unit 12	Employability Skills	KA 12.2 Resume & Letter of Introduction & Exit Interview	1.5
Semester 2	Unit 12	Employability Skills	KA 12.3 ePortfolio	5.0
Semester 2	Unit 12	Employability Skills	KA 12.4 Practice Interview	1.5
Semester 2 Subtotal				**90.0**
			Grand Total	**180.0**

Floriculture II Honors

Grades: 10–12

Length: Full Year

A–G Area: F – Visual & Performing Arts

Department: Agriculture & Natural Resources

Pathway: California Agriculture & Natural Resources — Pathway Ornamental Horticulture, Sub-pathway 105A Floral Design CALPADS CODE 7165
Prerequisite: Floriculture 1 (7164) C or better, CoRequisite Algebra 1

Course Level: Honors

Discipline: Interdisciplinary (Visual Arts, Agricultural Science, Entrepreneurship, Career Technical Education)

Course Description

Floriculture II Honors is an advanced interdisciplinary Career Technical Education (CTE) and Visual & Performing Arts course designed for students seeking rigorous instruction in floral design, retail floriculture, entrepreneurship, event production, agricultural marketing, and visual composition. Students apply advanced principles of design, color theory, spatial arrangement, merchandising, business operations, and customer relations within authentic floral industry contexts.

Throughout the course, students investigate the economics, logistics, sustainability, and artistry of the floral industry while developing advanced technical skills in contemporary floral arrangement, wedding and event production, harvest and distribution systems, retail operations, and visual merchandising. Students utilize industry-standard tools, professional critique processes, accounting systems, and digital portfolio development practices to demonstrate artistic and technical mastery.

Students engage in laboratory-based floral production, entrepreneurial simulations, collaborative design studios, public presentation, and FFA leadership development activities aligned to premier leadership, personal growth, and career success. Students maintain a professional ePortfolio documenting design growth, reflective critique, employability artifacts, FFA leadership experiences, supervised agricultural experience (SAE) documentation, and evidence of technical competency.

Honors-level rigor is demonstrated through:

- advanced industry applications,
- sustained critique and revision cycles,
- business and financial analysis,
- independent design development,
- professional presentations,

- interdisciplinary research,
- leadership participation through FFA,
- and preparation for the Ag Align Tier 2 Floriculture Certification assessment.

Unit 1: Floral Business & Entrepreneurship

Unit Description

Students investigate the structure and operation of the floral industry through the lens of entrepreneurship, visual merchandising, agricultural business management, and retail operations. Students analyze how floral businesses utilize location strategy, store layout, branding, overhead cost analysis, visual display, workflow efficiency, sustainability practices, and customer engagement to maintain profitability and operational success. Students apply principles of design thinking, business planning, and spatial organization to develop professional floral retail concepts aligned with current labor market trends and consumer behavior.

KA 1.1 Floral Industry Interactive Notes, Vocabulary & Concept Portfolio

Students develop an honors-level guided notebook and digital concept portfolio documenting terminology, floral industry systems, overhead costs, retail terminology, merchandising concepts, and floral entrepreneurship principles. Students complete visual annotations, concept maps, vocabulary sketches, Cornell Notes, and reflective summaries connecting floral business practices to agricultural economics and consumer trends.

Deliverables

- Interactive notebook
- Vocabulary portfolio
- Floral business concept map
- Weekly reflections
- Industry terminology assessment

Standards

CTE Agriculture & Natural Resources Floral Design Pathway Standards:
FLO 1.1 Industry terminology
FLO 2.1 Business operations
FLO 7.2 Floral merchandising
CA Visual Arts Standards:
VA:Cr1.1.HSII Generate creative concepts
VA:Re7.1.HSII Perceive artistic work
CCSS ELA:
RST.11-12.4 Technical vocabulary
WHST.11-12.2 Informative writing
CCSS Math:
A-CED.1 Create equations
MP.4 Model with mathematics
NGSS:
HS-ETS1-3 Evaluate design solutions

KA 1.2 Floral Shop Design & Storefront Blueprint Project

Students work collaboratively to design a professional floral retail business using scaled floor plans, merchandising zones, refrigeration placement, workflow systems, ADA considerations, sustainability practices, and customer traffic analysis. Students create digital or hand-rendered storefront concepts and justify design decisions using floral retail industry standards.

Deliverables

- Scaled floorplan
- Storefront rendering
- Merchandising plan
- Design rationale presentation
- Peer critique reflection

Standards

CTE Floral Design Pathway:
FLO 2.3 Retail operations
FLO 7.1 Product presentation
FLO 7.3 Display systems
CA Visual Arts:
VA:Cr2.1.HSII Organize artistic ideas
VA:Pr5.1.HSII Refine presentations
CCSS ELA:
SL.11-12.4 Present findings
WHST.11-12.7 Research projects
CCSS Math:
G-MG.1 Geometric modeling
N-Q.1 Quantitative reasoning
NGSS:
HS-ETS1-2 Design solutions

KA 1.3 Floral Business Startup Proposal & FFA Entrepreneurship Pitch

Students develop a comprehensive floral business startup proposal integrating branding, startup costs, labor projections, sustainability considerations, agricultural sourcing, advertising strategies, and target customer demographics. Students present proposals in an FFA-style entrepreneurship pitch competition evaluated by peers and industry professionals.

Deliverables

- Business proposal
- Startup budget
- Marketing plan
- FFA pitch presentation
- Reflection and revision analysis

Standards

CTE Floral Design Pathway:
FLO 2.2 Entrepreneurship
FLO 7.4 Marketing strategies
FLO 8.1 Professional communication

CA Visual Arts:
VA:Cn10.1.HSII Relate art to society
CCSS ELA:
SL.11-12.5 Multimedia presentation
W.11-12.1 Argument writing
CCSS Math:
A-SSE.1 Financial interpretation
F-IF.4 Financial modeling
NGSS:
HS-ETS1-1 Complex problem analysis

Unit 2: Salesmanship, Marketing & Customer Relations

Unit Description

In this honors-level unit, students investigate the principles of salesmanship, customer psychology, branding, merchandising, and professional communication within the floral industry. Students analyze how successful floral businesses utilize pricing strategies, visual presentation, advertising campaigns, digital media, and customer service systems to maximize profitability and maintain customer loyalty. Students apply principles of design, entrepreneurship, and consumer behavior to authentic floral retail scenarios while engaging in critique, reflection, and leadership development through FFA-aligned activities. Emphasis is placed on persuasive communication, professionalism, collaboration, visual literacy, and business ethics within agricultural and retail environments.

KA 2.1 Floral Marketing Interactive Notebook, Vocabulary & Consumer Psychology Portfolio

Students develop a comprehensive honors-level floral marketing notebook documenting industry terminology, customer service strategies, merchandising concepts, pricing systems, consumer psychology, branding techniques, advertising vocabulary, and floral retail communication systems. Students complete Cornell Notes, visual annotations, marketing analysis reflections, vocabulary sketches, concept maps, and written analyses of how floral businesses influence customer purchasing decisions through visual merchandising and strategic communication.
Students investigate how principles of color theory, product placement, texture, focal emphasis, signage, emotional appeal, and visual hierarchy influence floral sales and customer engagement. Students analyze successful floral businesses and compare differing marketing strategies utilized in local, national, and international floral retail operations.

Deliverables

- Interactive notebook
- Floral marketing vocabulary portfolio
- Consumer psychology concept maps
- Retail merchandising analysis
- Floral advertisement critique
- Weekly reflections
- Unit terminology assessment

Standards

CTE Agriculture & Natural Resources Floral Design Pathway Standards
FLO 2.1 Business operations
FLO 2.2 Entrepreneurship principles
FLO 7.1 Product presentation
FLO 7.2 Floral merchandising
FLO 8.1 Professional communication
CA Visual Arts Standards
VA:Re7.1.HSII Perceive artistic work
VA:Re8.1.HSII Interpret intent and meaning
VA:Cn10.1.HSII Relate artistic ideas to society
CCSS ELA Standards
RST.11-12.4 Technical vocabulary
WHST.11-12.2 Informative writing
SL.11-12.1 Collaborative discussion
CCSS Math Standards
N-Q.1 Quantitative reasoning
A-CED.1 Create equations
NGSS Standards
HS-ETS1-3 Evaluate solutions to complex problems

KA 2.2 Seasonal Floral Merchandising & Advertising Campaign

Students collaborate in design teams to create a professional seasonal floral marketing campaign for a retail floral business. Students develop promotional materials aligned to a selected holiday, cultural celebration, wedding season, or community event. Campaigns must integrate principles of visual design, branding consistency, target audience analysis, pricing strategy, inventory considerations, sustainability messaging, and agricultural product promotion. Students design storefront displays, social media advertisements, print materials, promotional signage, and product packaging concepts utilizing industry-standard design processes. Students analyze labor market trends, seasonal floral availability, and consumer behavior patterns to justify campaign decisions. Teams participate in formal peer critique sessions modeled after professional advertising and creative review meetings.
FFA integration includes participation in an Agricultural Sales or Marketing-style presentation where students formally pitch campaign concepts to a panel acting as floral business stakeholders.

Deliverables

- Seasonal marketing campaign
- Floral product branding package
- Digital advertisements
- Promotional posters/signage
- Social media campaign mockups
- Pricing analysis sheet
- Campaign pitch presentation
- Peer critique reflection

Standards

CTE Agriculture & Natural Resources Floral Design Pathway Standards
FLO 2.2 Entrepreneurship principles

FLO 7.1 Product presentation
FLO 7.3 Display systems
FLO 7.4 Marketing strategies
FLO 8.2 Leadership and teamwork

CA Visual Arts Standards
VA:Cr1.1.HSII Generate artistic ideas
VA:Cr2.1.HSII Organize artistic work
VA:Pr5.1.HSII Refine presentations
VA:Cn11.1.HSII Relate artistic ideas and culture

CCSS ELA Standards
W.11-12.1 Argument writing
SL.11-12.4 Present information clearly
SL.11-12.5 Multimedia presentation

CCSS Math Standards
A-SSE.1 Financial interpretation
F-IF.4 Interpret functions in context

NGSS Standards
HS-ETS1-2 Design solutions to complex problems

KA 2.3 Floral Customer Relations, Salesmanship & Phone Etiquette Simulation

Students participate in a series of professional floral retail simulations demonstrating customer service, salesmanship, consultation techniques, conflict resolution, professionalism, and phone etiquette. Students rotate through authentic industry scenarios involving wedding consultations, sympathy arrangements, event orders, customer complaints, wire service coordination, delivery issues, and high-volume retail transactions.

Students apply persuasive communication strategies, emotional intelligence, problem-solving, professionalism, and active listening skills while documenting customer interactions using professional floral order forms and sales systems. Students evaluate the relationship between communication quality, customer satisfaction, and business profitability.

Students participate in mock FFA Agricultural Sales Career Development Event (CDE)-style evaluations where they complete timed customer interaction challenges and receive formal critique from peers, instructors, and industry partners.

Deliverables

- Customer interaction simulations
- Floral order forms
- Professional phone scripts
- Customer service reflection journal
- Peer evaluation rubrics
- Salesmanship self-assessment
- Mock sales presentation

Standards

CTE Agriculture & Natural Resources Floral Design Pathway Standards
FLO 2.1 Business operations
FLO 7.4 Marketing and sales
FLO 8.1 Professional communication

FLO 8.2 Leadership and teamwork
FLO 8.3 Career readiness
CA Visual Arts Standards
VA:Pr6.1.HSII Convey meaning through presentation
VA:Cn10.1.HSII Relate artistic ideas to life experiences
CCSS ELA Standards
SL.11-12.1 Collaborative discussion
SL.11-12.6 Adapt speech to context
W.11-12.10 Routine writing
CCSS Math Standards
N-Q.1 Quantitative reasoning
MP.4 Model with mathematics
NGSS Standards
HS-ETS1-1 Analyze complex real-world problems

Unit 3: Accounting & Financial Operations

Unit Description

In this honors-level unit, students investigate accounting systems, financial management practices, and operational procedures utilized within the floral industry. Students analyze inventory systems, payroll estimation, delivery logistics, pricing structures, banking procedures, profit analysis, taxation, cash handling, and financial forecasting as they relate to successful floral retail businesses. Students apply mathematical reasoning, spreadsheet analysis, financial literacy, and entrepreneurial decision-making to authentic floral industry scenarios while utilizing industry-standard accounting practices and digital tools.
Students evaluate how financial management directly impacts floral shop sustainability, staffing, customer satisfaction, inventory efficiency, and long-term business growth. Through collaborative simulations, financial modeling, and leadership activities aligned to FFA business and entrepreneurship events, students develop career-ready competencies in financial communication, organization, professionalism, and problem-solving.

KA 3.1 Floral Accounting Interactive Notebook, Vocabulary & Financial Systems Portfolio

Students develop a comprehensive accounting notebook documenting floral business financial terminology, operational procedures, inventory systems, banking practices, point-of-sale systems, profit analysis methods, and retail financial workflows. Students complete guided notes, financial concept maps, procedural diagrams, reflective analyses, and business math exercises demonstrating understanding of floral accounting systems.
Students analyze authentic floral industry financial documents including invoices, receipts, inventory records, payroll sheets, delivery logs, and sales summaries. Students investigate how overhead costs, labor expenses, spoilage, transportation, refrigeration, and seasonal demand impact floral business profitability.

Deliverables

- Interactive accounting notebook
- Financial vocabulary portfolio
- Floral business accounting concept maps
- Inventory tracking exercises
- Retail math practice sheets

- Reflection journal
- Unit terminology assessment

Standards

CTE Agriculture & Natural Resources Floral Design Pathway Standards
FLO 2.1 Business operations
FLO 2.2 Entrepreneurship principles
FLO 8.1 Professional communication
CA Visual Arts Standards
VA:Cn10.1.HSII Relate design to society
CCSS ELA Standards
RST.11-12.4 Technical vocabulary
WHST.11-12.2 Informative writing
CCSS Math Standards
A-CED.1 Create equations
N-Q.1 Quantitative reasoning
F-IF.4 Interpret functions
NGSS Standards
HS-ETS1-3 Evaluate operational systems

KA 3.2 Floral Shop Inventory, Pricing & Profitability Spreadsheet Laboratory

Students develop and manage a comprehensive floral inventory and pricing system utilizing spreadsheets and digital accounting tools. Students calculate wholesale costs, markup percentages, labor expenses, delivery fees, spoilage rates, taxes, and projected profits for floral arrangements, wedding packages, retail products, and seasonal inventory.
Students analyze how fluctuations in supply chains, seasonal flower availability, labor market trends, and shipping costs affect pricing decisions and profitability. Students produce financial reports and data visualizations representing inventory turnover, sales forecasting, and operational efficiency.
Students participate in collaborative problem-solving scenarios where teams must revise pricing strategies based on changing business conditions, customer demand, and inventory shortages.

Deliverables

- Inventory spreadsheet
- Pricing calculator
- Sales forecast analysis
- Profit/loss reports
- Data charts and graphs
- Financial reflection analysis
- Peer review critique

Standards

CTE Agriculture & Natural Resources Floral Design Pathway Standards
FLO 2.1 Business operations
FLO 2.2 Entrepreneurship principles
FLO 7.4 Marketing and pricing
CA Visual Arts Standards
VA:Cr2.1.HSII Organize and develop work

CCSS ELA Standards
WHST.11-12.7 Conduct research
SL.11-12.4 Present findings
CCSS Math Standards
A-SSE.1 Interpret expressions
F-IF.4 Interpret functions
S-ID.1 Represent data
MP.4 Model with mathematics
NGSS Standards
HS-ETS1-2 Design and evaluate systems

KA 3.3 Retail Register Operations, Banking & Financial Management Simulation

Students participate in authentic floral retail financial simulations demonstrating professional cash register operations, payment processing, banking procedures, sales reconciliation, customer transactions, refunds, deposits, and financial recordkeeping. Students rotate through managerial and employee roles within simulated floral shop environments while practicing professionalism, accuracy, accountability, and ethical financial behavior.
Students complete timed sales transactions involving cash handling, credit card processing, delivery coordination, taxation calculations, and inventory reconciliation. Students analyze the relationship between operational efficiency, customer satisfaction, financial accuracy, and business success.
FFA integration includes entrepreneurship and business management leadership activities where students evaluate financial decision-making processes and operational leadership strategies.

Deliverables

- Register operation simulations
- Banking reconciliation forms
- Transaction logs
- Financial accuracy assessments
- Customer service reflections
- Leadership evaluation
- Professional operations rubric

Standards

CTE Agriculture & Natural Resources Floral Design Pathway Standards
FLO 2.1 Business operations
FLO 8.1 Professional communication
FLO 8.2 Leadership and teamwork
FLO 8.3 Career readiness
CA Visual Arts Standards
VA:Pr5.1.HSII Refine professional presentation
CCSS ELA Standards
SL.11-12.1 Collaborative communication
W.11-12.10 Routine writing
CCSS Math Standards
N-Q.1 Quantitative reasoning

MP.1 Problem solving
MP.4 Mathematical modeling
NGSS Standards
HS-ETS1-1 Analyze operational systems

Unit 4: Harvest, Distribution & Global Floral Systems

Unit Description

In this honors-level unit, students investigate the global floral industry through the study of harvesting systems, post-harvest physiology, refrigeration science, grading standards, transportation logistics, sustainability practices, and international distribution networks. Students analyze how agricultural science, environmental conditions, labor systems, global economics, and supply chain management impact flower quality, longevity, pricing, and accessibility.

Students evaluate the role of the United States within the international flower market while examining emerging sustainability initiatives, ethical sourcing concerns, and technological innovations within commercial floriculture. Through laboratory investigations, distribution simulations, floral conditioning exercises, and FFA leadership activities, students develop advanced understanding of the scientific, economic, and logistical systems that support the floral industry.

KA 4.1 Global Floral Trade Interactive Notebook, Vocabulary & Supply Chain Analysis

Students develop a comprehensive honors-level notebook documenting terminology, harvesting systems, floral grading standards, transportation methods, refrigeration systems, sustainability concepts, distribution channels, and global flower market economics. Students investigate major floral-producing regions, international trade systems, import/export relationships, labor considerations, and environmental impacts associated with commercial floriculture.

Students analyze case studies related to flower sourcing, supply chain disruptions, climate impacts, transportation challenges, and sustainability initiatives within the global floral industry.

Deliverables

- Interactive notebook
- Floral distribution vocabulary portfolio
- Global flower trade concept maps
- Supply chain analysis
- Sustainability reflection journal
- Industry terminology assessment
- Current event article analysis

Standards

CTE Agriculture & Natural Resources Floral Design Pathway Standards
FLO 1.1 Industry terminology
FLO 3.1 Plant handling and care
FLO 6.1 Harvest systems

FLO 6.2 Distribution systems
FLO 8.1 Professional communication

CA Visual Arts Standards
VA:Cn10.1.HSII Relate art and society
VA:Re8.1.HSII Interpret meaning

CCSS ELA Standards
RST.11-12.4 Technical vocabulary
RST.11-12.7 Integrate information
WHST.11-12.2 Informative writing

CCSS Math Standards
N-Q.1 Quantitative reasoning
S-ID.1 Represent data

NGSS Standards
HS-LS2-7 Ecosystem interactions
HS-ESS3-1 Human impacts on Earth systems
HS-ETS1-3 Evaluate solutions

KA 4.2 Flower Harvesting, Conditioning & Preservation Laboratory

Students participate in advanced laboratory investigations examining harvesting techniques, hydration systems, floral preservatives, refrigeration methods, grading standards, bunching procedures, and post-harvest conditioning techniques utilized in the commercial floral industry. Students evaluate how temperature, water quality, ethylene exposure, sanitation, and transportation conditions affect floral longevity and quality.

Students design controlled experiments comparing conditioning treatments and preservation methods while collecting quantitative data related to vase life, hydration rates, bloom quality, stem integrity, and spoilage prevention.

Deliverables

- Laboratory procedures
- Experimental design plan
- Floral conditioning trials
- Data collection tables
- Quantitative analysis graphs
- Lab report
- Reflection and critique analysis

Standards

CTE Agriculture & Natural Resources Floral Design Pathway Standards
FLO 3.1 Plant handling and care
FLO 6.1 Harvest systems
FLO 6.2 Distribution systems
FLO 6.3 Preservation techniques

CA Visual Arts Standards
VA:Cr2.1.HSII Organize artistic work

CCSS ELA Standards
WHST.11-12.7 Conduct investigations
RST.11-12.3 Follow procedures

CCSS Math Standards
S-ID.1 Represent data
MP.4 Model with mathematics

NGSS Standards
HS-LS1-5 Photosynthesis and respiration
HS-LS1-6 Energy and organization
HS-ETS1-2 Design solutions

KA 4.3 Floral Distribution Systems Research Project & FFA Agricultural Issues Forum

Students conduct collaborative research investigating floral distribution systems including wholesalers, brokers, auctions, refrigerated transport systems, direct farm shipping, wire services, online floral retailers, and sustainable sourcing movements. Students evaluate how technology, labor, climate change, transportation systems, and international trade policies affect floral product movement and industry profitability.

Students participate in an FFA Agricultural Issues Forum-style presentation analyzing a current issue impacting the floral industry such as sustainability certifications, fair trade flowers, water consumption, pesticide regulation, carbon emissions, or labor equity.

Deliverables

- Research paper
- Supply chain infographic
- Industry issue analysis
- Multimedia presentation
- FFA-style debate participation
- Peer critique reflection

Standards

CTE Agriculture & Natural Resources Floral Design Pathway Standards
FLO 2.2 Entrepreneurship principles
FLO 6.2 Distribution systems
FLO 7.4 Marketing systems
FLO 8.2 Leadership and teamwork

CA Visual Arts Standards
VA:Pr6.1.HSII Convey meaning through presentation
VA:Cn11.1.HSII Relate ideas to societal context

CCSS ELA Standards
W.11-12.7 Research writing

SL.11-12.4 Formal presentation
SL.11-12.1 Collaborative discussion

CCSS Math Standards
N-Q.1 Quantitative reasoning

NGSS Standards
HS-ESS3-4 Evaluate environmental solutions
HS-ETS1-1 Analyze complex problems

Unit 5: Contemporary Floral Design Styles & Techniques

Unit Description

In this honors-level unit, students apply advanced principles of visual composition, color theory, texture, movement, proportion, rhythm, harmony, and focal emphasis through the creation of contemporary floral arrangements. Students investigate classic, naturalistic, linear, modernistic, and avant-garde floral design styles while analyzing historical and cultural influences within floral artistry.
Students engage in iterative critique, design revision, sketching, construction techniques, and advanced floral engineering practices. Through studio-based production and exhibition experiences, students develop artistic voice, technical precision, creative problem-solving skills, and professional presentation techniques aligned to visual arts and floral industry standards.

KA 5.1 Floral Design Vocabulary, Sketchbook & Visual Analysis Journal

Students maintain a professional floral design sketchbook documenting design terminology, arrangement styles, composition techniques, cultural influences, color theory applications, texture studies, and visual critiques. Students analyze professional floral installations and contemporary floral artists while completing observational sketches and reflective analyses.

Deliverables

- Design sketchbook
- Floral terminology portfolio
- Visual analysis critiques
- Observational drawings
- Reflection journal
- Unit terminology assessment

Standards

CTE Agriculture & Natural Resources Floral Design Pathway Standards
FLO 4.1 Design principles
FLO 4.2 Floral composition
FLO 5.1 Artistic techniques

CA Visual Arts Standards
VA:Cr1.1.HSII Generate artistic ideas
VA:Re7.1.HSII Analyze artwork
VA:Re8.1.HSII Interpret meaning

CCSS ELA Standards
RST.11-12.4 Technical vocabulary
W.11-12.2 Informative writing

CCSS Math Standards
G-CO.12 Geometric relationships

NGSS Standards
HS-ETS1-2 Design solutions

KA 5.2 Contemporary Floral Arrangement Studio Series

Students create a series of advanced floral arrangements demonstrating mastery of classic, naturalistic, linear, modernistic, and contemporary floral design styles. Students apply principles of balance, movement, proportion, rhythm, harmony, and emphasis while incorporating advanced floral mechanics, innovative structures, and sustainable design practices. Students participate in formal studio critiques modeled after professional visual arts review processes.

Deliverables

- Floral arrangement collection
- Design process sketches
- Technique documentation
- Critique participation
- Professional photo portfolio
- Reflection analysis

Standards

CTE Agriculture & Natural Resources Floral Design Pathway Standards
FLO 4.1 Design principles
FLO 4.2 Floral composition
FLO 5.1 Artistic techniques
FLO 5.2 Advanced arrangement methods

CA Visual Arts Standards
VA:Cr2.1.HSII Organize artistic work
VA:Pr5.1.HSII Refine artistic presentation
VA:Pr6.1.HSII Convey meaning

CCSS ELA Standards
SL.11-12.1 Collaborative critique
W.11-12.10 Reflective writing

CCSS Math Standards
G-MG.1 Geometric modeling

NGSS Standards
HS-ETS1-3 Evaluate solutions

KA 5.3 Honors Floral Design Exhibition & Critique Showcase

Students curate and present a professional floral design exhibition showcasing original floral works, artist statements, process portfolios, and design revisions. Students engage in formal peer critique, self-assessment, and public presentation aligned to gallery and exhibition standards.

FFA integration includes leadership roles in exhibition management, event coordination, public speaking, and design presentation.

Deliverables

- Floral exhibition installation
- Artist statement
- ePortfolio artifacts
- Public presentation
- Peer critique rubric
- Reflection essay

Standards

CTE Agriculture & Natural Resources Floral Design Pathway Standards
FLO 5.2 Advanced arrangement methods
FLO 8.1 Professional communication
FLO 8.2 Leadership development

CA Visual Arts Standards
VA:Pr4.1.HSII Analyze presentation methods
VA:Pr6.1.HSII Convey artistic meaning
VA:Cn10.1.HSII Relate artistic ideas
CCSS ELA Standards
SL.11-12.4 Formal presentation
W.11-12.2 Informative writing

CCSS Math Standards
N-Q.1 Quantitative reasoning

NGSS Standards
HS-ETS1-1 Analyze complex systems

Unit 6: Wedding Flowers, Event Production & Floral Entrepreneurship

Unit Description

In this honors-level unit, students investigate the floral event and wedding industry through advanced study of client consultation systems, event planning, budgeting, production management, installation logistics, branding, cultural traditions, hospitality expectations, and large-scale floral design. Students analyze how professional floral designers integrate principles of visual composition, agricultural product sourcing, labor management, sustainability, engineering mechanics, and entrepreneurship to successfully execute weddings, galas, school functions, corporate events, and community celebrations.

Students apply advanced floral construction techniques while managing authentic project timelines, client revisions, installation safety procedures, transportation logistics, pricing systems, and event workflows. Through collaborative studio production, critique cycles, proposal writing, and FFA leadership activities, students develop career-ready competencies in communication, creative problem-solving, professionalism, project management, and event entrepreneurship.

Students synthesize knowledge from previous units to design comprehensive floral event proposals and execute large-scale floral installations utilizing industry-standard planning documents, floral mechanics, budgeting spreadsheets, consultation forms, and visual presentation systems. Emphasis is placed on leadership, artistic refinement, sustainability, professionalism, and public presentation aligned to postsecondary and industry expectations.

KA 6.1 Wedding & Event Floral Consultation Interactive Notebook, Vocabulary Portfolio & Industry Case Study Analysis

Students develop a comprehensive honors-level notebook documenting wedding and event floral terminology, consultation procedures, floral pricing systems, bouquet styles, installation vocabulary, client communication strategies, cultural floral traditions, event logistics, labor calculations, and hospitality industry expectations. Students complete Cornell Notes, floral design sketches, event diagrams, concept maps, consultation reflections, and case study analyses examining professional wedding and event floral productions.

Students investigate the relationship between customer expectations, visual storytelling, floral symbolism, color palettes, venue constraints, sustainability considerations, labor management, and floral design selection. Students evaluate authentic event proposals and analyze how professional floral designers adapt to budget limitations, client revisions, environmental conditions, and event timelines.
Students participate in mock client consultation simulations where they practice professional communication, questioning techniques, order documentation, active listening, and proposal development modeled after industry consultation practices.

Deliverables

- Interactive notebook
- Wedding/event floral vocabulary portfolio
- Consultation forms
- Event floral concept maps
- Case study analyses
- Floral symbolism research
- Mock consultation reflections
- Unit terminology assessment

Standards

CTE Agriculture & Natural Resources Floral Design Pathway Standards
FLO 2.1 Business operations
FLO 4.1 Design principles
FLO 5.1 Artistic techniques
FLO 7.4 Marketing systems

FLO 8.1 Professional communication
FLO 8.3 Career readiness

CA Visual Arts Standards
VA:Cr1.1.HSII Generate artistic concepts
VA:Re7.1.HSII Analyze artistic work
VA:Re8.1.HSII Interpret artistic meaning
VA:Cn10.1.HSII Relate artistic ideas to society

CCSS ELA Standards
RST.11-12.4 Technical vocabulary
WHST.11-12.2 Informative writing
SL.11-12.1 Collaborative discussions
SL.11-12.6 Adapt speech to context

CCSS Math Standards
N-Q.1 Quantitative reasoning
A-CED.1 Create equations

NGSS Standards
HS-ETS1-1 Analyze complex problems
HS-ETS1-2 Design solutions

KA 6.2 Wedding Bouquet, Ceremony & Reception Floral Installation Studio Project

Students collaborate in professional floral production teams to design and construct a comprehensive wedding or large-scale event floral package including bridal bouquets, boutonnieres, corsages, ceremony installations, reception centerpieces, floral backdrops, entry displays, and tablescape concepts. Students apply advanced principles of balance, harmony, movement, texture, scale, proportion, rhythm, focal emphasis, and spatial design while utilizing industry-standard floral mechanics and installation systems.

Students develop scaled event diagrams, floral recipes, labor projections, transportation plans, refrigeration timelines, installation schedules, risk management plans, and sustainability strategies. Students evaluate how venue size, environmental conditions, customer expectations, accessibility requirements, and budget limitations impact floral production and design choices. Students engage in iterative critique and revision cycles modeled after professional event production processes. Emphasis is placed on craftsmanship, professionalism, teamwork, creative innovation, and advanced floral engineering techniques.

Deliverables may include:

- Wedding/event floral package
- Bridal bouquet series
- Ceremony installation
- Reception centerpiece collection
- Floral recipes and stem counts
- Event production timeline
- Installation diagrams
- Professional photo portfolio
- Critique participation

- Reflection analysis

Standards

CTE Agriculture & Natural Resources Floral Design Pathway Standards
FLO 4.1 Design principles
FLO 4.2 Floral composition
FLO 5.1 Artistic techniques
FLO 5.2 Advanced arrangement methods
FLO 6.1 Floral handling systems
FLO 8.2 Leadership and teamwork

CA Visual Arts Standards
VA:Cr2.1.HSII Organize artistic work
VA:Pr4.1.HSII Analyze presentation methods
VA:Pr5.1.HSII Refine artistic presentation
VA:Pr6.1.HSII Convey artistic meaning

CCSS ELA Standards
SL.11-12.4 Formal presentations
SL.11-12.5 Multimedia presentation
W.11-12.10 Reflective writing

CCSS Math Standards
G-MG.1 Geometric modeling
N-Q.1 Quantitative reasoning
MP.4 Mathematical modeling
NGSS Standards
HS-ETS1-2 Design solutions
HS-ETS1-3 Evaluate solutions

KA 6.3 Floral Event Entrepreneurship Proposal, Budgeting & FFA Leadership Showcase

Students develop a comprehensive floral entrepreneurship proposal for a wedding, gala, school dance, nonprofit fundraiser, quinceañera, corporate banquet, or community celebration. Students create professional event contracts, labor estimates, pricing systems, floral sourcing plans, staffing structures, delivery schedules, advertising materials, social media campaigns, and profitability analyses aligned to authentic floral industry expectations.

Students analyze wholesale floral costs, labor market conditions, transportation expenses, rental equipment pricing, taxes, refrigeration requirements, spoilage projections, and sustainability considerations to create financially viable event proposals. Students present proposals in an FFA-style leadership and entrepreneurship showcase evaluated by peers, educators, community members, and industry professionals.

Students defend artistic choices, justify pricing structures, explain operational logistics, and evaluate how leadership, professionalism, and communication influence customer satisfaction and business success.

Deliverables

- Floral entrepreneurship proposal

- Event budget spreadsheet
- Labor and pricing analysis
- Floral sourcing plan
- Marketing and advertising package
- Event contract
- Social media campaign
- FFA-style oral presentation
- Peer critique rubric
- Professional reflection essay

Standards

CTE Agriculture & Natural Resources Floral Design Pathway Standards
FLO 2.1 Business operations
FLO 2.2 Entrepreneurship principles
FLO 7.4 Marketing systems
FLO 8.1 Professional communication
FLO 8.2 Leadership development
FLO 8.3 Career readiness

CA Visual Arts Standards
VA:Cr1.1.HSII Generate artistic ideas
VA:Cn11.1.HSII Relate artistic ideas to cultural context
VA:Pr6.1.HSII Convey meaning through presentation

CCSS ELA Standards
W.11-12.1 Argument writing
W.11-12.7 Research writing
SL.11-12.4 Formal presentation
SL.11-12.5 Multimedia presentation

CCSS Math Standards
A-SSE.1 Interpret financial expressions
F-IF.4 Interpret functions
N-Q.1 Quantitative reasoning
MP.4 Model with mathematics

NGSS Standards
HS-ETS1-1 Analyze complex systems
HS-ETS1-3 Evaluate solutions

KA 6.4 Professional ePortfolio ePortfolio Components

Resume Industry Job Alignment

Students will create a professional resume highlighting:
- floral design competencies,
- event production experiences,
- visual arts skills,
- leadership development,
- customer service experiences,
- entrepreneurial projects,
- certifications,
- FFA participation,

- and pathway accomplishments.

Students will identify and analyze an authentic floral industry job posting and tailor their resume, portfolio artifacts, and interview responses to align with required industry expectations, technical skills, and professional competencies.

Capstone and Concentrator Course Floral Design ePortfolio

Students will construct a professional digital portfolio showcasing:
- floral arrangements,
- installation projects,
- event production work,
- visual merchandising campaigns,
- floral entrepreneurship projects,
- sustainability investigations,
- design sketches,
- critique revisions,
- artist statements,
- floral photography,
- FFA leadership evidence,
- and reflective analyses.

Portfolio artifacts will include:
- evidence of technical competency,
- explanations of floral design principles utilized,
- connection to pathway standards,
- artistic and professional growth reflections,
- and self-assessment narratives evaluating strengths, challenges, and future goals.

The portfolio will be designed for review by floral industry professionals, postsecondary faculty, employers, and scholarship evaluators.

Practice Interview & Career Readiness Simulation
Students will participate in professional floral industry interview simulations demonstrating:
- verbal communication,
- customer interaction,
- artistic critique response,
- leadership reflection,
- professionalism,
- problem-solving,
- compensation negotiation,
- and career readiness.

Students will complete:
- mock consultations,
- portfolio defense interviews,
- event planning scenarios,
- customer service simulations,
- and timed professional response activities modeled after authentic floral industry employment experiences.

Students will record a professional digital interview presentation incorporating portfolio evidence, floral design work samples, and reflections of technical and artistic growth.

Honors Summative Assessment: Ag Align Tier 2 Floriculture Industry Certification & Professional Floral Design Defense

As the culminating honors-level summative assessment for Floriculture II Honors, students will prepare for, complete, and reflect upon the Ag Align Tier 2 Floriculture Industry Certification while simultaneously defending a comprehensive professional floral design portfolio demonstrating mastery of advanced floral artistry, agricultural industry practices, entrepreneurship, visual communication, leadership, and career readiness competencies.

The Ag Align Tier 2 Floriculture Certification serves as an authentic industry-recognized capstone assessment aligned to California Agriculture & Natural Resources Floral Design Pathway Standards and honors-level A–G Visual & Performing Arts rigor. Students demonstrate competency through advanced technical application, problem-solving, artistic design execution, industry communication, and professional business practices consistent with postsecondary and workforce expectations within the floral and agricultural industries. Students synthesise through the assessment:

- advanced floral arrangement production,
- contemporary and event floral installations,
- retail and entrepreneurship simulations,
- floral business and marketing analysis,
- harvest and distribution systems understanding,
- wedding and event production planning,
- sustainability investigations,
- visual critique and revision cycles,
- leadership development through FFA participation,
- and professional portfolio curation.

In preparation for certification and portfolio defense, students complete industry-aligned technical demonstrations, timed floral construction challenges, written reflections, budgeting analyses, customer consultation simulations, and oral presentations evaluated using professional floral industry criteria. Students defend artistic choices, explain technical construction methods, justify pricing and business decisions, evaluate sustainability considerations, and reflect upon leadership growth and career readiness development.
The honors-level portfolio defense requires students to present:

- original floral designs,
- process sketches,
- artist statements,
- critique revisions,
- entrepreneurial business artifacts,
- floral event proposals,
- visual merchandising projects,
- FFA leadership evidence,
- employability documents,
- and reflective analyses demonstrating sustained growth, technical mastery, and interdisciplinary application.

This honors summative assessment exceeds traditional introductory floral coursework through:

- authentic industry certification,
- advanced independent application,
- iterative critique and revision,
- public presentation,
- interdisciplinary business integration,
- leadership demonstration,
- visual arts exhibition standards,
- and professional workforce readiness expectations.

Honors Summative Deliverables may include

- Ag Align Tier 2 Floriculture Certification Preparation & Assessment
- Professional Floral Design Portfolio
- Floral Design Exhibition Artifacts
- Event/Wedding Floral Production Samples
- Floral Entrepreneurship Proposal
- Retail Marketing & Merchandising Campaign
- Floral Budgeting & Pricing Analysis
- FFA Leadership Documentation
- Resume & Employability Portfolio
- Mock Client Consultation
- Artist Statements & Reflective Critiques
- Public Oral Defense Presentation

Standards Alignment

CTE Agriculture & Natural Resources Floral Design Pathway Standards
FLO 2.1 Business operations
FLO 2.2 Entrepreneurship principles
FLO 3.1 Floral handling systems
FLO 4.1 Design principles
FLO 4.2 Floral composition
FLO 5.1 Artistic techniques
FLO 5.2 Advanced arrangement methods
FLO 6.1 Harvest and distribution systems
FLO 7.1 Product presentation
FLO 7.4 Marketing systems
FLO 8.1 Professional communication
FLO 8.2 Leadership development
FLO 8.3 Career readiness
CA Visual Arts Standards
VA:Cr1.1.HSII Generate artistic ideas
VA:Cr2.1.HSII Organize and develop artistic work
VA:Pr4.1.HSII Analyze presentation methods
VA:Pr5.1.HSII Refine artistic presentation
VA:Pr6.1.HSII Convey meaning through presentation
VA:Re8.1.HSII Interpret artistic meaning
VA:Cn10.1.HSII Relate artistic ideas and societal context
CCSS ELA Standards
W.11-12.1 Argument writing
W.11-12.2 Informative writing
W.11-12.7 Research writing
SL.11-12.4 Formal presentations

SL.11-12.5 Multimedia presentation
SL.11-12.6 Adapt speech to audience
RST.11-12.4 Technical vocabulary
CCSS Mathematics Standards
A-SSE.1 Financial interpretation
F-IF.4 Functional interpretation
N-Q.1 Quantitative reasoning
G-MG.1 Geometric modeling
MP.4 Mathematical modeling
NGSS Standards
HS-ETS1-1 Analyze complex problems
HS-ETS1-2 Design solutions
HS-ETS1-3 Evaluate solutions
HS-ESS3-4 Evaluate environmental impacts

Honors Formative Assessment

Formative Assessment ePortfolio: Floral Design Industry Portfolio, Professional Branding & Career Readiness Defense

Students will create a comprehensive digital floral design ePortfolio and submit portfolio artifacts to floral industry professionals, agricultural educators, event designers, retail florists, and community stakeholders for professional feedback and evaluation. The honors-level ePortfolio will document advanced technical floral design skills, entrepreneurship experiences, visual arts production, leadership development, event production work, and career readiness competencies aligned to California Agriculture & Natural Resources Floral Design Pathway Standards and A–G Visual & Performing Arts rigor.

Students will curate and organize portfolio artifacts demonstrating sustained evidence of learning, artistic growth, technical competency, professionalism, leadership, and interdisciplinary application developed throughout their Floral Design pathway experiences. Students will engage in iterative critique, revision, reflection, and public presentation processes modeled after professional creative industry portfolio review practices.

The ePortfolio will include professional photography, floral design process documentation, artist statements, visual merchandising projects, floral business and entrepreneurship artifacts, FFA leadership experiences, event production materials, sustainability investigations, floral installation work, reflective analyses, and employability documentation. Students will connect portfolio artifacts to specific floral industry competencies, technical standards, artistic principles, leadership outcomes, and career readiness indicators.
Students will also complete a recorded digital interview and participate in mock professional interview experiences aligned to authentic floral industry positions.

Students will research authentic job postings within the floral, hospitality, event production, agricultural business, and visual merchandising industries and tailor their resumes, interview responses, portfolios, and professional branding materials to specific employment opportunities.
Students will evaluate the expectations of professionalism within the floral industry including:

- customer communication,
- artistic presentation,
- workplace etiquette,
- leadership,

- sustainability awareness,
- teamwork,
- professionalism in attire and appearance,
- time management,
- creative problem-solving,
- and ethical representation of artistic and professional work.

Students will engage in peer critique and industry feedback cycles where they revise portfolio artifacts, resumes, artist statements, interview responses, and professional reflections based on professional standards and evaluation criteria.

Deliverables

- Professional floral industry resume
- All pages of the district adopted ePortfolio model
- Student submissions to regional competition to be evaluated for regional workforce microcredential.
- Floral industry job posting analysis
- Digital floral design ePortfolio
- Floral photography portfolio
- Artist statements
- Reflective learning analyses
- FFA leadership documentation
- Event production artifacts
- Floral entrepreneurship artifacts
- Mock interview participation
- Recorded digital interview
- Peer critique reflections
- Industry professional feedback revisions
- Professional branding materials
- Career readiness self-assessment

Standards Alignment

CTE Agriculture & Natural Resources Floral Design Pathway Standards

FLO 2.1 — Business Operations

Students demonstrate understanding of floral business systems, professionalism, and retail operations through portfolio artifacts and entrepreneurship documentation.

FLO 2.2 — Entrepreneurship Principles

Students demonstrate career and entrepreneurial readiness through business proposals, event planning, and professional branding artifacts.

FLO 4.1 — Design Principles

Students curate floral portfolio artifacts demonstrating mastery of visual composition, balance, rhythm, harmony, proportion, and focal emphasis.

FLO 5.1 — Artistic Techniques

Students present advanced floral design techniques, arrangement construction, installation systems, and creative development processes.

FLO 7.4 — Marketing & Merchandising Systems

Students demonstrate understanding of branding, visual merchandising, social media promotion, and floral advertising strategies.

FLO 8.1 — Professional Communication

Students demonstrate clear and professional written, verbal, visual, and digital communication through resumes, portfolio narratives, interviews, and presentations.

FLO 8.2 — Leadership Development
Students document leadership growth through FFA activities, collaborative event production, presentations, and team-based floral projects.
FLO 8.3 — Career Readiness
Students demonstrate employability skills through professional portfolio development, interview preparation, career research, and self-assessment.

California Visual Arts Standards
VA:Cr1.1.HSII Generate artistic concepts and ideas
VA:Cr2.1.HSII Organize and develop artistic work
VA:Pr5.1.HSII Refine artistic presentation
VA:Pr6.1.HSII Convey meaning through presentation
VA:Re9.1.HSII Evaluate artistic work
VA:Cn10.1.HSII Relate artistic ideas and societal context

NGSS Standards
HS-ETS1-1 — Engineering Design (Define Problems)
Students define career goals and align technical floral design competencies to industry expectations and professional standards.
HS-ETS1-3 — Engineering Design (Evaluate Solutions)
Students evaluate portfolio artifacts, floral projects, and interview responses using professional floral industry criteria and performance standards.
HS-ETS1-4 — Engineering Design (Refine Solutions)
Students revise resumes, portfolios, floral presentations, and interview responses based on critique and industry feedback.
HS-LS2-7 — Ecosystem Interactions
Students evaluate how floral sourcing, sustainability, and environmental systems connect to professional floral industry practices.
HS-ESS3-4 — Human Impacts & Sustainability
Students connect floral industry practices and portfolio artifacts to sustainability, environmental stewardship, and responsible agricultural systems.

CCSS English Language Arts Standards (11–12)
W.11-12.1 Argument writing
WHST.11-12.2 Informative/explanatory writing
WHST.11-12.4 Clear and coherent writing
WHST.11-12.7 Research integration
SL.11-12.1 Collaborative discussions
SL.11-12.4 Formal presentations
SL.11-12.5 Multimedia presentation
SL.11-12.6 Adapt speech to professional contexts

CCSS Mathematics Standards
MP4 — Model with Mathematics
Students interpret and present budgeting systems, pricing analyses, labor projections, and business metrics within portfolio artifacts and entrepreneurial documentation.
MP5 — Use Appropriate Tools Strategically
Students utilize digital platforms, portfolio tools, design software, spreadsheets, and multimedia systems to create professional-quality presentations and portfolios.
MP6 — Attend to Precision
Students demonstrate accuracy in technical floral terminology, financial calculations, professional communication, portfolio organization, and visual presentation.

Board New Course Proposal Form / Course Update Form

Author CEdAd	Date 5/18/2026

Course Title	Video Production 1H Honors (Video Arts 1 H)
Course Description	Video Production/ Broadcasting 1 Honors is a yearlong, classroom-based course that introduces students to film, video, and new media production through hands-on projects. Students study film history, genres, camera and audio techniques, editing, documentary and commercial production, and portfolio development while working individually and in teams. The course emphasizes visual storytelling, industry-standard workflows, collaboration, and professional communication, and culminates in honors-level preparation for the Adobe Certified Professional in Digital Video using Adobe Premiere Pro certification.
Length of Course	❑ Semester ☑ Year ❑ Other
Grade Level	❑ 9-12 ☑ 9 ☑ 10 ☑ 11 ☐ 12
Department	☐ English ☐ Mathematics ☐ Science ☐ Social Science ☐ World Language ☐ Physical Education ☑ Visual & Performing Arts ☑ Career Technical Education* ☐ Other
	*If CTE, indicate the Industry Sector and Pathway: Arts, Media and Entertainment; Pathway 113 Production and Managerial Arts; CALPADS 7244 Intermediate Film and Television Production (Concentrator)
Prerequisite	
Corequisite	
Is Course A-G	☐ No ☐ Yes. If yes indicate the A-G category ☐ A- History ☐ B- English ☐ C- Math ☐ D- Science (lab) ☐ E- World Language ☑ F- Fine Art (cannot be taught online) ☐ G- Elective ☐ History/Social Science ☐ English ☐ ELD ☐ Math ☐ Math/Computer ☐ Lab Science Biology/ Life Science ☐ Physical Science ☐ Integrated Science ☐ Language other than English ☑ Visual and Performing Arts / **Digital Media** ☐ Interdisciplinary
Honors Credit?	☐ _No ☑ Yes

Is the course Online, Hybrid, or Classroom Based?	Classroom Based

Please answer the questions below:

1. **Rationale for Course: Please describe the need for this course/change. (Considerations might include graduation requirements, student interest, differentiation for student need, compliance issues)**

Video Production/Broadcasting 1H is a concentrator course in film, video, and digital media production that responds to strong student interest in filmmaking, social video, digital storytelling, and creative technology. As media literacy and digital communication become essential skills across academic and professional fields, this course provides students with rigorous, hands-on opportunities to develop technical production skills, visual communication, collaboration, and project management. The course aligns with CALPADS 7244 Intermediate Film and Television Production and the Arts, Media, and Entertainment (AME) Production and Managerial Arts Pathway, ensuring students receive industry-aligned instruction that prepares them for advanced coursework, certification, and high growth media careers.

The course expands equitable access to Visual and Performing Arts and CTE programming for students, supporting CUSD/ Half Moon Bay High School's Portrait of a Graduate by developing effective communicators, creative problem solvers, ethical collaborators, and adaptable learners. Students engage in authentic project based learning that mirrors real world media production environments, building confidence and technical proficiency through hands-on filmmaking, editing, and portfolio development. Video Production/Broadcasting 1H supports district strategic Plan goals by increasing student engagement, expanding college and career readiness pathways, and integrating 21st century skills. It also advances LCAP goals by providing relevant, culturally responsive coursework that strengthens student voice, creativity, and access to industry recognized certification preparation.

2. **Do you have sufficient highly qualified staff to teach this course?**

Yes. Current instructor has a CTE credential in Arts, Media, and Entertainment/DSC CTE along with relevant film/video industry production expertise, supported by industry-aligned professional development in Adobe Premiere Pro, digital video production and project based learning.

3. **Do you have the necessary facilities, equipment, and materials?**

Yes. The course is designed for a classroom-based media lab with cameras, tripods, lapel microphones, basic lighting, headphones, computers capable of running Adobe Premiere Pro, and secure storage for equipment. The school site needs updated existing digital media labs, classroom projection, and standard production tools. Core software (Adobe) and web-based instructional resources are already widely used in secondary media programs. Digital textbook aligned to industry certification, Brain Buffet will need to be purchased for each student.

4. **What is the anticipated enrollment in this course?**

Anticipated initial enrollment is 20–35 students per section, with 1-2 sections recommended in year one and expansion based on interest and staffing. Students in grades 9 –11 may enroll, with recruitment through counseling, VAPA and CTE course selection materials, student showcases, and pathway promotion.

5. **Funding**

Items Needed	Estimate Cost (if known)
Textbooks	Minimal direct cost; primary instruction uses digital curriculum (Brain Buffet/ Certiport certification vouchers / ICEV)and teacher-created materials.
Supplementary materials	Print handouts, SD cards, storage media, and production consumables; estimated modest annual site/CTE allocation.
Staffing	1-2 sections in year one; credentialed teacher plus professional development in Brain Buffet, Certiport and Adobe Premiere Pro, accessibility, and certification prep.
Technology	1:1 Adobe Creative Cloud licensing, cameras, microphones, lighting, headphones, editing-capable computers, and storage solutions.
Other	Work Based Learning off site experiences, and equipment maintenance/replacement as budget allows.

COURSE OVERVIEW

In 3 - 5 sentences, describes overarching content and goals of the course

Video Production/Broadcasting 1H is an honors level, yearlong course that introduces students to the creative and technical foundations of film, video, and digital media production. Students learn the three phases of production (pre-production, production, and post-production) through hands-on projects that include camera operation, lighting, audio recording, editing, scriptwriting, storyboarding, and visual storytelling. The course integrates film history, genre studies, and contemporary media practices to build students' understanding of how visual narratives are constructed and how media influences culture.

Students will be able to:

1. Demonstrate foundational camera, lighting, and audio techniques used in professional video production.
2. Apply the three phases of production—pre-production, production, and post-production—to create original media projects.
3. Analyze film history, genres, and visual storytelling techniques and apply them to their own creative work.
4. Use Adobe Premiere Pro and other industry-standard tools to edit video, mix audio, add titles, and export media in appropriate formats.
5. Create scripts, treatments, storyboards, and production plans that support effective storytelling and project organization.
6. Collaborate in production teams, demonstrating professional communication, shared responsibility, and problem-solving.
7. Evaluate and apply ethical and legal considerations in media production, including copyright, licensing, and responsible digital practices.
8. Produce short films, documentaries, commercials, and social media content that demonstrate technical proficiency and creative intent.
9. Research and describe careers in film, television, digital media, and related AME fields, including required skills, education, and industry expectations.
10. Develop a digital portfolio showcasing completed projects, production artifacts, and reflections aligned with honors-level expectations.
11. Prepare for the Adobe Certified Professional in Digital Video using Adobe Premiere Pro certification through structured practice and technical assessments.

Students work individually and collaboratively to produce short films, documentaries, commercials, social media content, and portfolio ready digital media projects. Instruction emphasizes industry standard workflows,

professional communication, equipment safety, and responsible digital citizenship. Throughout the course, students prepare for the Adobe Certified Professional in Digital Video using Adobe Premiere Pro certification through structured modules, editing labs, and technical skill building. Video Production/Broadcasting 1H aligns with CUSD/ Half Moon Bay High School's Portrait of a Graduate by fostering creativity, collaboration, critical thinking, and effective communication, and supports district and LCAP goals by expanding access to high quality AME pathway coursework.

HISTORY OF COURSE DEVELOPMENT

Describe the background for course development, including how the need for the course was determined, who was involved, and timeline.

Video Production/Broadcasting 1H was developed to expand CUSD/ Half Moon Bay High School's Arts, Media, and Entertainment (AME) pathway offerings and respond to increasing student interest in digital media, filmmaking, and creative technology. Prior to this proposal, CUSD/ Half Moon Bay High School had a long-running Broadcasting program, and this updated pathway, aligned to digital media and production needs , led us to design a course that integrates industry standard tools, project based learning, and certification preparation while ensuring alignment with California CTE AME standards and Media Arts VAPA standards.

The course draws on models from other high quality AME programs, incorporating best practices in digital media instruction, Adobe Premiere Pro certification preparation, and portfolio-based assessment. Video Production/Broadcasting 1H fills a critical gap in CUSD/ Half Moon Bay High School's VAPA and CTE offerings by providing a rigorous, honors level entry point into digital media production. It strengthens pathway coherence, supports future dual enrollment opportunities, and prepares students for advanced coursework in Video Arts 2H, digital media careers, and postsecondary film and media programs.

We hope to work towards Dual Enrollment by Certification after piloting this new course.

A-G Course Outline Video Arts 1 H

Course Title	Video Production/Broadcasting 1H
Grades	10/11 priority
Length	Full Year
Environment	Classroom
Honors	YES
We do not offer a non-honors equivalent course. This course's **final exam includes a digital portfolio of college-level assignments** and an **aligned-skills, advanced college-level final summative industry certification assessment** at the end of the course. UC-transferable college courses that fall within the A-G subject areas, including those completed through dual enrollment, will earn an extra point in the UC first-year admission GPA calculation - within our maximum honors points limitations - if completed with a letter grade of C or better. This course has been adopted for its rigor and relevance as well as its clear alignment to students working in the Digital Media industry soon after completion.	
Subject:	Visual
Pre / Coreq	
Discipline	Interdisciplinary Arts: Visual Arts/ Digital Media
Institution Modeled After	**Modeled after Institution:** Diamond Technology Institute / SSFUSD
Pathway/ Course Codes	**Pathway** 113 Production and Managerial Arts: **CALPADS** 7247 Intermediate Digital Communications [Audio/Visual] (Concentrator)
Certification	Adobe Premiere Pro

We do not offer an Honors equivalent:

This course is the concentrator course in the Arts, Media, & Entertainment CTE pathway (Production & Managerial Arts) & integrates industry certification preparation, portfolio development, & advanced project-based learning aligned with California CTE Media Production pathway standards. Because the course requires students to complete complex media productions, collaborate in production teams, apply professional editing software, & prepare for an industry-recognized certification (Adobe Certified Professional in Digital Video using Premiere Pro), the instructional expectations & assessments are structured at an honors level from the outset.

Offering a separate non-honors version would duplicate resources, equipment access, & instructional time in a lab-based media production environment. Instead, all students enrolled in the course engage in the honors-level curriculum & are supported through scaffolded instruction. We are currently in progress for ComColl articulation/Dual Enrollment

Course Overview

The purpose of this course is to provide an honors level, project-based video media arts program which guides students to achieve the Career Technical Education Performance Anchor Standards in the Arts, Media and Entertainment Sector in addition to the Pathway Standards for Production and Managerial Arts by providing students with the technical instruction and practical experiences for aspiring video and filmmakers in the production of film, video, and new media projects. Students experience both the creative and technical aspects of film-making in conjunction with learning about historical and contemporary traditions and conventions. Students are instructed on the three stages of project creation.

Each unit introduces a new set of concepts/skills which builds upon the next. Students learn each concept/skill through completing assignments and applying concepts learned to real world film-making applications through the assigned projects. Throughout the course, students will also be working individually, collaboratively in pairs
and in small groups to create films and in the process solve various problems with real-world, practical applications. There are multiple written components embedded in each of the course's units dependent upon the needs of the project. These include treatments, commercial, marketing, documentary outlines, screenplays, storyboards, production logs, contracts, and reflections.

Unit 1: Film History & Genres (Est 15 hours)
This unit explores the history of film from its inception to present. It also introduces a study of film genres, engagement with famous filmmakers and an overview of the changing technology in the industry through the ages.

Assignments

KA1.1: Film Genre Project Presentation:
In this assignment, teams of students will be assigned groups and they will choose a specific film genre to research and an era of the films in the genre. The production team for each genre/era will write a research presentation on the genre and era that includes storylines, character types, films, directors and filmmaking techniques specific to the genre.

Students will then deliver a recorded presentation to the class about their chosen genre/era demonstrating from a technical standpoint their understanding of the genre. Students will view, take notes and be able to speak to all eras and genres based on their peers' instructional projects.

Standards Assessed
CA Visual Arts Standards
VA:Re7.1, VA:Re8.1, VA:Cn11.1

CA Media Arts (VAPA) Standards
MA:Re7.1, MA:Re8.1, MA:Pr6.1, MA:Cn11.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards
2.0, 5.0, 13.0, 14.0, 17.0, 18.0, 19.0

KA 1.2 Classroom Tools, Cameras, Lighting Norms & Expectations
Professional video production environments require technical knowledge, equipment responsibility, and clear expectations for teamwork and safety. Before students begin creating films or digital media projects, they must understand how production equipment works and how professionals organize and operate within a media production studio.

In this introductory assignment, students will explore the Video Arts laboratory environment and learn how filmmakers and media professionals use cameras, lighting, audio tools, and digital production resources to

produce visual media.
Students will identify key equipment used in video production, learn safe handling procedures, and develop an understanding of professional studio norms and collaborative workflow. Students will learn storage, lab care and space expectations.

This assignment establishes the professional culture of the Video Arts Lab and prepares students for future film and media production projects.Students will:
• Identify and explain the purpose of video production equipment
• Demonstrate proper handling and safe use of cameras, lighting, and audio tools
• Understand professional norms for working in a media production studio
• Develop collaborative teamwork practices used in film production
• Reflect on how technical tools support creative storytelling

Standards Assessed
CA Media Arts (VAPA) Standards
MA:Cr1.1, MA:Cr2.1, MA:Pr4.1, MA:Pr5.1, MA:Re7.1, MA:Cn10.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards
2.0, 13.0, 14.0, 17.0

KA 1.3 Video Arts Today-Career Opportunity Research Video/ Podcast
In this assignment, students will research how film is used and the tools for different film / video oriented careers in today's society. Students will be assigned a specific career path in the industry sector.Students will look at types of cameras, microphones, lighting, mixing boards and other current tools used in the assigned career.

Students will demonstrate competency and understanding regarding employment; this will include an overview of the education, certification(s), licensing and credentialing requirements for their specific assigned positions. Students will create a worksheet, fill in the blank or short quiz about their presentation for their peers.Through sharing podcasts, students will explore a variety of employment opportunities immediately available and identify the requirements for hiring in the industry sector.

Standards Assessed
CA Media Arts (VAPA) Standards
MA:Cr1.1, MA:Cr2.1, MA:Pr4.1, MA:Pr6.1, MA:Re7.1, MA:Cn11.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards
2.0, 5.0, 14.0, 19.0

Unit 2: Introduction to Video Production (Est. 20 hours)
This unit introduces students to the basics of composition, camera use, the video editing software and professionalism when working with others. They will learn how to properly use a camera, select and execute proper framing and how to set-up and use a non-linear editing system.

Students will analyze “Final Product” case studies, using trailers, clips and other film samples, students will recognize and communicate mastery of understanding of course current audio and video editing hardware and software, review of production uses, and video basics, including terminology and industry recognized base knowledge including shots, filters, angles, sound, titles and audio and purpose of a video treatment.

Assignments

KA 2.1: Elements of Composition Shots
Students will film 20 different shots using the elements of composition. They will then upload and edit them on a timeline Slideshow to show basic proficiency in camera use and the basics of editing software. They will convert the slideshow to a video of their shots.

Standards Assessed

CA Media Arts (VAPA) Standards

MA:Cr2.1, MA:Cr3.1, MA:Pr4.1, MA:Pr5.1, MA:Re7.1, MA:Cn10.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards

2.0, 5.0, 14.0, 17.0

KA 2.2: (*BBPPro Mod 1) Social Promo Video

"Classic Way Barbershop" in Miami Beach has hired you to create a short social media promotional video under 1 minute. Students will record their own voiceover and edit it together with B-roll footage of barbers arriving in a classic car and working in the shop, adding music and the company's animated logo. This project is designed for short-form vertical and square formats on platforms like Instagram, TikTok, and YouTube Shorts.

Students will set up a Premiere Pro project, organize and edit media efficiently, sync audio with visuals, add captions for accessibility, and export in different aspect ratios optimized for social platforms. By the end, each student's video will combine storytelling, clean visuals, clear audio, and an engaging pace, ready to share online.

Standards Assessed

CA Visual Arts Standards

VA:Cr2.1, VA:Cr3.1, VA:Re7.1

CA Media Arts (VAPA) Standards

MA:Cr2.1, MA:Cr3.1, MA:Pr5.1, MA:Pr6.1, MA:Re7.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards

2.0, 5.0, 14.0, 17.0, 18.0

Unit 3: Scriptwriting, Storyboarding & Integrating Audio (Est. 30 hours)

This unit introduces students to screenplay format, storyboarding, planning a shooting schedule and capturing quality audio. Students will be able to explain and demonstrate the ability to implement the three phases of program production: pre-production, production and post-production by creating scripts and storyboards, identifying, selecting, and appropriately using audio techniques and ultimately delivering a fully produced product.

Assignments

KA 3.1: Storyboard a Scene.

Students watch a scene from a film and storyboard the scene. Students will compare storyboards and discuss aspects of the clip that were noticed in their storyboards.

Standards Assessed

CA Visual Arts Standards

VA:Cr2.1, VA:Re7.1, VA:Re8.1

CA Media Arts (VAPA) Standards

MA:Cr2.1, MA:Cr3.1, MA:Pr4.1, MA:Re7.1, MA:Cn10.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards

5.0, 13.0, 17.0

KA 3.2 :Microphones and Sound

Learn the different types of microphones, pick-up patterns, how/when/where to use them. Students will demonstrate evidence of their knowledge of audio and sound effects integrating a foley project. Students will also use Garage Band or another audio mix software to create their own musical creation to be used in

a short movie. Students will be able to apply their knowledge to creating scores for film projects.

Standards Assessed
CA Visual Arts Standards
VA:Cr2.1, VA:Cr3.1

CA Media Arts (VAPA) Standards
MA:Cr2.1, MA:Cr3.1, MA:Pr5.1, MA:Pr6.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards
2.0, 5.0, 14.0, 17.0

KA 3.3: Short Movie Production:
In individuals or groups of 3 or less, students will create a unique story idea/genre they generate and experience the entire process of creating a short movie; pre-production, production and post-production. Students will learn the use of microphones, as well as practicing audio mix and lighting skills and knowledge.

Standards Assessed
CA Visual Arts Standards
VA:Cr2.1, VA:Cr3.1, VA:Re7.1

CA Media Arts (VAPA) Standards
MA:Cr2.1, MA:Cr3.1, MA:Pr5.1, MA:Pr6.1, MA:Re7.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards
2.0, 5.0, 14.0, 17.0

KA 3.4: (*BBPPro Mod 2) Recruitment Video
Students will step into the role of a video editor for Miami Dade College, creating a 60-second recruiting video for their Fire Science Technology Academy. Students will work with interviews and B-roll to show the passion, teamwork, and strength of student firefighters while learning to shape a narrative, layer music and sound, and create captions for accessibility. By the end, students will submit two polished versions of your video ready to deliver—one with burned-in captions and one with a sidecar file.

Standards Assessed
CA Visual Arts Standards
VA:Cr2.1, VA:Cr3.1, VA:Re7.1

CA Media Arts (VAPA) Standards
MA:Cr2.1, MA:Cr3.1, MA:Pr5.1, MA:Pr6.1, MA:Re7.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards
2.0, 5.0, 14.0, 17.0

Unit 4: Visual Storytelling, Shot Types & Montage Editing (Est. 25 hours)
This unit introduces the concept of montage editing and visual storytelling. It also introduces the different occupations and careers in the film industry as well as relevant and related specific responsibilities. Students will create a project, develop a shooting schedule, assign and be responsible for specific jobs on a project. Group communication skills and project management are emphasized. Students will discuss different video shots and perspectives and how they are used in storytelling and montages in commercial and full feature films and will revisit the appropriate use of compression techniques for exporting and delivering a final video project.

Assignments
KA 4.1: Types of Shots:
Students will learn the power of different shots: long, extreme long shots, full shots, cowboy, middle

close up, close up and extreme close up and choker and will be able to identify and replicate each type.

Standards Assessed
CA Visual Arts Standards
VA:Cr2.1, VA:Cr3.1, VA:Re7.1

CA Media Arts (VAPA) Standards
MA:Cr2.1, MA:Cr3.1, MA:Pr4.1, MA:Pr5.1, MA:Re7.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards
5.0, 14.0, 17.0

KA 4.2: Song/ Music Video
Students will discuss piracy and free vs royalty use of music. Students will explore AI tools and service to create a song. The students author a song and create a music video. Students may use digital, online or AI tools to create the song, lyrics combined with stock, AI and student-shot video.

The video will tell a story that in some way connects to the music / lyrics. Students may not use any story ideas from anything already produced for their music video; they must create their own original work and/ or use AI and cite use.

Students will also create their own production company name and logo, and all team members will define roles and responsibilities (producer, director, editor, storyboard editor, director of photography, etc.). Students will take their concept and develop it from an idea to a fully-realized visual story using music, lyrics and filmmaking techniques and skills they have learned.

Standards Assessed
CA Visual Arts Standards
VA:Cr1.1, VA:Cr2.1, VA:Cr3.1

CA Media Arts (VAPA) Standards
MA:Cr1.1, MA:Cr2.1, MA:Cr3.1, MA:Pr6.1, MA:Cn11.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards
2.0, 5.0, 13.0, 14.0, 17.0, 18.0

KA 4.3 (*BBPPro Mod 3) Horror Short Film
Students will step into the high-stakes role of editor for a horror short film called No Way Out. Their mission is to turn raw footage into a nail-biting, cinematic experience, building tension, pacing the story, and using visual storytelling to deliver a terrifying chase scene. Students will work with mixed media formats, apply professional color grading, create proxies for smoother playback, storyboard-edit in Freeform view, and apply advanced cropping for a cinematic aspect ratio.

Student assessment will include proof of understanding why these choices matter and how they affect audience emotion. By the end, students will exhibit skills to utilize real-world post-production challenges and impress film festival judges, clients, or collaborators with your storytelling and technical polish.

Standards Assessed
CA Visual Arts Standards
VA:Cr2.1, VA:Cr3.1, VA:Re7.1

CA Media Arts (VAPA) Standards
MA:Cr2.1, MA:Cr3.1, MA:Pr5.1, MA:Pr6.1, MA:Re7.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards
2.0, 5.0, 14.0, 17.0, 18.0

Unit 5: Non-Fiction Filmmaking (Est. 25 hours)

This unit presents the concepts of documentary filmmaking including research, interview techniques, “A” and “B” roll as well as the importance of titling. Students will also discuss and create credits and demonstrate the appropriate use of compression techniques for exporting and delivering a final video project.

Assignments

KA 5.1 (*BBPPro Mod 4) Athlete Highlight Reel

Student scenario: You’ve been hired to help an ambitious athlete create a one-minute highlight reel to impress recruiters and sponsors. You’ll transform a mix of training footage, interviews, and behind-the-scenes moments into a tight, visually dynamic showreel ready for platforms like YouTube Shorts.

You’ll plan the edit with a clear story arc, organize media efficiently, integrate B-roll and visual effects, animate lower thirds and text, add captions in multiple languages, and export in several formats for different deliverables.
By the end of this module, you’ll have produced a professional-quality showreel that’s recruiter-ready, platform-optimized, and visually unforgettable—a portfolio piece that shows you can bring a client’s vision to life under real-world deadlines.

Standards Assessed

CA Visual Arts Standards

VA:Cr2.1, VA:Cr3.1, VA:Re7.1

CA Media Arts (VAPA) Standards

MA:Cr2.1, MA:Cr3.1, MA:Pr5.1, MA:Pr6.1, MA:Cn10.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards

2.0, 5.0, 14.0, 17.0, 18.0

Unit 6: Adobe Premiere Pro Certification/ Industry Relevant Skills (Est. 20 hours)

In this unit, students will review and self-evaluate their skills as aligned to the industry certification. Tools, menus and program understanding and usage will be analyzed and both independent study, team activities and instructor-led content will be reviewed to prepare for the industry certification exam.

Assignments

KA 6.1 Premier Pro Exam Prep (*BBPPro Mod 5)

Students will prepare for the Adobe Certified Professional Premier Pro Honors assessment by reviewing additional areas of assessment including questions for clients, shot types, copyright and release legalities, importing files, typography, audio fade out, white balance, tool icons in Premier Pro, Syncing and linking, blend mode, & warp stabilizer.

Standards Assessed

CA Visual Arts Standards

VA:Cr2.1, VA:Cr3.1, VA:Re7.1

CA Media Arts (VAPA) Standards

MA:Cr2.1, MA:Cr3.1, MA:Pr5.1, MA:Pr6.1, MA:Cn11.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards

2.0, 5.0, 14.0, 17.0, 18.0

KA 6.2: Industry Certification Intellectual Preparation Adobe Premiere Pro

Students will show evidence of certification preparation through review, pre-tests and study tools including the completion of All Premier Pro lessons from previous units.. Students will take the official certification and score will be entered as part of the course final assessment grade/ honors assessment.

Standards Assessed
CA Visual Arts Standards
VA:Cr2.1, VA:Cr3.1

CA Media Arts (VAPA) Standards
MA:Cr2.1, MA:Cr3.1, MA:Pr5.1, MA:Pr6.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards
2.0, 5.0, 14.0, 17.0

Unit 7: Short Film / Commercial Productions (Est. 25 hours)
This unit is a project-based culmination of all the production skills and concepts learned throughout the year. It guides the students through the process of developing an original short film from concept to distribution as well as introducing them to different career paths and working roles in the film industry.

Assignments
KA 7.1: Producing a Documentary Film
Students will view a documentary and learn the key components of a documentary film. Alone or in teams, students will create a 5 minute+ documentary on some aspect of campus, youth, community or cultural concepts. Students will apply all of the elements of storytelling they have learned and apply it to a non-fiction film.

Students will research their project's topic and then communicate and schedule interviews with experts and persons of interest and conduct pre-interviews as necessary. Students will discuss and plan transitions in shots and create and apply titles in their film. They will learn how to set up the cameras as well as use lapel microphones for an interview. They will also learn how editing can create different stories from the same footage and will examine their own biases to ensure that the film they make is a fair representation of what their research and interviews mined.

Standards Assessed
CA Visual Arts Standards
VA:Cr1.1, VA:Cr2.1, VA:Re8.1

CA Media Arts (VAPA) Standards
MA:Cr1.1, MA:Cr2.1, MA:Pr5.1, MA:Pr6.1, MA:Cn11.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards
2.0, 5.0, 13.0, 17.0, 18.0

KA 7.2: Social Media & Marketing Campaign
Student production teams will begin with a client's scenario that needs to be communicated to a specific audience in a social media and marketing campaign. Individuals or teams of 2 will create a company, brand, logo, and a marketing pitch showcasing the required collateral. Students create:

- 12 months of social media posts in a monthly format
- storyboard, film and edit a rough cut of a 15 second social media reel
- 1 minute infomercial
- other marketing collateral.

Students will be able to focus on showcasing creativity and technique and learn basic concepts of social media branding and marketing process, video productions, tools and techniques taught through the course.

Standards Assessed
CA Visual Arts Standards
VA:Cr1.1, VA:Cr2.1, VA:Cr3.1

CA Media Arts (VAPA) Standards
MA:Cr1.1, MA:Cr2.1, MA:Pr5.1, MA:Pr6.1, MA:Cn11.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards

2.0, 5.0, 13.0, 14.0, 18.0

Unit 8: Leadership & Essential Skills, Professional Communication, College & Career Opportunities in Film/Video (Est. 20 hours)

In this unit, students will explore postsecondary college and career options within the industry sector and opportunities to use acquired pathway-related skills and knowledge as an evaluation lens. This unit will focus on career awareness, career exploration, preparation for entry to technical-level employment and alignment with postsecondary programs. Students will show evidence of a foundation of knowledge and skills in careers related to the industry sector. Students will focus on the importance of teamwork, the components of effective leadership skills and other workplace-relevant essential career skills.

- Students will demonstrate pathway-related skills that emphasize real world, occupationally-relevant knowledge
- Students will engage and reflect on a professional digital presence as it applies to potential employers.
- A digital portfolio will demonstrate student potential with digital artifacts and reflection of learning experience
- Students will model their ability to integrate academic and technical preparation for college and career.
- Students will showcase an understanding of consumer Financial Literacy

Assignments

KA 8.1 Resume:

Students will use technology and writing skills to create a relevant resume integrating the skills and assignments they have completed in this course . Students will explore the expectations of professional conduct in the industry, including the qualities of successful employees and the importance of attention to personal presentation as a professional.

Standards Assessed

CA Visual Arts Standards

VA:Cn10.1, VA:Cn11.1

CA Media Arts (VAPA) Standards

MA:Pr6.1, MA:Cn10.1, MA:Cn11.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards

2.0, 7.0, 15.0, 19.0

KA 8.2 Video Arts Portfolio Artifacts:

Students will create a folder for their professional portfolio highlighting learning opportunities connected to CTE pathway standards and from their work and experiences. Portfolio artifacts will include evidence (i.e. student work, photos, reflections of learning, etc.), an explanation of the connection to specific competencies, and a self-evaluation/reflection.

Standards Assessed

CA Visual Arts Standards

VA:Cr3.1, VA:Cn10.1, VA:Cn11.1

CA Media Arts (VAPA) Standards

MA:Pr5.1, MA:Pr6.1, MA:Cn10.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards

2.0, 5.0, 19.0

Honors Summative Assessment:

Adobe Certified Professional in Digital Video Premier Pro

The **Adobe Certified Professional in Digital Video using Adobe Premiere Pro** serves as a culminating **honors-level summative assessment** for this course. Students demonstrate mastery of industry-standard digital video production and post-production practices through preparation for and completion of the professional certification exam. Preparation includes guided review of editing workflows, timeline management, media organization, transitions, titles, effects, audio mixing, color correction, and export settings using Adobe Premiere

Pro.

Students analyze editing choices, apply professional production standards, and complete practice assessments aligned with the certification objectives. The official certification examination measures students' ability to apply advanced editing techniques, manage digital assets, and produce professional-quality video deliverables.

Performance on the certification exam is incorporated into the **final honors assessment grade** and serves as external validation of students' technical proficiency and readiness for postsecondary coursework and entry-level careers in digital media, film, broadcasting, and content production.

The 50-minute Digital Video Using Adobe Premiere Pro exam consists of two sections—selected-response items followed by Live-in-the-App tasks in Premiere Pro.

Skills Measured by the Certification Exam

Students demonstrate competency in the following industry skills:
- Understanding digital video concepts, storytelling structure, and production workflows
- Managing project files, media assets, and timeline organization
- Importing, organizing, and editing video clips within a professional editing environment
- Applying editing techniques including cuts, trims, transitions, and sequencing
- Working with titles, graphics, captions, and motion elements
- Applying visual effects and color correction techniques
- Editing and mixing dialogue, music, and sound effects
- Synchronizing audio and video elements within a timeline
- Applying industry standards for exporting and delivering final media files
- Demonstrating professional editing workflow, project management, and digital media production practices

The **Adobe Certified Professional in Digital Video using Adobe Premiere Pro** functions as an **externally validated honors-level assessment** that requires students to demonstrate mastery of advanced digital media production concepts and technical editing skills aligned with industry standards. Preparation for the certification requires students to synthesize knowledge from multiple course units including visual storytelling, audio design, editing workflows, graphics integration, and professional production practices.

Students must apply higher-level problem solving, analysis, and decision-making to complete editing tasks and evaluate appropriate production techniques within a professional software environment. Because the certification exam measures students' ability to independently apply industry-standard tools and workflows used by professionals in film, broadcasting, marketing, and digital media production, it provides rigorous evidence of technical proficiency and authentic career readiness beyond typical classroom assessments.

Successful completion of this assessment demonstrates college- and career-level competency in digital media production and validates students' readiness for postsecondary study and entry-level employment in the media arts industry.

EXAM OBJECTIVES:

1. Working in the Video Industry

This objective covers critical concepts related to working with colleagues and clients as well as crucial legal, technical, and design-related knowledge.

1.1 Identify terminology and interpret communication relating to purpose, audience, and project goals for preparing video projects.

1.1.a Determine whether content is relevant to the purpose, audience, and audience needs.
i. i Key Terms: client goals, target audience, demographics

1.1.b Identify requirements based on how the project will be delivered, distributed, and/or consumed.
i. Key Terms: File sharing, compression, codec, input and output file formats, aspect ratio
ii. Key Concepts: Selecting the correct codec based on delivery requirements.

1.1.c Demonstrate techniques for communicating ideas about project plans with peers and clients.
i. Key Terms: shot list, scriptwriting, storyboarding, edit list, transcripts

1.1.d Demonstrate basic project management and workflow concepts.
i. Key Terms: Scope and sequence; setup; filming; sharing dailies; meeting deadlines and budgets; ensuring continuity and quality as the project moves from pre-production through post-production; maintaining technical quality for deliverables; communication, documentation, and tech sheets

1.2 Demonstrate knowledge of accessibility standards and best practices for digital video content.

1.2.a Identify and implement captioning, subtitles, audio descriptions, and other assistive elements to meet regulatory requirements and improve user experience.

1.2.b Apply techniques for clear and legible text overlays, proper color contrast, and audio clarity to enhance accessibility across different viewing platforms and devices.

1.3 Assess intellectual property rights, permissions, and licensing requirements.

1.3.a Determine legal and ethical considerations for using third-party content.
i. Key Terms: Usage rights, copyright, intellectual property, derivative work, commercial use policies, attribution, work for hire, fair use, fair dealing, remixing, AI-generated content

1.3.b Determine when and how to obtain permission to use images, audio, or video.
i. Key Terms: talent release, rights, permissions, licensing, attribution, public spaces, releases
ii. Key Concepts: permission to use an image is separate from permission to use a person's face or a restricted location, etc.

1.4 Demonstrate an understanding of video and audio terminology and knowledge of editorial practices and principles of film form.

1.4.a Define video and audio terminology.
i. Key video terms: frame rate, frame size, aspect ratio, safe areas, file formats, video codecs, pixels, rendering, aperture, shutter speed, ISO, color space, white balance
ii. Key audio terms: clipping, levels, natural/ambient sound, room tone, foley, sampling rates, file types.

1.4.b Use visual storytelling techniques and editorial principles
and guidelines.
i. Key Concepts: following the action, leading in and out of shots to give editors time to cut, matching shots, zooms and pans, wide vs. tight shots, establishing shots vs.closing shots, shooting B-roll footage, sequencing shots, cuts (L and J cuts, crosscutting, match cuts, cutting on the action, cutaway, montage, jump cut), transitions,compositing, audio levels, mixing, background music, narration, sound effects, stills(file formats and image specifications), text.

1.4.c Define common film form terms and principles.
i. Key Terms: aspect ratio, rule of thirds, foreground, background, color, tone, contrast,
cropping, depth of field, field of view, types of shots including: close-up (CU), extreme close-up (ECU), medium close-up (MCU), medium shot (MS), wide shot (WS), long shot (LS), extreme long shot (ELS), background (BG or bg), foreground (FG or fg), over-the-shoulder (OTS), point of view (POV), cutaway, etc.

2. Project Setup and Interface

This objective covers the interface setup and program settings that assist in an efficient and effective workflow, as well as knowledge about importing digital assets for a project.

2.1 Create projects and sequences.

2.1.a Choose appropriate project settings.
i. Key Concepts: project and asset file location, sequence settings, scratch disks, playback engine, display format, audio samples, using templates

2.1.b Create a sequence that matches the delivery requirements.
i. Key Concepts: start time, pixel aspect ratio, fields, timecode, frame size, sample rate, video previews, tracks, sequence presets, naming/renaming sequences, sequence from clip, drag and drop to timeline

2.2 Navigate, organize, and customize the application workspace.

2.2.a Identify, navigate, and manipulate elements of the Premiere Pro interface.
i. Key Concepts: menus, panels, toolbars, searching features (AI), timeline, Project panel, Program and Source Monitors, zoom level, Properties panel

2.2.b Organize and customize the workspace.
i. Key Concepts: using/switching workspaces; showing, hiding, and docking panels; Workspaces panel, shortcuts, and menus; customizing, saving, and resetting workspaces

2.2.c Configure application preferences.
i. Key Settings: Auto Save, General (bin behavior), Media (Default Media Scaling), Audio Hardware, Media Cache, Timeline (Transition and Still Default Duration), Memory, Playback, Transcription

2.2.d Use the Button Editor.

2.3 Use non-visible design tools in the interface to aid in the video editing workflow.

2.3.a Controlling and working with the timeline and media.
i. Key Concepts: playhead, zooming, playing, pausing, keyboard shortcuts (JKL navigation, spacebar, backslash, plus and minus keys, Hand tool (H), etc.)

2.3.b Use markers.
i. Key Concepts: managing timeline and clip markers; Preview and Program panels; keyboard shortcuts (M); marker settings, durations, and colors

2.3.c Use guides, rulers, and safe margins.

2.4 Import assets into a project.

2.4.a Import media from various sources.
i. Key Concepts: importing files, projects, and sequences; importing layers from .psd and .ai files; file linking and Media offline; dragging and dropping; creating a proxy on import; Media Browser; adding assets from graphics templates and Essential Sound panels; Import tab

3. Organizing Video Projects

This objective covers video project structure for efficient workflow.
3.1 Manage assets in a Premiere Pro project.

3.1.a Organize assets in the Project panel.
i. Key Concepts: relinking files; organizing assets in bins, thumbnails; list, and freeform view; metadata; renaming assets; removing unused assets; collecting or consolidating files with the Project Manager; labeling clips; interpreting footage

3.2 Manage clips, tracks, and sequences.

3.2.a Configure sequences and clips in a project.
i. Key Concepts: nesting sequences, linking/unlinking audio and video clips, syncing audio with video clips, renaming sequences, sync lock, creating a Multi-Camera Source Sequence, Merge Clips, renaming clips, managing clips, labeling clips, creating proxies.

3.2.b Configure tracks for playback and display
i. Key Concepts: adding/deleting tracks, locking/unlocking tracks, renaming tracks, targeting a track, expanding a track in the timeline, hide, show, mute, solo.

4. Creating and Modifying Elements

This objective covers core tools and functionality of the application.
4.1 Assemble a video sequence using a variety of methods and panels.

4.1.a Create a rough cut.
i. Key Panels: Project, Timeline, Source Monitor, and Program Monitor
ii. Key Concepts: marking In and Out points to determine an edit; using keyboard shortcuts (I and O), adding edit, inserting, overwriting, lifting and extracting.

4.2 Perform text-based editing.

4.2.a Create a transcript from a clip.
i. Key Panels and Features: Text, captions, transcripts, graphics, follow active monitor option, transcript view options, auto transcribing

4.2.b Modify videos using Text-Based Editing.
i. Key Concepts: Filtering, filler words, pauses, low confidence words, searching, identify speakers, lift and extract, insert and overwrite, edit text, Cut (Extract), Delete (Ripple)

4.2.c Export transcripts.
i. Key Concepts: Export transcript, Export to text file, Export to CSV file

4.3 Add text and graphics and modify their properties.

4.3.a Add text and shapes to a sequence.
i. Key Concepts: Type tools, point text, and paragraph text; create shapes with the Pen, Rectangle, and Ellipse tools; using the Properties panel to edit; using the Graphics Templates panel for MOGRTs

4.3.b Use controls to modify text and graphic appearance.
i. Key Text Controls: font, Adobe Fonts, size, alignment, kerning, tracking, leading, horizontal and vertical scale
ii. Key Appearance Controls: fill, shadow, stroke, background, styles

4.3.c Add and modify captions.
i. Key Concepts: Add or Edit Captions, using the Properties panel, Styles, Presets, Lines

4.4 Transform footage within a project.

4.4.a Resize clips.
i. Key Terms: adjusting Transform properties: scale, rotation, aspect ratio, and frame size; letterboxing; adjusting for mixed aspect ratios; using vertically shot video; Generative Expand

4.4.b Trim and refine clips.
i. Key Tools: Rolling Edit tool, Ripple Edit tool, Rate Stretch tool, Scene Edit Detection, Generative Extend

4.4.c Modify video clip settings.
i. Key Concepts: labeling, renaming, setting poster frame, changing clip speed (time remapping), creating a freeze frame

4.5 Use effects to modify clips in a sequence.

4.5.a Use color correction methods and tools.
i. Key Concepts: Lumetri color panel: Basic Correction, Creative, LUTs

4.5.b Apply effect presets.
i. Key Panels: Effects, Effect Controls, transitions, presets

4.5.c Apply effect presets on multiple clips.
i. Key Concepts: creating and adjusting the length of the adjustment layer, nesting, applying to multiple selected clips, copy and paste attributes

4.5.d Composite video clips.
i. Key Concepts: keying (Luma, Chroma, Ultra), opacity, masking, mattes, alpha channel, picture-in-picture

4.6 Use keyframes to control video properties over time.

4.6.a Modify attributes in the Effect Controls Panel and Properties Panel.
i. Key Concepts: adjusting attributes; adding and adjusting keyframes; temporal and spatial interpolation; hiding, showing, and resetting effects; changing the stacking order

4.6.b Apply and adjust video effects in the Timeline.
i. Key Concepts: adjusting clip attributes over time by using keyframes, time remapping
ii. Key Effects: motion, opacity, other visual effects

4.7 Manage audio in a sequence.

4.7.a Apply effects presets.
i. Key Tools: effects, transitions, FX badges

4.7.b Add audio to a sequence.
i. Key Concepts: synchronizing, linking, replacing, merging clips, mono and stereo tracks.

4.7.c Adjust audio on the timeline or using the Effect Controls panel and Essential Sound panel.
i. Key Concepts: adding audio transitions and effects; adding, removing, and adjusting keyframes; visual fade handles; tagging; Enhance Speech; Loudness: Auto-Match; Auto Ducking, Repair, and Remix

4.7.d Adjust audio.
i. Key Concepts: audio gain, conforming, fade handles

4.7.e Record audio to the timeline.
i. Key Concepts: Voice-over record, scratch track

5. Publishing Digital Media
This objective covers publishing and exporting video and audio sequences in multiple formats for various publishing platforms.

5.1 Prepare a sequence for export.

5.1.a Check a sequence for errors and project specifications.
i. Key Concepts: gaps in timeline, audio levels, frame size, safe margins

5.2 Prepare sequences for distribution to multiple platforms.

5.2.a Create a new version of an existing sequence using Auto Reframe.
i. Key Concepts: Sequence Name, Target Aspect Ratio, Motion Tracking, Clip Nesting

5.3 Export and archive video and audio sequences.

5.3.a Export a single frame, a clip, a range of a sequence, or an entire sequence.
i. Key Concepts: file formats, video codecs, alpha channels, file names, export locations, exporting only audio or video, exporting captions, custom range, Export tab, Quick Export

5.3.b Export using Adobe Media Encoder.
i. Key Concepts: batch processing, adding to queue, more than one target screen size or playback device, multiple formats

5.3.c Archive a project.
i. Key Tool: Project Manager
ii. Key Concepts: collect files, consolidate and transcode, disk space

Standards Assessed
CA Visual Arts Standards
VA:Cr1.1, VA:Cr2.1, VA:Cr3.1, VA:Pr4.1, VA:Pr5.1, VA:Pr6.1, VA:Re7.1, VA:Re8.1, VA:Cn10.1, VA:Cn11.1

CA Media Arts (VAPA) Standards
MA:Cr1.1, MA:Cr2.1, MA:Cr3.1, MA:Pr4.1, MA:Pr5.1, MA:Pr6.1, MA:Re7.1, MA:Re8.1, MA:Re9.1, MA:Cn10.1, MA:Cn11.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards
1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0, 12.0, 13.0, 14.0, 15.0, 16.0, 17.0, 18.0, 19.0, 20.0

Video Production/Broadcasting 1H Instructional Hours Summary

Unit	Estimated Hours
Unit 1: Film History & Genres	15
Unit 2: Introduction to Video Production	20
Unit 3: Scriptwriting, Storyboarding & Integrating Audio	30
Unit 4: Visual Storytelling, Shot Types & Montage Editing	25
Unit 5: Non-Fiction Filmmaking	25
Unit 6: Adobe Premiere Pro Certification/ Industry Relevant Skills	20
Unit 7: Short Film / Commercial Productions	25
Unit 8: Leadership & Essential Skills, Professional Communication, College & Career Opportunities in Film/Video	20
Total Estimated Hours	**180**

Instructional Materials

List instructional Materials for this Course (you should list all material used in the course of the year)

Type of Material: Textbook, literary text, manual, periodical, scholarly article, website, primary doc, other	Author	Publisher	Edition, Year	URL	Primary book/ read it its entirety? Yes, no
Brain Buffet	**Adobe Pro 2025 Certification Modules 1-5**	Brain Buffest	2025	https://brainbuffet.com/product/adobe-premiere-pro-2025/	No
Certiport				**https://certiport.pearsonvue.com/Certifications/Adobe/ACP/Overview**	No
ICEV				**https://www.icevonline.com/**	No
Adobe Suite: =		Adobe	Premier Pro/ Photoshop, Illustrator, After Effects, Adobe Reader	https://www.adobe.com/education/k12.html	No

Signatures:

Site Approval by		Date
District Approval by		Date

Board New Course Proposal Form / Course Update Form

Author: CEdAd	Date 5/18/2026

Course Title	Video Production 2H Honors (Video Arts 2 H)				
Course Description	Video Production/ Broadcasting 2 Honors is a yearlong capstone course that builds on foundational video production skills through hands-on, project-based learning. Students develop advanced techniques in cinematography, audio production, editing, and motion graphics while exploring film history, genres, and the cultural impact of media. Working independently and in production teams, students create original films and media projects using industry-standard tools and workflows, while strengthening visual storytelling, critical analysis, and professional communication. The course includes portfolio development, career exploration, and real-world applications, culminating in a digital portfolio and preparation for the Adobe Certified Professional in Digital Video using Adobe After Effects certification.				
Length of Course	❑ Semest.er	☑ Year	❑ Other		
Grade Level	❑ 9-12	❑ 9	☑ 10	☑ 11	☑ 12
Department	☐ English	☐ Mathematics	☐ Science	☐ Social Science	☐ World Language
	☐ Physical Education	☑ Visual & Performing Arts	☑ Career Technical Education*	☐ Other	
	*If CTE, indicate the Industry Sector and Pathway: Arts, Media and Entertainment; Pathway 113 Production and Managerial Arts; CALPADS 7245 Advanced Film and Television Production (Capstone)				
Prerequisite	Video Production / Broadcasting 1H				
Corequisite					

Is Course A-G	☐ No	☐ Yes. If yes indicate the A-G category ☐ A- History ☐ B- English ☐ C- Math ☐ D- Science (lab) ☐ E- World Language ☑ F- Fine Art (cannot be taught online) ☐ G- Elective ☐ History/Social Science ☐ English ☐ ELD ☐ Math ☐ Math/Computer ☐ Lab Science Biology/ Life Science ☐ Physical Science ☐ Integrated Science ☑ Language other than English ☑ Visual and Performing Arts / **Digital Media** ☐ Interdisciplinary
Honors Credit?	☐ No	☑ Yes

Is the course Online, Hybrid, or Classroom Based?	Classroom Based

Please answer the questions below:

1. **Rationale for Course: Please describe the need for this course/change. (Considerations might include graduation requirements, student interest, differentiation for student need, compliance issues)**

Video Production/Broadcasting 2H is the honors-level capstone course in the Arts, Media, and Entertainment (AME) Production and Managerial Arts pathway. It responds to strong student interest in digital media, filmmaking, motion graphics, and creative technology, and provides a rigorous continuation of the Video Arts 1H concentrator course. As digital communication, video storytelling, and media literacy become essential skills across industries, this course offers students hands-on, industry aligned training in cinematography, editing, animation, journalism, and advanced post-production workflows. Students also prepare for the Adobe Certified Professional in Digital Video using Adobe After Effects certification, an industry recognized credential that strengthens college and career readiness.

The course expands equitable access to high-quality AME CTE programming for students supporting CUSD's Portrait of a Graduate by developing effective communicators, creative problem solvers, ethical collaborators, and adaptable learners. Students engage in authentic project based learning that mirrors real world media production environments, building confidence and technical proficiency through advanced filmmaking, motion graphics, and portfolio development. Video Production/Broadcasting 2H supports district strategic Plan goals by increasing student engagement, expanding college and career pathways, and integrating 21st century skills.

2. **Do you have sufficient highly qualified staff to teach this course?**

Yes. Current instructor hasa CTE credential in Arts, Media, and Entertainment/DSC CTE along with relevant film/video industry production expertise, supported by industry-aligned professional development in Adobe AfterEffects, digital video production and project based learning.

3. **Do you have the necessary facilities, equipment, and materials?**

No, New Computers and digital cameras 2:1 will be deployed from VAPA / GSPP and other CTE funding. The course is designed for a classroom-based media lab with cameras, tripods, lapel microphones, basic lighting, headphones, computers capable of running Adobe Premiere Pro/ After Effects, and secure storage for equipment. Each school site has existing digital media labs, classroom projection, and standard production tools. Core software and web-based instructional resources are already widely used in secondary media programs. Digital textbook aligned to industry certification, Brain Buffet will need to be purchased for each student.

4. **What is the anticipated enrollment in this course?**

Anticipated initial enrollment is 20–35 students per section, with 1-2 sections recommended in year one and expansion based on interest and staffing. Students in grades 10-12 may enroll, with required pre-requisite of Video Prod/ Brdcst 1H

5. Funding

Items Needed	Estimate Cost (if known)
Textbooks	Minimal direct cost; primary instruction uses digital curriculum (Brain Buffet/ Certiport certification vouchers / ICEV)and teacher-created materials.
Supplementary materials	Print handouts, SD cards, storage media, and production consumables; estimated modest annual site/CTE allocation.
Staffing	1-2 sections in year two; credentialed teacher plus professional development in After Effects, accessibility, and certification prep.
Technology	1:1 Adobe Creative Cloud licensing, cameras, microphones, lighting, headphones, editing-capable computers, and storage solutions.
Other	Work Based Learning off site experiences, and equipment maintenance/replacement as budget allows.

COURSE OVERVIEW

In 3 - 5 sentences, describes overarching content and goals of the course

Video Production/ Broadcasting 2H is a honors level capstone course that deepens students' skills in film, video, and digital media production. Students expand their understanding of cinematography, lighting, audio engineering, narrative structure, animation, and motion graphics through complex, multi-stage production assignments. Instruction emphasizes the three phases of production (pre-production, production, and post-production) while integrating advanced editing, color grading, compositing, and After Effects workflows. Students analyze professional media, critique peer work, and refine their artistic voice through increasingly sophisticated creative projects.

Students will be able to:

1. Demonstrate advanced cinematography, lighting, and audio techniques used in professional film and video production.
2. Apply advanced editing, color grading, compositing, and motion graphics techniques using Adobe Premiere Pro and Adobe After Effects.
3. Integrate narrative, visual, and audio elements to produce original films, documentaries, news segments, and persuasive media.
4. Analyze the influence of film, television, and digital media on culture, history, and society, and apply this understanding to their own creative work.
5. Create scripts, treatments, storyboards, shooting schedules, and production plans that support complex media projects.
6. Demonstrate ethical and legal media practices, including copyright, licensing, attribution, and responsible use of AI generated content.
7. Collaborate in production teams, demonstrating leadership, communication, and project management skills aligned with industry expectations.
8. Produce episodic content, multi-part series, and long form media projects that demonstrate advanced storytelling and technical proficiency.
9. Apply journalism techniques, including research, interviewing, fact checking, and balanced reporting, to produce news and documentary content.
10. Demonstrate proficiency in motion graphics, animation principles, and visual effects workflows.
11. Prepare for and complete the Adobe Certified Professional in Digital Video using Adobe After Effects certification exam.

12. Develop a professional digital portfolio that includes media artifacts, reflections, resumes, and evidence of college and career readiness.
13. Analyze and critique professional, peer, and personal media using artistic vocabulary, media arts standards, and industry aligned rubrics.
14. Demonstrate workplace ready skills including leadership, collaboration, time management, and professional communication.
15. Explore postsecondary pathways and careers in film, television, digital media, animation, journalism, and related AME fields.

Throughout the year, students produce documentaries, news segments, persuasive media pieces, short films, episodic content, and motion graphics driven projects. They also build a professional digital portfolio that includes production artifacts, reflections, and evidence of technical and creative growth. The course culminates in preparation for the Adobe Certified Professional in Digital Video using Adobe After Effects certification. Video Production/ Broadcasting 2H aligns with CUSD's Portrait of a Graduate by fostering creativity, collaboration, critical thinking, and professional communication, and supports district and LCAP goals by expanding access to high-quality pathway coursework and industry-aligned learning experiences.

HISTORY OF COURSE DEVELOPMENT

Describe the background for course development, including how the need for the course was determined, who was involved, and timeline.

Video Production/Broadcasting 2H was developed to complete CUSD's two-course AME Production and Managerial Arts pathway and respond to increasing student interest in advanced filmmaking, motion graphics, and digital media careers. Prior to this proposal, CUSD lacked a district-approved honors-level capstone course aligned with CALPADS 7245 Advanced Film and Television Production and the AME Media Production Pathway. Teachers, CTE leadership, and industry partners collaborated to design a course that integrates industry standard tools, advanced project based learning, and certification preparation while ensuring alignment with California CTE AME standards and Media Arts VAPA standards.

The course draws on models from SSFUSD , Diamond Technology Institute and other high quality AME programs, incorporating best practices in digital media instruction, Adobe After Effects certification preparation, and portfolio-based assessment. Video Production/ Broadcasting 2H fills a critical gap in CUSD's VAPA and CTE offerings by providing a rigorous, honors level capstone experience for students who have completed Video Production/ Broadcasting 1H. It strengthens pathway coherence, supports future dual enrollment opportunities, and prepares students for postsecondary film, animation, and digital media programs as well as entry-level roles in the creative industries.

Video Arts 2 H

Modeled after Institution: Diamond Technology Institute

Course Title	Video Production/ Broadcasting 2H
Grades	10, 11, 12
Length	Full Year
Environment	Classroom
Honors	YES
We do not offer a non-honors equivalent course. This course's **final exam includes a digital portfolio of college-level assignments** and an **aligned-skills, advanced college-level final summative industry certification assessment** at the end of the course. UC-transferable college courses that fall within the A-G subject areas, including those completed through dual enrollment, will earn an extra point in the UC first-year admission GPA calculation - within our maximum honors points limitations - if completed with a letter grade of C or better. This course has been adopted for its rigor and relevance as well as its clear alignment to students working in the **Digital Media** industry soon after completion.	
Subject:	Visual & Performing Arts (F)
Pre / Coreq	Prerequisite Concentrator Video Arts 1H C- or better
Discipline	Interdisciplinary Arts: Visual Arts/ Digital Media
Institution Modeled After	**Modeled after Institution:** Diamond Technology Institute
Pathway/ Course Codes	**Pathway** 113 Production and Managerial Arts: **CALPADS** 7249 Advanced Digital Communications [Audio/Visual] (Capstone)
Certification	Adobe Premiere Pro

We do not offer a non-Honors equivalent:

This course is the advanced honors level **capstone** course in the Arts, Media, & Entertainment CTE pathway (Production & Managerial Arts) & integrates industry certification preparation, portfolio development, & advanced project-based learning aligned with California CTE Media Production pathway standards. Because the course requires students to complete complex media productions, collaborate in production teams, apply professional editing software, & prepare for an industry-recognized certification (Adobe Certified Professional in Digital Video using Adobe After Effects), the instructional expectations & assessments are structured at an honors level from the outset.

Offering a separate non-honors version would duplicate resources, equipment access, & instructional time in a lab-based media production environment. Instead, all students enrolled in the course engage in the honors-level curriculum & are supported through scaffolded instruction. We are currently in progress for College Articulation/Dual Enrollment due to the level of rigor in this course.

Course Overview

In this honors level CTE course, Video Production/ Broadcasting 2 H students will learn more advanced composition and integrate narrative, audio and visual elements into a series of production assignments. During the school year, students will build skills in the following areas of production:

- pre-production: planning, storyboarding, scriptwriting
- production: filming, audio recording, lighting post-production: editing, critique, and animation
- motion graphic creation
- audio production and editing

Students will develop their ability to analyze and critique professional, peer and personal videos using language of art and media with the purpose of drawing conclusions about how to increase the impact of their own work. Students will build a digital portfolio of work based learning and academic artifacts that echoes the techniques and current industry expectations as well as take the Adobe Certified Professional in Digital Video using Adobe After Effects.

Course Core Competencies include understanding, applying and skills in:

- Equipment and skills related to production in a variety of arts, media, and entertainment occupations
- Knowledge of equipment and skills to determine the equipment, crew, technical support, and cast requirements for successful filming and production
- Responsibilities involved in production and presentation of the performing, visual, and media arts and key technologies utilised in today's industry
- Copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately.
- Point of view, characterization, style and individual voice to enhance subtlety of meaning and tone in ways that a viewer of the student productions can see the mindfulness within the products
- Use of the elements of art to express mood in one or more of their media art productions, and analyze media for personal application of mood and voice of other film producers and directors
- Understanding of how composition of a film is affected by the use of a particular principle of design.
- Personal film portfolios of their original works of art for a variety of purposes that includes original two-and three minute works and sequences/ series' of short films
- Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea
- The writing processes, formats, and conventions used for various media and demonstrate understanding of disc
- Steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed present

Unit 1: The Influence of Television & Film on Popular Culture & Marketing (Est. 35 hours)

The goal of this unit is to help students understand the impact TV and film has on the fabric of society. They will analyze the evolution of television and motion pictures throughout history and how each phase has impacted the culture of the time. Students will research the historical and cultural shifts in television and film as well as apply knowledge of color, lighting,audio, camera shots and tone of specific different genres of current and past TV and film media.

Assignments

KA 1.1 Film and Pop Culture Analysis

Students will conduct research on a major historical/or cultural shift in motion pictures within the last 90 years. They will identify three major films that either influenced that event, or were influenced by that event. Students need to identify the major technology used to produce each video/film, the guiding

influence behind each production, and develop a cultural and historical analysis of each film. Based on evidence gained from their research, they will develop and support a thesis statement identifying whether films and the film industry shape historical and popular culture, or whether history and popular culture shape the film industry.

Video Arts (CA VAPA) Standards
- **VA:Re7.1** (Analyze media)
- **VA:Re8.1** (Interpret meaning)
- **VA:Cn11.1** (Cultural context)

Media Arts (CA VAPA) Standards
- **MA:Re7.1** (Analyze media works)
- **MA:Re8.1** (Interpret intent)
- **MA:Cn11.1** (Media & society)

AME Production & Managerial Arts Pathway Standards
- **2.0** (Communication skills)
- **5.0** (Critical thinking)
- **PMA A1.0** (Industry knowledge)
- **PMA A3.0** (Media analysis)

KA 1.2 Artistic Perception Through Film

Students will continue to learn about film as a visual medium and develop and apply artistic and industry skills and vocabulary through mini challenges to master skills such as:

• Identification of prime filming locations, set-up of shots, and visualization for storyboarding
• The ability to analyze art elements and principles of design in film
• Compare and contrast content from various media samples such as flash animations, silk screens, posters
• Compare and contrast compositional elements in traditional works of art
• Discussion and creation of flip books and early animation techniques with regards to their influence on early film
• Discuss the impact of media choice in a collection of short documentaries and video journals

Video Arts (CA VAPA) Standards
VA:Re7.1 (Visual analysis)
VA:Re8.1 (Interpret design)
VA:Cr2.1 (Organize composition)

Media Arts (CA VAPA) Standards
MA:Re7.1 (Analyze media)
MA:Cr2.1 (Plan composition)
MA:Cn10.1 (Personal connection)

AME Production & Managerial Arts Pathway Standards
5.0 (Problem solving)
PMA B1.0 (Pre-production planning)
PMA B3.0 (Design concepts)

KA 1.3 Animation History Timeline

Students will create a persuasive presentation of the history of animation from a global perspective and how it has shifted over the years, from both a content, medium and technological point of view.

The content must tie in to both the history of animation in cinema as well as the culture at large in which it was made. Students will learn where all of this started, what role culture plays in cinema and vice versa, and how much collaboration must take place in order to get an animated movie made.

Video Arts (CA VAPA) Standards
VA:Re7.1 (Analyze works)
VA:Re8.1 (Interpret history)
VA:Cn11.1 (Historical context)

Media Arts (CA VAPA) Standards
MA:Re7.1 (Analyze media)

MA:Cn11.1 (Cultural evolution)
MA:Pr6.1 (Present findings)

AME Production & Managerial Arts Pathway Standards
2.0 (Communication skills)
5.0 (Research analysis)
PMA A1.0 (Industry history)

KA 1.4 Show me the Money

Student individuals or groups will be creating their own **show/ podcast** that must show a beginning and end to their show. The student individuals or groups will have **2 months to complete a minimum of 5 episodes 3-10 minutes per episode.** The idea comes from streaming platforms like Netflix who release shows in seasons not w and embedded in their capstone portfolios.

• Student group work will be divided into producers of lighting, sound, editing, directing, producer, etc. Students can also create individual series/ shows.
• Students will advertise and create promotions to get viewers excited about their show
• Students will create a launch party for viewers to binge watch their shows which will roughly be 100 minutes in.

Video Arts (CA VAPA) Standards
VA:Cr1.1 (Generate ideas)
VA:Cr2.1 (Plan production)
VA:Cr3.1 (Refine work)

Media Arts (CA VAPA) Standards
MA:Cr1.1 (Concept development)
MA:Cr2.1 (Organize production)
MA:Pr5.1 (Technical execution)
MA:Pr6.1 (Distribute content)

AME Production & Managerial Arts Pathway Standards
2.0 (Collaboration skills)
PMA B1.0 (Pre-production planning)
PMA B2.0 (Production execution)
PMA B4.0 (Post-production editing)
PMA B5.0 (Project management)

KA 1.5 Social Media and Marketing Campaign

Students engage in a **20-hour, competition-based Social Media and Marketing Campaign project** , applying media arts, design thinking, and digital production skills to develop a real-world campaign addressing a community-based or industry-aligned scenario. Students work in collaborative teams to analyze a provided challenge prompt, identify a target audience, and design a campaign that integrates visual storytelling, branding, and digital media strategy.

Students should be able to apply learnings from KA 1.1-1.3 with influences from film or pop culture, use of animation in their campaign and a nod to animation history in their campaign influences.

Students begin with research and ideation, evaluating audience needs, market trends, and effective communication strategies used in contemporary social media campaigns. Students develop a campaign concept, including messaging, branding identity, and platform-specific strategies (e.g., Instagram, TikTok, YouTube). Students create pre-production plans, including storyboards, content calendars, and asset lists to guide production.

Students then produce a series of digital media assets, which may include short-form videos, motion graphics, promotional graphics, and branded content. Instruction emphasizes composition, visual hierarchy, typography, pacing, and audience engagement, aligning to industry expectations for social media marketing. Students apply iterative design processes, incorporating feedback to refine both visual and strategic components of their campaign.

Students finalize their work by preparing a professional campaign presentation and pitch, simulating industry practices where creative teams present to clients or stakeholders. Students justify their creative and strategic decisions using data, audience analysis, and media design principles. At the honors level, students demonstrate advanced collaboration, strategic thinking, and design justification, evaluating the effectiveness of their campaign across multiple platforms and reflecting on their role within the team and the impact of their work.

Students demonstrate mastery through a **final Marketing/ Media-style submission** with influences from film or pop culture, use of animation in their campaign and a nod to animation history in their campaign influences, including campaign assets, strategy documentation, and a formal presentation aligned to competition-level expectations and industry standards.

Video Arts (CA VAPA) Standards
VA:Cr1.1 (Generate ideas)
VA:Cr2.1 (Develop composition)
VA:Cr3.1 (Refine work)
VA:Re7.1 (Analyze media)
VA:Cn11.1 (Cultural context)

Media Arts (CA VAPA) Standards
MA:Cr1.1 (Concept development)
MA:Cr2.1 (Plan production)
MA:Pr4.1 (Select tools)
MA:Pr5.1 (Technical production)
MA:Pr6.1 (Presentation)
MA:Re7.1 (Evaluate impact)
MA:Cn11.1 (Media & society)

AME Production & Managerial Arts Pathway Standards
PMA A1.0 (Industry knowledge)
PMA A3.2 (Design analysis)
PMA A5.1 (Client interaction)
PMA A5.3 (Marketing strategies)
PMA B1.2 (Pre-production planning)
PMA B2.2 (Production workflow)
PMA B3.3 (Layout systems)
PMA B3.5 (Typography design)
PMA B4.2 (Animation techniques)
PMA B4.4 (Export processes)
PMA B5.1 (Project management)

Unit 2: Journalism & Journalism Techniques (Est. 25 hours)

In this unit, students will develop their artistic perception skills, personal POV and explore the impact and effective storytelling in expository reporting. They will learn the differences between the various

types of news, media types, broadcast standards and ethics including slander, and libel as well as the impact personal and societal bias affects journalism. Students will understand the core elements of freedom of the press and the characteristics of balanced and accurate reporting.

Students will develop the skills for interviewing, conducting research, developing a script, and using gathered information to develop a story on a local event that engages the local population. Students will analyze a variety of journalists and how they use similar methods to obtain different results.

Assignments

KA 2.1: Journalism Case Study

After selecting a notable journalist, students will further investigate the journalist and identify and analyze the elemental methods used to uncover and share a story. In addition, students will choose a current media source, and compare and contrast their chosen journalist with a current media source. For example, students will compare and contrast the investigative news gathering techniques of Edward R. Murrow vs. a current network like Fox News, or MSNBC. In addition, students will be responsible for putting together a model newscast, incorporating all of the techniques they have learned, both technical and storytelling.

Video Arts (CA VAPA) Standards

VA:Re7.1 (Analyze sources)
VA:Re8.1 (Interpret perspective)
VA:Cn11.1 (Social context)

Media Arts (CA VAPA) Standards

MA:Re7.1 (Analyze media bias)
MA:Cr2.1 (Plan production)
MA:Pr6.1 (Present broadcast)
MA:Cn11.1 (Media influence)

AME Production & Managerial Arts Pathway Standards

2.0 (Communication skills)
5.0 (Critical thinking)
PMA A3.0 (Media analysis)
PMA B1.0 (Pre-production planning)

KA 2.1: Power of Persuasion Using Video.

It is very important for young filmmakers and videographers to understand their purpose of making a specific video. Is it for journalistic and informational purposes or is it to persuade the audience into a specific way of believing or understanding a topic? Students will examine those perspectives as it relates to video and film, and address the ethical dilemmas that may arise in such situations.

Students will create two different video stories with a persuasive goal. One will use a journalistic (more objective) style that uses a straight presentation of the facts and data, the other will use an artistic (more subjective) style to appeal to the audience's emotions. After viewing and responding to examples of persuasive images from history, students will choose an issue related to justice that they feel is important. Students will research their chosen social issue, write the script, storyboard the camera angles and shots, acquire the footage they need, and edit the two projects. Students will compare and contrast the two different styles in a class discussion and in writing.

Video Arts (CA VAPA) Standards

VA:Cr1.1 (Idea generation)
VA:Cr2.1 (Develop message)
VA:Cr3.1 (Refine product)

Media Arts (CA VAPA) Standards

MA:Cr1.1 (Concept design)
MA:Cr2.1 (Organize production)
MA:Pr5.1 (Technical execution)
MA:Re7.1 (Evaluate impact)
MA:Cn11.1 (Social relevance)

AME Production & Managerial Arts Pathway Standards
2.0 (Communication skills)
PMA B1.0 (Pre-production planning)
PMA B2.0 (Production execution)
PMA B4.0 (Post-production editing)
PMA B5.0 (Project management)

Unit 3: Cinematography & Lighting (Est. 15 hours)

In this unit, students will learn the historic significance and the fundamental principles of cinematography as an art form. Students will learn about key cinematographers, and their significant works including their distinctive styles that were shaped by culture and technology. Students will then apply their information with hands-on techniques to produce their own original films including the layout of a news set, incorporating placement for lighting, cameras, and set dressing.

Students will be able to describe the different types of lights and their place on a television or film set. They will be able to illustrate the usage of specialized lights to achieve desired effects, including use of gels, scrims, softboxes, diffusers, gobos, and bounce cards and they will also be able to explain the process and purpose of using a chroma key screen and the differences between a blue and green screen.

Assignments

KA 3.1 – Cinematography Study Through Film Trailer Production

Students collaborate in production teams to analyze the work of a selected professional cinematographer, examining how camera movement, shot composition, lighting, and visual style contribute to storytelling and audience engagement. Students synthesize their findings through structured discussion and analysis, identifying signature techniques and visual patterns that define the cinematographer’s work.

Using this analysis as a foundation, student teams engage in pre-production planning, generating original concepts and writing, evaluating, and selecting scripts that align with their chosen cinematographic style. Students apply industry-standard planning processes, including shot design, visual sequencing, and production role assignment, to prepare for filming.

Students then produce an original one-minute movie trailer, applying cinematography techniques such as framing, camera angles, movement, and visual composition to emulate professional stylistic approaches. Emphasis is placed on intentional visual storytelling, pacing, and audience impact. Students engage in iterative refinement, incorporating peer and instructor feedback to strengthen technical execution and creative direction.

At the honors level, students demonstrate advanced collaboration, analytical reasoning, and technical problem-solving, justifying their creative decisions based on cinematographic research and evaluating how effectively their trailer communicates tone, genre, and narrative intent. Final products are presented and critiqued, with students reflecting on both their individual contributions and the effectiveness of their production as a cohesive team.

Video Arts (CA VAPA) Standards
VA:Cr1.1 (Generate ideas)
VA:Cr2.1 (Develop composition)

VA:Cr3.1 (Refine work)

Media Arts (CA VAPA) Standards
MA:Cr1.1 (Concept design)
MA:Cr2.1 (Plan production)
MA:Pr5.1 (Technical filming)
MA:Pr6.1 (Presentation)

AME Production & Managerial Arts Pathway Standards
PMA B1.2 (Pre-production planning)
PMA B2.2 (Production workflow)
PMA B3.6 (Cinematography tools)
PMA B4.1 (Editing processes)
PMA B5.1 (Project management)
PMA A3.2 (Design analysis)

KA 3.2 – Advanced Lighting Design, Specialized Equipment, and Chroma Key Compositing

Students develop advanced knowledge of lighting design and control in film and television production, analyzing how professional cinematographers use lighting to shape mood, depth, and visual storytelling. Students examine the three-point lighting system and expand their understanding to include specialized lighting tools, evaluating how each modifies light quality, intensity, direction, and color to achieve intentional visual effects.

Students investigate and apply the use of gels, scrims, softboxes, diffusers, gobos, and bounce cards, illustrating how each tool influences shadows, highlights, contrast, and texture within a scene. Through visual diagrams and applied demonstrations, students explain how lighting setups are strategically designed for different production contexts, including interviews, narrative scenes, and commercial shoots. Students analyze how lighting decisions impact audience perception, realism, and storytelling effectiveness.

Students also develop technical understanding of chroma key compositing, explaining the purpose and process of using green screen and blue screen technologies in film and media production. Students evaluate the differences between green and blue screens, including considerations such as lighting conditions, subject color, digital sensor sensitivity, and post-production workflows. Students demonstrate how proper lighting setup is essential for successful keying and compositing.

At the honors level, students engage in analytical comparison, technical illustration, and applied problem-solving, designing and justifying lighting setups for specific production goals. Students produce detailed visual diagrams and written explanations that demonstrate mastery of lighting tools, chroma key processes, and industry-standard practices, preparing them for advanced cinematography and post-production applications.

Video Arts (CA VAPA) Standards
VA:Cr2.1 (Develop lighting design)
VA:Cr3.1 (Refine techniques)
VA:Re7.1 (Analyze visuals)

Media Arts (CA VAPA) Standards
MA:Cr2.1 (Design composition)
MA:Pr4.1 (Select tools)
MA:Pr5.1 (Technical execution)
MA:Re7.1 (Analyze impact)
MA:Cn11.1 (Industry context)

AME Production & Managerial Arts Pathway Standards
PMA A3.2 (Design analysis)
PMA B1.2 (Pre-production planning)
PMA B2.1 (Set operations)
PMA B3.2 (Lighting systems)
PMA B3.6 (Cinematography tools)

PMA B4.5 (Compositing principles)
PMA B5.1 (Project management)

Unit 4: Advanced Editing Technological Changes (Est. 15 hours)

In this unit, students will build on previously learned editing skills. Students will apply their aesthetic valuing techniques as they approach their work critically and analytically to decide which elements to adjust in the editing process. Students will ask themselves whether their work effectively communicates their vision and what changes can be made to increase the impact of their work.

Students will apply theories, artistic processes, technologies, and methodologies from within one art form to another arts/media form and academic disciplines. Students will learn to mindfully incorporate a wide variety of advanced editing techniques to better communicate their story including cutting to the beat of music, selecting b-roll footage that fits the theme, using royalty free music that enhances the light motif of the film/video. They will apply the elements of design and they strategically choose between the different types of cuts and visual effects at their disposal.

Assignments

KA 4.1 Record/Edit School News Segment & Rotational Production Roles (Cougar News)

In this advanced collaborative video production assignment, students will work in small production teams throughout the school year to plan, script, storyboard, film, edit, publish, and critique an original weekly or bi-weekly school news broadcast highlighting current school events, student activities, athletics, clubs, community partnerships, announcements, and campus culture. Students will apply industry-standard television and digital media production workflows while incorporating professional transitions, visual effects, lower thirds, music, motion graphics, green screen elements, and 3D titles using professional editing software and production equipment.

All scripts, production schedules, shot lists, interview questions, and storyboards must follow professional broadcast journalism and film production standards. Students will engage in pre-production planning meetings, production rehearsals, filming sessions, editing workflows, export processes, and broadcast delivery while meeting real-world deadlines aligned to the school news release schedule.

To ensure authentic career technical education experiences and equitable skill development, every student will rotate through all major production and managerial roles a minimum of four times during the school year, including at least two times per semester. Roles include, but are not limited to:

- Director
- Producer
- Stage Manager
- Technical Director
- Camera Operator
- Audio Engineer
- Lighting Technician
- Floor Manager
- Teleprompter Operator
- Video Editor
- Motion Graphics Designer
- On-Air Talent/Anchor
- Interviewer

- Field Reporter

Students will maintain production logs and reflective journals documenting each role completed, technical skills practiced, leadership responsibilities demonstrated, and collaborative challenges solved during each production cycle. Teams will participate in peer critique sessions where students evaluate broadcast effectiveness, technical quality, visual storytelling, audience engagement, professionalism, pacing, and communication effectiveness using industry vocabulary and media analysis frameworks learned in class.

This assignment is designed to simulate a real-world television newsroom and multimedia production environment where students develop technical production skills, leadership capacity, professional communication habits, project management strategies, adaptability, and collaborative problem-solving skills while producing ongoing media content for authentic school and community audiences.

Video Arts (CA VAPA) Standards
VA:Cr2.1 (Organize production)
VA:Cr3.1 (Refine/edit)
VA:Re7.1 (Evaluate effectiveness)

Media Arts (CA VAPA) Standards
MA:Cr2.1 (Plan media)
MA:Pr5.1 (Advanced editing)
MA:Pr6.1 (Broadcast delivery)
MA:Re7.1 (Evaluate impact)

AME Production & Managerial Arts Pathway Standards
2.0 (Communication skills)
PMA B2.0 (Production execution)
PMA B4.0 (Post-production editing)
PMA B5.0 (Project management)

✨Unit 5: Industry Certification Integration:Adobe After Effects (Est... 65 Hrs)

In this unit, students will review and self-evaluate their skills as aligned to the industry certification. Tools, menus and program understanding and usage will be analyzed and both independent study, team activities and instructor-led content will be reviewed to prepare for the industry certification.

Assignments
KA 5.1 Introduction to Adobe After Effects (BB Mod 1):

Students are introduced to **Adobe After Effects** as an industry-standard motion graphics and visual effects platform, developing foundational proficiency in navigating the software interface and managing digital media assets. Students analyze how professional editors and motion designers organize projects, apply file management systems, and utilize composition panels, layer structures, timelines, and animation tools to construct efficient production workflows. Emphasis is placed on understanding copyright, intellectual property, and ethical media use, as students evaluate how legal and professional standards impact the use, sourcing, and distribution of digital content in the media industry.

At the honors level, students engage in independent exploration and technical problem-solving, demonstrating the ability to import, organize, and manipulate media while customizing workspace preferences and implementing auto-save and project management strategies. Students apply industry terminology accurately and reflect on how interface design influences creative decision-making and workflow efficiency. Through guided practice and applied tasks, students begin developing animation sequences and layered compositions, preparing them for advanced motion graphics production and

Adobe certification-level expectations. This assignment builds the technical and professional foundation required for subsequent high-level editing, compositing, and visual storytelling projects.

Video Arts (CA VAPA) Standards
VA:Cr2.1 (Organize media)
VA:Cr3.1 (Refine techniques)
VA:Re7.1 (Evaluate tools)

Media Arts (CA VAPA) Standards
MA:Cr2.1 (Organize workflow)
MA:Pr5.1 (Technical execution)
MA:Pr4.1 (Select tools)
MA:Cn11.1 (Ethical media use)

AME Production & Managerial Arts Pathway Standards
2.0 (Communication skills)
5.0 (Problem solving)
PMA A2.0 (Copyright & ethics)
PMA B1.0 (Pre-production organization)
PMA B3.0 (Technical systems)
PMA B4.0 (Post-production workflow)

KA 5.2 After Effects-Getting Started; Pre-Production, Composition, Layers, Shapes and Text (BB Mod 2)

Students advance their foundational skills in **Adobe After Effects** through structured, project-based instruction aligned to industry-standard motion graphics workflows. Students begin with pre-production planning, organizing assets and developing efficient file management systems. Students then build technical proficiency in composition creation, asset placement and reloading, and timeline navigation, understanding how compositions function as the structural foundation for motion design.

Through guided application, students construct and manipulate shape layers, text elements, and layered compositions, applying animation techniques such as opacity transitions and animation presets. Students analyze how designers use motion, layering, and visual hierarchy to communicate meaning and enhance audience engagement. Additional emphasis is placed on technical precision through tasks including building reflections, integrating typography, and refining animation timing.

At the honors level, students engage in independent problem-solving and iterative refinement, troubleshooting workflows, adjusting composition settings, and evaluating how design decisions impact effectiveness. Mastery is demonstrated through **Project 2: “Getting Started” Assessment**, where students produce a polished motion graphics composition integrating pre-production planning, layered design, animation techniques, and export settings aligned to current industry standards (2023+). Students reflect on workflow efficiency and technical growth in preparation for advanced compositing and certification-level performance tasks.

Video Arts (CA VAPA) Standards
VA:Cr2.1 (Organize media)
VA:Cr3.1 (Refine techniques)
VA:Re7.1 (Evaluate tools)

Media Arts (CA VAPA) Standards
MA:Cr2.1 (Organize workflow)

MA:Pr4.1 (Select tools)
MA:Pr5.1 (Technical execution)
MA:Pr6.1 (Present media)
MA:Cn11.1 (Ethical media use)

AME Production & Managerial Arts Pathway Standards
PMA A2.1 (Copyright compliance)
PMA A2.3 (Ethical media use)
PMA B1.1 (Asset organization)
PMA B1.2 (Pre-production planning)
PMA B2.2 (Production workflow)
PMA B3.1 (Software navigation)
PMA B3.2 (Layer systems)
PMA B4.1 (Editing processes)
PMA B4.2 (Animation techniques)
PMA B5.1 (Project management)

KA 5.3 Adobe After Effects: Design tools, Layout, Scale and Graph Editor (BB Mod 3)

Students apply intermediate **Adobe After Effects** skills to design and animate a professional company slogan motion graphic, building on prior knowledge of composition, layers, and animation. Students begin with a Pre-Assessment to evaluate baseline proficiency in layout, animation, and export workflows. Instruction focuses on the use of non-visible design tools, including guides, rulers, alignment features, and safe margins, to create precise and visually balanced compositions.

Students develop advanced understanding of layout and visual hierarchy, applying principles of spacing, alignment, and composition to enhance clarity and branding effectiveness. Technical skill development includes scale animation, where students manipulate size over time to create emphasis and motion, and the use of the Graph Editor to refine animation curves, timing, and easing for professional-quality motion design. Students also learn industry-standard export workflows using Adobe Media Encoder, ensuring proper formatting, compression, and delivery for multiple platforms.

At the honors level, students engage in iterative design refinement and technical problem-solving, analyzing how animation timing, layout precision, and motion dynamics impact audience perception and message clarity. Students demonstrate mastery through **Project 3: “Company Slogan” Assessment**, producing a polished animated slogan that integrates layout design, controlled animation using the Graph Editor, and professional export settings. Students reflect on design decisions and workflow efficiency, preparing for advanced compositing and certification-level performance tasks.

Video Arts (CA VAPA) Standards
VA:Cr2.1 (Organize composition)
VA:Cr3.1 (Refine techniques)
VA:Re7.1 (Evaluate design)

Media Arts (CA VAPA) Standards
MA:Cr2.1 (Design layout)
MA:Pr4.1 (Select tools)
MA:Pr5.1 (Technical execution)
MA:Pr6.1 (Present media)
MA:Re7.1 (Evaluate impact)

AME Production & Managerial Arts Pathway Standards
PMA A3.2 (Design analysis)
PMA B1.2 (Pre-production planning)
PMA B2.2 (Production workflow)
PMA B3.1 (Software navigation)
PMA B3.3 (Layout systems)
PMA B4.2 (Animation techniques)
PMA B4.3 (Graph editor control)
PMA B4.4 (Export processes)
PMA B5.1 (Project management)

KA 5.4 Adobe After Effects: Using Visual Effects, Vector-based Design, and Motion Graphics in Marketing (BB Mod 4)

Students apply advanced **Adobe After Effects** techniques to design and produce a professional marketing asset, integrating visual effects, vector-based graphics, and motion design to communicate a targeted brand message. Students begin by analyzing how marketing professionals use motion graphics and effects to influence audience perception, then apply this understanding through guided instruction in effect application, parameter adjustment, and visual enhancement.

Students develop technical proficiency by converting vector graphics into shape layers, allowing for greater flexibility and control in animation and design. Students apply rotation-based animation and other motion techniques to create dynamic, visually engaging compositions that align with marketing goals and brand identity. Instruction emphasizes how motion, timing, and visual hierarchy contribute to effective storytelling and audience engagement.

Students refine their workflow through testing, exporting, and evaluating compositions, ensuring projects meet industry standards for quality, formatting, and distribution. At the honors level, students engage in iterative design refinement and technical problem-solving, evaluating how effects, animation, and composition choices impact the clarity and effectiveness of a marketing product. Students demonstrate mastery by producing a polished motion graphics piece that integrates effects, vector manipulation, animation, and professional export practices, and reflect on their workflow and design decisions in preparation for certification-level performance tasks.

Video Arts (CA VAPA) Standards
VA:Cr2.1 (Develop composition)
VA:Cr3.1 (Refine techniques)
VA:Re7.1 (Evaluate effects)

Media Arts (CA VAPA) Standards
MA:Cr2.1 (Design composition)
MA:Pr4.1 (Select tools)
MA:Pr5.1 (Technical execution)
MA:Pr6.1 (Present media)
MA:Re7.1 (Evaluate impact)

AME Production & Managerial Arts Pathway Standards
PMA A3.2 (Design analysis)
PMA B1.2 (Pre-production planning)
PMA B2.2 (Production workflow)
PMA B3.1 (Software navigation)
PMA B3.4 (Vector conversion)

PMA B4.1 (Effects application)
PMA B4.2 (Animation techniques)
PMA B4.4 (Export processes)
PMA B5.1 (Project management)

KA 5.5 Adobe After Effects: Typography, Motion, and Compositing Techniques in Commercial Media (BB Mod 5)

Students apply advanced **Adobe After Effects** techniques to produce a professional commercial for “Mount Baker,” integrating typography, composition principles, motion animation, and compositing techniques to communicate a clear and engaging marketing message. Students begin with a Pre-Assessment to evaluate their understanding of composition, typography, and motion, then develop skills through guided instruction aligned to industry-standard workflows. Students apply the Rule of Thirds to establish strong visual composition and balance, while developing proficiency in typography basics, including font selection, hierarchy, spacing, and readability for branding and marketing purposes. Technical skill development focuses on position-based animation, where students manipulate objects across the composition space to create purposeful motion, continuity, and visual storytelling.

Students advance into compositing techniques through the use of track mattes, learning how to control layer visibility and create dynamic visual effects through masking and layering. Instruction also includes exporting multiple compositions, reinforcing efficient workflow practices and preparing students for real-world production pipelines that require batch output and multiple deliverables.

At the honors level, students engage in iterative refinement, design critique, and technical problem-solving, evaluating how typography, motion, and compositing decisions influence audience engagement and message clarity. Students demonstrate mastery through **Project 5: “Mount Baker Commercial” Assessment**, producing a polished commercial that integrates composition, typography, animation, compositing, and professional export workflows. Students reflect on their design choices and workflow efficiency in preparation for advanced certification-level performance tasks.

Video Arts (CA VAPA) Standards
VA:Cr2.1 (Develop composition)
VA:Cr3.1 (Refine techniques)
VA:Re7.1 (Evaluate design)

Media Arts (CA VAPA) Standards
MA:Cr2.1 (Design composition)
MA:Pr4.1 (Select tools)
MA:Pr5.1 (Technical execution)
MA:Pr6.1 (Present media)
MA:Re7.1 (Evaluate impact)

AME Production & Managerial Arts Pathway Standards
PMA A3.2 (Design analysis)
PMA B1.2 (Pre-production planning)
PMA B2.2 (Production workflow)
PMA B3.1 (Software navigation)
PMA B3.3 (Layout systems)
PMA B3.5 (Typography design)
PMA B4.2 (Animation techniques)
PMA B4.5 (Compositing techniques)
PMA B4.4 (Export processes)
PMA B5.1 (Project management)

KA 5.6 Adobe After Effects: Client-Based Motion Graphics, Typography, and Anchor Point Animation (BB Mod 6)

Students apply advanced **Adobe After Effects** techniques in a client-driven production scenario, designing and animating a professional “Cool Credits” sequence that integrates typography, motion graphics, and precise animation control. Students begin with a Pre-Assessment to evaluate readiness in text animation, workspace customization, and anchor point manipulation, then engage in instruction aligned to industry-standard workflows.

Students explore the process of working with a client, interpreting project requirements, audience needs, and design expectations to inform creative decisions. Students develop advanced typography skills, applying principles of hierarchy, readability, spacing, and motion to create visually compelling credit sequences. Instruction emphasizes workflow efficiency through custom workspace development, allowing students to optimize panels, tools, and layout for professional production environments.

Technical skill development focuses on anchor point animation, where students manipulate the pivot point of objects to create controlled and intentional motion. Students further refine their skills by adjusting anchor paths, enabling more complex and precise animation sequences. Students apply these techniques to create dynamic text-based motion graphics that demonstrate control over timing, spacing, and visual flow.

Students complete the production process through exporting and evaluating final compositions, ensuring alignment with industry standards for delivery and presentation. At the honors level, students engage in iterative refinement, client-based problem-solving, and design justification, evaluating how typography, animation precision, and workflow decisions impact the effectiveness of the final product. Mastery is demonstrated through **Project 6: “Cool Credits” Assessment (80% benchmark)**, where students produce a polished, professional credit sequence and reflect on both technical execution and client alignment in preparation for certification-level performance tasks.

Video Arts (CA VAPA) Standards
VA:Cr2.1 (Develop composition)
VA:Cr3.1 (Refine techniques)
VA:Re7.1 (Evaluate design)

Media Arts (CA VAPA) Standards
MA:Cr2.1 (Design composition)
MA:Pr4.1 (Select tools)
MA:Pr5.1 (Technical execution)
MA:Pr6.1 (Present media)
MA:Re7.1 (Evaluate impact)

AME Production & Managerial Arts Pathway Standards
PMA A3.2 (Design analysis)
PMA A5.1 (Client interaction)
PMA B1.2 (Pre-production planning)
PMA B2.2 (Production workflow)
PMA B3.1 (Software navigation)
PMA B3.5 (Typography design)
PMA B4.2 (Animation techniques)
PMA B4.6 (Anchor point control)

PMA B4.4 (Export processes)
PMA B5.1 (Project management)

KA 5.7 Adobe After Effects: Motion Path Design, Expressions, and Interactive Media Production (BB Mod 7)

Students apply advanced **Adobe After Effects** techniques to design and produce a dynamic “Travel Map and DVD Menu**”** project that integrates motion path animation, shape layer design, and interactive-style visual sequencing. Students begin with a Pre-Assessment to evaluate readiness in pre-production planning, animation control, and workflow organization, then engage in structured instruction aligned to industry-standard motion graphics pipelines.

Students develop and implement pre-production plans, including conceptualizing travel routes and visual storytelling sequences. Through route planning and path design, students construct animated motion paths that simulate movement across geographic or conceptual spaces. Students apply shape layers to build scalable and customizable visual elements, then animate these paths using keyframes to create smooth, intentional motion.

Students advance into higher-level technical control through the use of expression controllers, enabling automation, parameter linking, and more efficient animation workflows. Additional emphasis is placed on duplicating visual elements to maintain consistency, improve efficiency, and support scalable design systems within a project. Students complete a challenge project, applying these skills independently to extend and customize their designs.

At the honors level, students engage in complex problem-solving, system-based thinking, and iterative refinement, evaluating how motion paths, expressions, and visual structure contribute to clarity, usability, and audience engagement. Students demonstrate mastery through **Project 7: “Travel Map and DVD Menu” Assessment**, producing a polished, multi-component motion graphics project that integrates path animation, shape layer design, expressions, and professional workflow practices. Students reflect on their technical decisions and workflow strategies in preparation for advanced compositing and certification-level performance tasks.

Video Arts (CA VAPA) Standards
VA:Cr2.1 (Develop composition)
VA:Cr3.1 (Refine techniques)
VA:Re7.1 (Evaluate design)

Media Arts (CA VAPA) Standards
MA:Cr2.1 (Design composition)
MA:Pr4.1 (Select tools)
MA:Pr5.1 (Technical execution)
MA:Pr6.1 (Present media)
MA:Re7.1 (Evaluate impact)

AME Production & Managerial Arts Pathway Standards
PMA A3.2 (Design analysis)
PMA B1.2 (Pre-production planning)
PMA B2.2 (Production workflow)
PMA B3.1 (Software navigation)
PMA B3.3 (Layout systems)
PMA B3.4 (Shape layers)
PMA B4.2 (Animation techniques)

PMA B4.7 (Expression controls)
PMA B4.8 (Motion path design)
PMA B5.1 (Project management)

KA 5.8 Adobe After Effects: 3D Text, Lighting, Camera Systems, and Advanced Motion Graphics (BB Mod 8)

Students apply advanced **Adobe After Effects** techniques to design and produce a professional “3D Effects” motion graphics project, integrating three-dimensional text, lighting, camera movement, and complex shape layer workflows. Students begin with a Pre-Assessment to evaluate readiness in 3D space manipulation, animation control, and compositing techniques, then engage in structured instruction aligned to industry-standard motion graphics and visual effects pipelines.

Students develop technical proficiency by creating and animating 3D text, exploring how depth, perspective, and spatial positioning enhance visual storytelling. Students apply 3D lighting techniques, analyzing how light sources affect shadows, highlights, and realism within a composition. Instruction emphasizes the relationship between light, depth, and material appearance in creating professional-quality visual effects.

Students further advance their skills by animating 3D text using keyframes, controlling movement, timing, and transitions within three-dimensional space. Students convert assets into shape layers and work with complex shape systems, enabling detailed customization and scalable design. Students also develop proficiency in camera tools, simulating real-world cinematography techniques such as pans, zooms, and depth-of-field to enhance audience engagement.

At the honors level, students engage in advanced problem-solving, spatial reasoning, and iterative refinement, evaluating how 3D elements, lighting, and camera movement contribute to realism and narrative impact. Students demonstrate mastery through **Project 8: “3D Effects” Assessment (80% required),** producing a polished motion graphics composition that integrates 3D text, lighting, animation, camera systems, and professional export practices. Students reflect on their technical workflow and design decisions in preparation for certification-level performance and industry application.

Video Arts (CA VAPA) Standards
VA:Cr2.1 (Develop composition)
VA:Cr3.1 (Refine techniques)
VA:Re7.1 (Evaluate visuals)

Media Arts (CA VAPA) Standards
MA:Cr2.1 (Design composition)
MA:Pr4.1 (Select tools)
MA:Pr5.1 (Technical execution)
MA:Pr6.1 (Present media)
MA:Re7.1 (Evaluate impact)

AME Production & Managerial Arts Pathway Standards
PMA A3.2 (Design analysis)
PMA B1.2 (Pre-production planning)
PMA B2.2 (Production workflow)
PMA B3.1 (Software navigation)
PMA B3.4 (Shape layers)
PMA B3.7 (3D systems)
PMA B4.2 (Animation techniques)
PMA B4.9 (3D animation)
PMA B4.10 (Camera systems)

PMA B4.11 (Lighting systems)
PMA B5.1 (Project management)

KA 5.9 Adobe After Effects: Motion Tracking, Stabilization, and Time Remapping Techniques (BB Mod 9)

Students apply advanced **Adobe After Effects** techniques to design and produce a professional **Video Arts (CA VAPA) Standards**
VA:Cr2.1 (Develop composition)
VA:Cr3.1 (Refine techniques)
VA:Re7.1 (Evaluate visuals)

Media Arts (CA VAPA) Standards
MA:Cr2.1 (Design composition)
MA:Pr4.1 (Select tools)
MA:Pr5.1 (Technical execution)
MA:Pr6.1 (Present media)
MA:Re7.1 (Evaluate impact)

AME Production & Managerial Arts Pathway Standards
PMA A3.2 (Design analysis)
PMA B1.2 (Pre-production planning)
PMA B2.2 (Production workflow)
PMA B3.1 (Software navigation)
PMA B3.8 (Tracking systems)
PMA B4.1 (Editing processes)
PMA B4.2 (Animation techniques)
PMA B4.12 (Time remapping)
PMA B4.13 (Color correction)
PMA B4.14 (Stabilization tools)
PMA B4.4 (Export processes)
PMA B5.1 (Project management)

KA 5.10 Adobe After Effects: Green Screen Compositing, Masking, and Advanced Motion Effects in Media Production (BB Mod 10)

Students apply advanced **Adobe After Effects** techniques to design and produce a professional **“DJ Project”**, integrating green screen compositing, masking, motion tracking, and time-based effects within a client-style media production workflow. Students begin with a **Pre-Assessment** to evaluate readiness in project organization, compositing, and animation control, then engage in structured instruction aligned to industry-standard post-production pipelines.

Students develop proficiency in **project panel organization and workflow management**, structuring assets and compositions for efficient editing and production. Students apply **blend modes** to combine visual elements and enhance compositing effects. Instruction focuses on **keying out green screen footage using Keylight**, analyzing how lighting, subject separation, and background conditions impact key quality and realism. Students also examine **green screen shooting techniques**, understanding how production decisions directly influence post-production outcomes.

Students explore professional practices by learning about **obtaining permissions from models and “greeking”**, emphasizing ethical media production and legal compliance. Students apply **motion tracking techniques** and connect tracked data to layers using null objects and parenting workflows. Additional skill development includes **masking basics and animating masks**, enabling precise control over visibility and layered effects.

Students further refine their compositions using **time remapping**, manipulating timing and pacing to enhance visual storytelling. Instruction emphasizes how multiple advanced techniques—tracking, masking, compositing, and time

control—integrate into a cohesive production workflow. Students complete the process through exporting and evaluating final compositions aligned to professional standards.

At the honors level, students engage in **complex problem-solving, compositing precision, and iterative refinement**, evaluating how green screen quality, tracking accuracy, masking techniques, and timing decisions impact realism and audience engagement. Students demonstrate mastery through **Project 10: "DJ Project" Assessment (80% required)**, producing a polished composition that integrates green screen compositing, tracking, masking, time effects, and professional workflow practices. Students reflect on both technical execution and ethical considerations in preparation for certification-level performance and industry application.

Video Arts (CA VAPA) Standards
VA:Cr2.1 (Develop composition)
VA:Cr3.1 (Refine techniques)
VA:Re7.1 (Evaluate visuals)

Media Arts (CA VAPA) Standards
MA:Cr2.1 (Design composition)
MA:Pr4.1 (Select tools)
MA:Pr5.1 (Technical execution)
MA:Pr6.1 (Present media)
MA:Re7.1 (Evaluate impact)
MA:Cn11.1 (Ethical media use)

AME Production & Managerial Arts Pathway Standards
PMA A2.1 (Copyright compliance)
PMA A2.3 (Ethical media use)
PMA A5.1 (Client/model permissions)
PMA A3.2 (Design analysis)
PMA B1.2 (Pre-production planning)
PMA B2.2 (Production workflow)
PMA B3.1 (Software navigation)
PMA B3.8 (Tracking systems)
PMA B4.5 (Compositing techniques)
PMA B4.6 (Masking techniques)
PMA B4.12 (Time remapping)
PMA B4.14 (Keying/green screen)
PMA B4.4 (Export processes)
PMA B5.1 (Project management)

KA 5.11 Adobe After Effects: Audio-Driven Animation, Text Paths, and Media Metadata Integration (BB Mod 11)

Students apply advanced **Adobe After Effects** techniques to design and produce a professional "Sounds Awesome!" project, integrating audio-driven animation, text path motion, and media export workflows aligned to industry standards. Students begin with a Pre-Assessment to evaluate readiness in audio integration, animation control, and workflow organization, then engage in structured instruction aligned to motion graphics and post-production pipelines.

Students develop technical proficiency by animating text along a path, applying principles of motion design, spacing, and timing to create visually engaging typography. Students explore audio effects, analyzing how sound enhances visual storytelling and audience engagement. Instruction emphasizes the relationship between audio cues and visual timing in professional media production.

Students convert audio into keyframes, enabling synchronization between sound and animation. Students then apply expressions to animate audio-driven visuals, automating motion based on sound amplitude and frequency. This introduces advanced system-based thinking, allowing students to create responsive, dynamic motion graphics that react to audio inputs.

Students complete the production process by exporting projects using Adobe Media Encoder, including the addition of metadata to ensure proper organization, attribution, and distribution readiness. Instruction emphasizes how metadata supports asset management, discoverability, and professional delivery standards.

At the honors level, students engage in complex problem-solving, systems integration, and iterative refinement, evaluating how audio synchronization, animation precision, and metadata practices impact the effectiveness and professionalism of their work. Students demonstrate mastery through **Project 11: "Sounds Awesome!" Assessment (80% required)**, producing a polished composition that integrates audio-driven animation, text path motion, expressions, and professional export workflows. Students reflect on both technical execution and workflow strategies in preparation for certification-level performance and industry application.

Video Arts (CA VAPA) Standards
VA:Cr2.1 (Develop composition)
VA:Cr3.1 (Refine techniques)
VA:Re7.1 (Evaluate visuals)

Media Arts (CA VAPA) Standards
MA:Cr2.1 (Design composition)
MA:Pr4.1 (Select tools)
MA:Pr5.1 (Technical execution)
MA:Pr6.1 (Present media)
MA:Re7.1 (Evaluate impact)
MA:Cn11.1 (Ethical media use)

AME Production & Managerial Arts Pathway Standards
PMA A3.2 (Design analysis)
PMA A5.2 (Media asset management)
PMA B1.2 (Pre-production planning)
PMA B2.2 (Production workflow)
PMA B3.1 (Software navigation)
PMA B3.5 (Typography systems)
PMA B4.2 (Animation techniques)
PMA B4.7 (Expression controls)
PMA B4.12 (Audio keyframes)
PMA B4.15 (Audio integration)
PMA B4.4 (Export processes)
PMA B5.1 (Project management)

KA 5.12 Adobe After Effects: Interactive Menu Design, Animation Systems, and Multi-Platform Media Integration (BB Mod 12)

Students apply advanced **Adobe After Effects** techniques to design and produce a professional **"DVD Menu"** interface, integrating interactive-style layout, animation systems, masking, audio, and cross-platform media workflows. Students begin with a Pre-Assessment to evaluate readiness in project setup, organization, and animation control, then engage in structured instruction aligned to industry-standard motion graphics and media interface design practices.

Students develop proficiency in project setup and asset organization, structuring compositions and layers for efficient workflow and scalability. Students design and animate interactive-style buttons, applying principles of user interface (UI) design, visual hierarchy, and audience navigation. Instruction emphasizes how motion and design guide user interaction and improve usability.

Students apply masking techniques and adjustment layers to refine visual elements and create polished compositions. Students develop advanced text animation skills by animating titles and refining typographic

elements, focusing on clarity, pacing, and visual impact. Students integrate sound effects to enhance user experience and reinforce interaction cues.

Students extend their workflow beyond After Effects by exporting frames to Photoshop layers, demonstrating cross-platform integration and understanding how motion graphics assets can be adapted for static and layered design environments. Instruction emphasizes how professional designers move assets across software platforms to support multi-format production.

At the honors level, students engage in systems-based thinking, iterative refinement, and design evaluation, analyzing how interface design, animation, audio integration, and workflow decisions impact usability and audience engagement. Students demonstrate mastery through **Project 12: "DVD Menu" Assessment (80% required)**, producing a polished, multi-component menu interface that integrates animation, masking, audio, and cross-platform workflows. Students reflect on both technical execution and design effectiveness in preparation for certification-level performance and industry application.

Video Arts (CA VAPA) Standards
VA:Cr2.1 (Develop composition)
VA:Cr3.1 (Refine techniques)
VA:Re7.1 (Evaluate design)

Media Arts (CA VAPA) Standards
MA:Cr2.1 (Design composition)
MA:Pr4.1 (Select tools)
MA:Pr5.1 (Technical execution)
MA:Pr6.1 (Present media)
MA:Re7.1 (Evaluate impact)
MA:Cn11.1 (Media context)

AME Production & Managerial Arts Pathway Standards
PMA A3.2 (Design analysis)
PMA A5.2 (Media asset management)
PMA B1.2 (Pre-production planning)
PMA B2.2 (Production workflow)
PMA B3.1 (Software navigation)
PMA B3.3 (Layout systems)
PMA B3.5 (Typography design)
PMA B4.2 (Animation techniques)
PMA B4.6 (Masking techniques)
PMA B4.13 (Audio integration)
PMA B4.4 (Export processes)
PMA B4.16 (Cross-platform workflow)
PMA B5.1 (Project management)

KA 5.13 Adobe After Effects: Comprehensive Workflow Review, Interface Mastery, and Certification Readiness (BB Mod 13)

Students consolidate and demonstrate mastery of Adobe After Effects through a comprehensive "Review" project, reinforcing essential knowledge of interface navigation, panel functionality, and workflow systems required for certification-level performance. Students begin with a Pre-Assessment to evaluate their current proficiency across core software components, then engage in targeted review aligned to industry-standard production environments.

Students systematically revisit key components of the After Effects interface, including panel organization, the Project Panel, Timeline, Composition Panel details, and toolsets, analyzing how each contributes to

efficient and professional media production workflows. Instruction emphasizes how expert users navigate and customize the interface to optimize productivity, accuracy, and creative control.

Students apply their knowledge through guided and independent tasks that require navigating panels, organizing assets, manipulating timelines, and utilizing tools with precision and efficiency. Students evaluate how workflow organization and interface mastery impact production quality, troubleshooting ability, and overall project success.

At the honors level, students engage in metacognitive reflection, performance analysis, and iterative skill refinement, identifying strengths and areas for growth across all major After Effects competencies developed throughout Unit 5. Students demonstrate mastery through **Project 13: "Review" Assessment (80% required),** completing a comprehensive performance task that requires accurate navigation, efficient workflow execution, and application of core techniques in preparation for Adobe certification-level assessment. Students reflect on their readiness and develop strategies for continued technical growth and industry application.

Video Arts (CA VAPA) Standards
VA:Cr3.1 (Refine techniques)
VA:Re7.1 (Evaluate processes)
VA:Cn10.1 (Career connections)

Media Arts (CA VAPA) Standards
MA:Cr3.1 (Refine media work)
MA:Pr5.1 (Technical proficiency)
MA:Re7.1 (Evaluate systems)
MA:Cn11.1 (Industry context)

AME Production & Managerial Arts Pathway Standards
PMA A3.2 (Design analysis)
PMA A6.1 (Career readiness)
PMA B1.2 (Pre-production planning)
PMA B2.2 (Production workflow)
PMA B3.1 (Software navigation)
PMA B3.2 (Interface systems)
PMA B4.1 (Editing processes)
PMA B4.4 (Export processes)
PMA B5.1 (Project management)

KA 5.14 Honors Summative Assessment: Industry Certifications Adobe Certified Professional After Effects:

Students will show evidence of certification preparation through review, pre-tests and study tools. Students will take the official Certiport Adobe After Effects Certification and score will be entered as part of the course final assessment grade and stand as the high-rigor Honors summative assessment.

Unit 6 Leadership & Essential Skills, Professional Communication, College & Career Opportunities in Film/Video Arts and Production (Est. 30 hours)

In this unit, students will explore postsecondary college and career options within the industry sector and opportunities to use acquired pathway-related skills and knowledge as an evaluation lens. This unit will focus on career awareness, career exploration, preparation for entry to technical-level employment and alignment with postsecondary programs. Students will show evidence of a foundation of knowledge and skills in careers related to the industry sector. Students will focus on the importance of teamwork, the components of effective leadership skills and other workplace-relevant essential career skills.
• Students will demonstrate pathway-related skills that emphasize real world, occupationally-relevant knowledge
• Students will engage and reflect on a professional digital presence as it applies to potential employers.
• A digital portfolio will demonstrate student potential with digital artifacts and reflection of CTE Pathway , work-based learning & academic learning experiences
• Students will model their ability to integrate academic and technical preparation for college and career.
• Students will showcase an understanding of consumer Financial Literacy

Assignments

KA 6.1 Updated Resume:
Students will use technology and writing skills to create a relevant resume integrating the skills and assignments they have completed in this course . Students will explore the expectations of professional conduct in the industry, including the qualities of successful employees and the importance of attention to personal presentation as a professional.

Standards Assessed
CA Visual Arts Standards
VA:Cn10.1, VA:Cn11.1

CA Media Arts (VAPA) Standards
MA:Pr6.1, MA:Cn10.1, MA:Cn11.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards
2.0, 7.0, 15.0, 19.0

KA 6.2 Video Arts Portfolio Artifacts:
Students will create a folder for their professional portfolio highlighting learning opportunities connected to CTE pathway standards and from their work and experiences. Portfolio artifacts will include evidence (i.e. student work, photos, reflections of learning, etc.), an explanation of the connection to specific competencies, and a self-evaluation/reflection.

Standards Assessed
CA Visual Arts Standards
VA:Cr3.1, VA:Cn10.1, VA:Cn11.1

CA Media Arts (VAPA) Standards
MA:Pr5.1, MA:Pr6.1, MA:Cn10.1

CA CTE Arts, Media & Entertainment — Media Production Pathway Standards
2.0, 5.0, 19.0

KA 6.3 Job Description / Career Opportunity Research Project
Students will review the multiple career paths/ jobs available in their industry sector and pathway. Students will demonstrate ability and understand the process of looking and applying for a job; this will include an overview of the education, certification, licensing and credentialing requirements for potential positions. Students will explore different job descriptions available immediately and see requirements for hiring in the industry sector.

Students will utilize technology and writing skills to create a relevant resume that aligns to this Job Description/ Career Opportunity Students will explore the expectations of professional conduct in their industry, including personal qualities of employees and attention to personal presentation as a professional.

Standards Assessed

KA6.4 Aesthetic Valuing:
Students will formulate and support their ideas during oral critiques and in writing as well as do research/read background material prior to and after viewing films. This will allow students to have critical discussions following screenings in which cultural context, purpose, and wider implications are explored and speculate about what influence cultural context (as well as personal beliefs) may have on how a film is interpreted.
Students will learn the differences between previous years making their short films to creating a feature film min as a team. To support this ongoing personal critical valuing, Students will produce:
• Journal entries in which they articulate the process and rationale for refining and reworking their
• Watch / cite examples of inspiration for their team's productions, critique other team's productions based on industry aligned rubrics

1.3.d Identify principles of art and elements of design.
i. Key Terms: space, line, shape, form, color, texture, emphasis/focal point, unity/ harmony, variety, balance, alignment, proximity, repetition, rhythm, scale, movement, negative space, gestalt, depth, etc.

KA 6.5 Mock Interview: Students will model a job interview. Students will experience, record and engage in role play answering specific current interview questions, around how to navigate the employment application process using their ePortfolio evidence, resume and job description from previous assignments.

CTE Arts, Media & Entertainment (AME) – Media Production Pathway

- **B1.0 – Career Planning & Management** *(career readiness, job acquisition skills)*
- **B1.1 – Personal Interests & Aptitudes** *(align skills to career pathways)*
- **B1.2 – Career Goals & Pathways** *(short/long-term planning)*
- **B1.4 – Job Search & Interview Skills** *(resume, interview, professionalism)*
- **B1.5 – Professionalism in the Workplace** *(ethics, responsibility, conduct)*
- **B2.0 – Communication** *(verbal, nonverbal, written communication skills)*
- **B2.2 – Presentation Skills** *(formal speaking, audience awareness)*
- **B2.3 – Listening & Feedback** *(active listening, response strategies)*
- **B3.0 – Career Readiness & Workplace Practices** *(workplace expectations, collaboration)*
- **B3.1 – Demonstrate Accountability** *(meeting expectations, responsibility)*
- **B5.0 – Problem Solving & Critical Thinking** *(adapt responses, think on feet)*
- **B5.3 – Decision-Making Skills** *(evaluate responses, adjust communication)*

California Common Core State Standards – English Language Arts (ELA)

- **SL.11-12.1 – Collaborative Discussions** *(engage in structured dialogue)*
- **SL.11-12.3 – Evaluate Speaker Perspective** *(analyze questions, intent)*
- **SL.11-12.4 – Present Information Clearly** *(organized, professional speaking)*
- **SL.11-12.6 – Adapt Speech to Context** *(formal tone, interview setting)*
- **L.11-12.1 – Grammar & Usage** *(command of formal English)*
- **L.11-12.3 – Language Precision** *(clarity, tone, professional language)*
- **W.11-12.4 – Clear & Coherent Writing** *(resume/ePortfolio alignment)*
- **W.11-12.6 – Use Technology for Production** *(recording, digital interview artifacts)*

Honors

Honors Formative Culminating Project Capstone ePortfolio
Students will create a personal portfolio highlighting learning opportunities connected to the 2 year sequence of courses within the Video Arts CTE pathway standards and from their work and academic and personal experiences. The portfolio entries will contain evidence (resume, mock interview(s) student work, photos, certification, WBL, financial literacy, industry skills, reflections of learning, etc.), an explanation of the connection

to competency, and self-reflection.

Students will develop their ability to analyze and critique professional, peer and personal experiences and projects as well as the impact of their own work as evidence of work-ready skills in the healthcare industry. Students will present their evidence and professional brand in a mock interview or course culminating presentation as well as gaining feedback from industry professionals.

Honors Summative Assessment: Adobe Certified Professional After Effects Certification (Est. 3 Hours)

Adobe Certified Professional certifications are the official, industry- recognized credentials that validate proficiency in Adobe Creative Cloud applications and foundational knowledge for digital media careers.

The **50-minute Visual Effects & Motion Graphics Using Adobe After Effects exam** is comprised of two sections—selected-response items followed by Live-in-the-App tasks in After Effects

1. Working in the Visual Effects and Motion Graphics Industry

This objective covers critical concepts related to working with colleagues and clients, as well as crucial legal, technical, and design-related knowledge.

1.1 Identify terminology and interpret communication relating to purpose, clients, and audience needs for preparing visual effects and motion graphics projects.

1.1.a Determine whether content is relevant to the purpose, audience, and audience needs.
i. Key Terms: client goals, target audience, demographics

1.1.b Identify requirements based on how the project will be delivered, distributed, and/or consumed.
i. Key Terms: File sharing, compression, codec, input and output file formats, aspect ratio
ii. Key Concepts: Selecting the correct codec based on import and delivery requirements.

1.1.c Demonstrate and apply knowledge of accessibility standards and best practices for motion design or graphics content.
i. Key Concepts: legible text overlays, proper color contrast, sensory triggers and motion sensitivity, designing for color blindness, contrast and color accessibility, visual spacing and readability, text sizing and font accessibility

1.1.d Demonstrate techniques for creating assets and projects based on communication from clients and colleagues.
i. Key Terms: Pre-production, planning, shot list, script writing, storyboarding, design compositions or sketches, style guides, and animatics, creative brief, mood board

1.1.e Demonstrate basic project management concepts.
i. Key Terms: Scope and sequence, setup, meeting deadlines and budgets, tech sheet

1.2 Assess intellectual property rights, permissions, and licensing required to use specific content.

1.2.a Determine legal and ethical considerations for using third-party content.
i. Key Terms: Usage rights, copyright, intellectual property, derivative work, commercial use policies, attribution, work for hire, fair use, fair dealing, remixing, AI-generated content

1.2.b Determine when and how to obtain permission to use images, audio, or video.
i. Key Terms: talent release, rights, permissions, licensing, attribution, public spaces, releases
ii. Key Concepts: permission to use an image is separate from permission to use a person’s face or a restricted location, etc.

1.3 Demonstrate an understanding of terminology and knowledge of motion design and graphics principles.

1.3.a Demonstrate knowledge of motion design, visual effects, and graphics terminology.
i. Key Terms: frame rate, title/action safe zones (areas), frame size, file formats, video codecs, pixels, rendering, effects, waveforms, audio syncing, keyframing, bit depth, color spaces, lighting, working in 3D space, rotoscoping, masking, blending modes, compositing

1.3.b Demonstrate knowledge of the twelve principles of animation.
i. Key Terms: easing, squashing, stretching, anticipation, staging, straight-ahead action and pose-to-pose, follow through and overlapping action, slow in and slow out, arc, secondary action, timing, exaggeration, solid drawing, appeal.

1.3.c Define principles of film form terms.
i. Key Terms: aspect ratio, rule of thirds, foreground, background, tone, contrast, cropping, depth of field, field of view, match moving, etc. trailer using the chosen cinematographer's signature techniques. The group must provide a one page statement in which they detail their focusing, camera movement, lighting, and composition, as it relates to their cinematographer.

2. Project Setup and Interface
This objective covers the interface setup and program settings.

2.1 Create and modify projects and compositions.

2.1.a Modify project settings for performance and playback.
i. Key Settings: Video Rendering and Effects (GPU)

2.1.b Create and modify compositions to match the delivery requirements.
i. Key Concepts: frame rate, frame size, resolution, duration, pixel aspect ratio, presets, adjusting the work area, background color, naming compositions, composition from footage

2.1.c Configure application preferences.
i. Key Settings: Appearance, Auto-Save, Grids & Guides, Media & Disk Cache, Memory, Previews, etc.

2.2 Navigate, organize, and customize the application using design tools.

2.2.a Identify, navigate, and manipulate elements of the After Effects interface.
i. Key Concepts: menus, toolbars, panels, navigating, magnifying the composition, searching within panels, etc.
ii. Key Panels: Project panel, Timeline panel, Composition panel, Preview panel, Effects & Presets panel, Effect Controls panel, Layer panel, Properties panel

2.2.b Customize and manage workspaces.
i. Key Concepts: using/switching workspaces; showing, hiding, grouping, and docking panels; Workspace menu; assigning shortcuts; customizing, saving, and resetting workspaces; non-visible design tools

2.2.c Controlling and working with the timeline and media.
i. Key Concepts: panning, zooming in to frame level, playing, pausing, keyboard shortcuts, timecodes, current time indicator (playhead), Work Area Bar, Preview Render indicator

2.2.d Use markers.
i. Key Concepts: composition (timeline) and layer (clip) markers, comp marker bin, keyboard shortcuts

2.2.e Use guides and grids.
i. Key Concepts: Title/Action Safe; Proportional Grid; adding, removing, locking, and unlocking guides; changing grid and guide color; hiding and showing grid and guides; using snap or align options; rulers

3. Organizing Compositions
This objective covers layers, managing composition structure, and importing assets.

3.1 Import assets into a project.

3.1.a Import media from various sources.
i. Key Concepts: compatible files, importing layers from Photoshop (.psd) and Illustrator (.ai) files, offline media, dragging and dropping, image sequences

3.1.b Manage assets in an After Effects project.
i. Key Concepts: finding, importing, replacing, relinking, reloading, interpreting, renaming, and deleting footage; organizing assets using folders; placeholders; metadata

3.2 Manage layers.

3.2.a Identify and differentiate types of layers in the Timeline panel.
i. Key Layer Types: footage, text, solid, shape, camera, adjustment, light, null object, audio, content-aware fill, and pre-comp

3.2.b Use the Timeline panel to manage layers.
i. Key Concepts: quality and sampling; adding, deleting, locking, unlocking, renaming, and reordering layers; managing labels; using switches and modes: shy, render order, motion blur, continuous rasterize, blending modes, track matte; mute and solo; synchronizing/aligning audio with visual effects

3.2.c Adjust the visibility of a layer.
i. Key Concepts: hiding and showing layers, opacity

3.2.d Connect and combine layers by nesting, parenting, or linking.
i. Key Concepts: pre-composing and nEst.ing, parenting, null objects

3.2.e Modify anchor points for animation.
i. Key Concepts: Pan Behind (Anchor Point) tool, adjusting anchor point coordinates

4. Creating and Modifying Visual Elements
This objective covers core tools and functionality of the application, as well as
tools that affect the visual appearance of composition elements.

4.1 Use core tools and features to create content.

4.1.a Place and create visual elements.
i. Key Concepts: solids, shape layers, and shapes from vector layers, asset placement, temporal (timeline) position, spatial (coordinates) position, layer stacking order, Content-Aware Fill
ii. Key Tools: Shape, Pen (add, delete, and convert vertex points)

4.1.b Modify layers using opacity, track mattes, and masks.
i. Key Concepts: layer masks, track mattes, mask interpolation, copy and paste, path, expansion, feathering, adding, and subtracting

4.2 Create and manipulate text.

4.2.a Create text in a composition.
i. Key Concepts: point text, paragraph text, text on a path
ii. Key Tools and Panels: Type tool, Character panel, Paragraph panel, Properties panel

4.2.b Adjust character and paragraph settings.
i. Key Settings: font, Adobe Fonts, size, style, kerning, tracking, leading, horizontal and vertical scale, subscript and superscript, alignment, indentation (e.g. Indent left margin, etc.), paragraph spacing, and right-to-left text direction

4.2.c Create motion graphics templates.
i. Key Concepts: creating MOGRTs without expressions, supported properties in the Essential Graphics panel, name and export

4.3 Prepare footage for compositing and animation.

4.3.a Adjust layers in the Timeline.
i. Key Concepts: moving, sequencing, trimming, and splitting layers; setting In and Out points in the Footage panel

4.3.b Transform visual elements in the composition.
i. Key Terms: scaling, rotating, flipping, moving, fitting to, etc.

4.4 Manipulate layers, assets, and video.

4.4.a Use tracking and stabilizing methods and tools.
i. Key Tools: Tracker panel
ii. Key Concepts: stabilization, warp stabilizer, stabilize motion

4.4.b Change the speed of a layer.
i. Key Concepts: time remapping, time stretching, creating freeze frames. Changing speed, time reverse

4.4.c Enable 3D space to modify composition elements.
i. Key Concepts: X, Y, and Z axes; two-dimensional objects in three-dimensional space; 2.5D techniques for depth between layers and X, Y, Z, rotation
ii. Key Tools: Select View Layout, Timeline panel, 3D Layer Switch (Enable 3D), cursor tools (3D Transform Gizmo)

4.5 Add and modify effects and presets.

4.5.a Apply and adjust an effect or preset to one or multiple layers.
i. Key Concepts: adding and adjusting video effect properties in the Effect Controls panel and timeline, adjustment layers

5. Animating Visual Elements
This objective covers animating visual elements using various techniques, including key frames, effects, expressions, masks, and Text Animators.

5.1 Apply keyframes for animation.

5.1.a Apply and modify keyframes.

i. Key Concepts: Keyframing transform properties (position, scale, rotation, opacity, anchor points); Linear, Bezier, and Hold keyframes; copying, pasting, and reversing keyframes
ii. Key Tools: Timeline panel, Properties panel, Transform controls, motion path, keyboard shortcuts, Auto-keyframing (Puppet tool, Wiggler panel, and Motion Sketch)

5.1.b Use keyframe interpolation for motion.
i. Key Concepts: Spatial and temporal interpolation, Easy Ease, Easy Ease In, Easy Ease Out
ii. Key Tools: Graph Editor (Speed Graph & Value Graph), Separate Dimensions, Constrain Proportions, Motion Blur

5.2 Animate using effects and visual techniques.

5.2.a Apply and animate effects using keyframes.
i. Key Concepts: Keyframing effect properties
ii. Key Panels: Effect Controls, Timeline, Properties, Effects & Presets

5.2.b Use expressions for animation.
i. Key Concepts: Wiggle, linking properties with Pick Whip, loop expressions for repeated motion
ii. Key Tools: Expression Editor, Expressions (wiggle and loop)

5.3 Animate using mask paths.

5.3.a Animate and modify masks.
i. Key Concepts: Keyframing mask paths, feathering, expansion, opacity animations, tracking masks
ii. Key Tools: Mask Path property, Mask Feather tool, Mask Expansion controls Animate track mattes. Key Concepts: Luma and Alpha mattes, inverting mattes

5.3.b Animate track mattes.
i. Key Concepts: Luma and Alpha mattes, inverting mattes

5.4 Animate text.

5.4.a Create and modify text animations.
i. Key Concepts: Text animation presets, animating text on a path
ii. Key Tools: Text Animators (position, fill color, tracking), Text Animator properties (Based On, Shape)

6. Publishing Digital Media
This objective covers saving and exporting compositions or specific assets in multiple formats.

6.1 Prepare a composition for publishing and archiving.

6.1.a Check a composition for errors and verify specifications.
i. Key Concepts: hidden layers, animation timing, audio levels, resolution, title safe area, frame rate, work area, frame size

6.1.b Archive a project.
i. Key Concepts: Dependencies, find missing files, fonts, file names, file locations
ii. Key Tool: Collect Files

6.2 Export media to various file formats.

6.2.a Export frames.
i. Key Concepts: exporting one or multiple frames, file formats, file sequences, file

names, export locations, layered Photoshop files

6.2.b Export a composition.
i. Key Concepts: file formats, video codecs, file locations, exporting for more than one target screen size or playback device, exporting in multiple formats, exporting using presets, exporting with an alpha channel
ii. Key Tools: Render Queue, Adobe Media Encoder

FINAL HOURS SUMMARY

Unit	Hours
Unit 1	30
Unit 2	25
Unit 3	15
Unit 4	15
Unit 5	70
Unit 6	30
TOTAL	**185 HOURS ✅**

Instructional Materials
List instructional Materials for this Course (you should list all material used in the course of the year)

Type of Material: Textbook, literary text, manual, periodical, scholarly article, website, primary doc, other	Author	Publisher	Edition, Year	URL	Primary book/ read it its entirety? Yes, no
Brain Buffet	**Adobe After Effects 2025 Certification Modules**		2025		No
Certiport				**https://certiport.pearsonvue.com/Certifications/Adobe/ACP/Overview**	No
ICEV				**https://www.icevonline.com/**	No

Signatures:

Site Approval by		Date
District Approval by		Date

Course Code Information (District Office Use Only)

Course Title	
Short Course Title	
Course ID	
Department	
Grade High-Low	
State Category Code	

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 11, 2026
TO: Members of the Governing Board
FROM: Israel Castillo, Ed. M., Chief Academic Officer
Andrew Boysen, Principal, Half Moon Bay High School
Lisa Longaker, Assistant Principal, Half Moon Bay High School
CATEGORY: Consent/Action
ITEM TITLE: Approval of New Walking for Fitness Course for Physical Education Credit Recovery at Half Moon Bay High School

BACKGROUND INFORMATION

Unprecedented adolescent screen time necessitates accessible, low-impact opportunities for physical activity. Current computer-based PE credit recovery methods often increase reliance on electronic devices and pose challenges for students who struggle with sustained concentration or independent work skills.

A significant number of students require credit recovery to meet graduation requirements. This proposed course offers an alternative approach for students to fulfill their Physical Education graduation credit requirement via on site credit recovery if they are unsuccessful in the regular PE program. The fundamental objective of the course is twofold: to instill lifelong skills and promote an appreciation for the health benefits of walking, and to facilitate students' successful attainment of the necessary credit recovery for graduation.

Local Control Accountability Plan (LCAP) Goal Alignment

SPSA/LCAP Goal Alignment

- **All students shall have the necessary academic skills, so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Learner students.**
  - This course will provide an additional avenue for credit recovery students to meet their graduation requirements and ultimately, to achieve a HMBHS diploma.
- **Increase the percentage of students who are engaged in a curriculum that prepares them to be college or career ready.**
  - The addition of this course provides an additional opportunity for students who are often otherwise disengaged to engage with the curriculum, experience success, and recover credits while on campus with their peers in a social environment, rather than in isolation.
- **Create a positive school climate where students feel safe and supported.**
  - This course is open to all students in need of credit recovery for physical education in grades 10-12. It embraces inclusion, diversity, and equity.

Monitor Progress and Success

The success of this course will be very apparent via basic outcomes. Tracking data will include the total number of students in need of credit recovery specific to physical education, the number of students participating in this opportunity annually, and the number of students who are able to achieve the necessary credits to graduate via this course.

FISCAL ANALYSIS

Staffing is the only cost to the general fund for this course.

RECOMMENDATION

[It is recommended that the CUSD Governing Board approve the Walking for Fitness course for future implementation at Half Moon Bay High School to provide an alternative pathway for students who have not traditionally succeeded in standard Physical Education classes.

Prepared by: *Josefina Infanzon*

Curriculum Proposal: Credit Recovery Walking Class

Submitted by: Physical Education Department, Half Moon Bay High School

Target Grade Levels: 10–12

Target Population: This course is intended for students requiring Physical Education credit recovery.

Credit: 5.0 to 10.0 PE Credit (Semester or Full Year)

I. Course Description

This course is designed for students to improve their physical and mental well-being while increasing social interactions by walking on a regular basis. Walking routes will include established campus paths, indoor and outdoor facilities. This course is designed for students who require an alternative pathway for credit recovery, particularly those who have struggled in conventional Physical Education classes.

II. Rationale & Justification

Unprecedented adolescent screen time necessitates accessible, low-impact opportunities for physical activity. Current computer-based PE credit recovery methods often increase reliance on electronic devices and pose challenges for students who struggle with sustained concentration or independent work skills.

A significant number of students require credit recovery to meet graduation requirements. This proposed course offers an alternative approach for students to fulfill their Physical Education credit. Its fundamental objective is twofold: to instill lifelong skills and promote an appreciation for the health benefits of walking, and to facilitate students' successful attainment of the necessary credit recovery for graduation.

III. Course Objectives

By the end of this course, students will be able to:

- **Earn Credit for Graduation:** Students will be able to use this alternate setting to reach their Physical Education requirements for graduation.
- **Apply Safety Principles:** Demonstrate knowledge of pedestrian safety, proper hydration, and weather-appropriate attire.
- **Utilize Technology:** Use fitness apps to track progress. Students will use the Map My Walk App on their cell phone for tracking and data collection.

IV. Proposed Scope and Sequence

Unit	Focus Area	Sample Activities	California Model Content Standards Alignment
1. Foundations	- Baseline fitness - Goal setting - Safety	- Track baseline mile walk - Learn to measure heart rate	• **Priority Standard (Course 3B: 2.2):** Participate in physical activities that develop and maintain the five components of physical fitness. • **Supporting Standard (Course 2: 2.1):** Participate in moderate to vigorous physical activities that are enjoyable and challenge the student. *Intent:* Students will understand how walking fits into the broader picture of their overall health and baseline fitness.

2. Power & Pace	Cardiovascular endurance	- Interval walking - Tempo walks on campus track - Walking for 60 minutes - Increasing distance and time walking	• **Priority Standard (Course 3B: 1.1):** Demonstrate competency in one or more aerobic activities (e.g., power walking, interval training). • **Supporting Standard (Course 2: 2.2):** Participate in enjoyable and challenging physical activities that develop and maintain cardiorespiratory endurance. *Intent:* Students shift from casual walking to learning specific aerobic techniques that elevate their heart rate and build endurance.
3. Mindful Movement	Mental health & socialization	Buddy walks (focused on social interaction), silent observational walks for stress relief.	• **Priority Standard (Course 2: 3.2):** Evaluate the role of cooperation and positive, productive social interaction in physical activity. • **Supporting Standard (Course 3B: 3.3):** Identify the psychological and sociological benefits of aerobic activities. *Intent:* Focus on "improving mental well-being and increasing social interactions" is directly assessed.

V. Facilities, Logistics, and Safety

Safety is our highest priority.

- **Campus Facilities:** Students will use the all weather track as their main location to workout. When weather is inclement, the course will utilize the gymnasium, and covered walkways.
- **Data Collection**: Students will use their personal cell phones and use the free Map My Walk app to track the distance and duration of their walks.
- **Dressing**: Changing into specialized athletic attire is not a prerequisite for the Credit Recovery Walking Class. Nonetheless, students should be advised that physical activity will be sustained throughout the class period. Therefore, appropriate clothing and footwear that ensure comfort and safety while walking should be worn.
- **Supervision:** Students will always walk in designated groups with the instructor maintaining visual contact with students.

VI. Student Assessment and Grading

Students will assessed in the following ways:

- **Participation and Effort**
    - Daily engagement, maintenance of target heart rate zones, utilization of the Map My Walk application during each class session, adherence to attendance requirements, compliance with class rules and expectations, and observation of safety guidelines are mandatory.
    - Each class meeting is allocated 10 points. Due to the rolling block schedule, students have the potential to earn between 20 to 30 points per week.
    - Students are required to walk a minimum of 1 hour per class meeting.
    - Grading will be determined by the number of laps completed during the class period:
        - 12 laps = 3 miles = 10 points
        - 10-11 laps = 2.5-2.75 miles = 8 points
        - 8-9 laps = 2.0 - 2.25 miles = 6 points
        - 6-7 laps = 1.5 - 1.75 miles = 4 points
        - 0-5 laps = 0 - 1.25 miles = 0 points earned for the day
    - Students will be required to capture a screenshot of their progress from the Map My Walk application and submit it via email to their instructor following each class session. Time will be allotted during the class period for students to complete this task. Failure to complete this email verification will result in zero points earned for the day.

- **Absences and Make-up**
    - Students are permitted to make up points lost due to excused absences or suspension.

- Make-up sessions may be completed during Advisory (consult the schedule online or in the gymnasium).
- Students may also complete a make-up assignment at home, subject to the teacher's discretion. Prior teacher approval is mandatory.
    - A minimum of 3 miles must be completed to earn 10 points of make-up credit.

VII. Recommendation

We respectfully urge the school board to approve the **Credit Recovery Walking** course. This program requires minimal financial investment, as it does not rely on costly equipment, while effectively utilizing the natural surroundings of Half Moon Bay High School..

Most importantly, the course provides an alternative pathway for students who have not traditionally succeeded in standard Physical Education classes, offering them the opportunity to recover credits while gaining an understanding of the long-term physical and mental health benefits of walking.

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 11, 2026
TO: Members of the Governing Board
FROM: Israel Castillo, Ed. M., Chief Academic Officer
Andrew Boysen, Principal, Half Moon Bay High School
Lisa Longaker, Assistant Principal, Half Moon Bay High School
CATEGORY: Consent/Action
ITEM TITLE: Approval of AP Psychology Text Adoption for Half Moon Bay High School

BACKGROUND INFORMATION

Advanced Placement (AP) Psychology is a popular college preparatory elective at Half Moon Bay High School. AP Psychology is a one-year introductory course, designed to provide students with a learning experience equivalent to that of a college level Psychology course, and to prepare students for the AP Psychology exam. This course is designed to allow students to experience an in-depth exploration of human thought processes and behavior through various psychological perspectives, including the psychoanalytic, biological, cognitive, behavioral, socio-cultural, and humanistic schools of thought. By meeting course expectations, students will be prepared to take the Advanced Placement Examination in Psychology. This course is open to all 11th and 12th grade students, and satisfies the UC/CSU "G" college preparatory elective requirement.

The current textbook (Psychology, by Bernstein, et al) was published in 2012. The AP College Board updated the AP Psychology exam in 2025. Older texts no longer align with the new curriculum and testing format. In addition, AP texts should be no more than 10 years old. Myers' Psychology for the AP Course, by David G. Myers, is the resource used by current AP Psychology courses across the country. We believe that this text is a necessary update for the AP Psychology course at Half Moon Bay High School.

SPSA/LCAP Goal Alignment

- 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.
- The AP Psychology course provides an accessible AP course opportunity for all students without required prerequisites. This course connects students to real-world issues, improves communication and problem solving skills, relationships, understanding of cognitive functioning and human behavior.
- **Create a stronger school climate that engages students and fosters a sense of belonging, connectedness, safety, and positivity.**
- The AP Psychology course helps to provide a school environment that supports diversity, inclusion, and equity.

Monitor Progress and Success

Student performance data of AP test scores is available annually. Data about how this course affects college and career indicators will be useful for progress and success analysis.

FISCAL ANALYSIS

The cost of the textbooks purchase will include: Myers' Psychology for the AP Course, and digital/online support. This will be a Lottery funding cost.

Description	Total Textbooks	Per Unit Cost	Total Cost
Textbooks	70	$166.98	$11,688.60
Online Add-On	70	$12.00	$840.00
Sales Tax (9.875%)			1,237.20
Shipping			$626.43
Total			**$14,392.23**

RECOMMENDATION

It is recommended that the CUSD Governing Board approve the Purchase of Myers' Psychology for the AP Course for implementation during the 2026-27 school year for Half Moon Bay High School.

Prepared by: *Josefina Infanzon*

This price quote is good for 60 days. BFW High School Publishers is committed to delivering the best value for the program you have adopted. Pricing herein may reflect package discounts. Removing or editing components may cancel any package discounting applied to component items. Prices subject to change, including annual increases in November. Shipping fees are estimated; actual shipping fees may vary.

Purchase Orders: Please attach a copy of this price quote to your purchase order and submit your purchase order to:

MPS 16365 James Madison Highway Gordonsville, VA 22942
Email: highschool@mpsvirginia.com / Phone: (540) 672-7744

Quote Number	00131738	Prepared By	Katrina Torres
Created Date	9/22/2025	Phone	(845) 337-8286
		Email	ktorres@bfwpub.com
Contact Name	Sarah Bunkin	Phone	(650)712-7200
Bill To	Half Moon Bay High School 1 Lewis Foster Drive Half Moon Bay, California 94019 United States	Ship To	Half Moon Bay High School 1 Lewis Foster Drive Half Moon Bay, California 94019 United States

Itemized Products

ISBN	EAN	Product	Edition	Author	Line Item Description	Sales Price	Quantity	Total Price
1319281168	9781319281168	Myers' Psychology for the AP® Course	4	David G. Myers;C. Nathan DeWall;Elizabeth Yost Hammer		USD 166.98	70.00	USD 11,688.60
1319551629	9781319551629	Achieve for Myers' Psychology for the AP® Course (One-Use Online; Add-On)	4	David G. Myers;C. Nathan DeWall;Elizabeth Yost Hammer	#packageprice	USD 12.00	70.00	USD 840.00

Itemized Product Total: USD 12,528.60

Free Product: Please include in your PO:

ISBN	EAN	Free Product	Edition	Author	Net Price	Quantity	Your Price
1319475957	9781319475956	Test Bank for Myers' Psychology for the AP® Course	4	David G. Myers;C. Nathan DeWall;Elizabeth Yost Hammer	USD 495.98	1	$0.00
1319475477	9781319475475	Teacher's Edition with Online Teacher Resources for Myers' Psychology for the AP® Course	4	David G. Myers;C. Nathan DeWall;Elizabeth Yost Hammer	USD 495.98	1	$0.00

Total Available for Purchase USD 0.00

Shipping Information

Schools are typically tax exempt however if your school is **NOT** tax exempt, please note that your local tax rate will apply to this quote.

Shipping Location Continental US and Puerto Rico

Shipping Fees: USD 626.43
Special Shipping Fees: USD 0.00
Total Shipping Fees:

USD 626.43

Grand Totals

Itemized Products + Shipping Fees: USD 13,155.03

Instructor Resources

Digital Adopters: Instructor resources will be available within your product; no action needed
Print Only Adopters: Instructor resources can be unlocked by visiting www.bfwpub.com/AdopterTRM

Digital Subscription Terms

Digital subscription terms: With respect to each product, the number of licenses allocated to you will be determined by multiplying the quantity purchased by the number of uses (where use = year). [Example: 100 units of a 6-use product = 600 licenses.]

Access to each title will expire on the first to occur of (1) all purchased units which would be available over the course of the number of uses have been utilized, or (2) the number of uses has transpired utilizing the following calculation: utilizing August 1 as the start of a new year, (i) If the invoice date falls between January 1 and September 30, the end date of the subscription term shall be calculated as the invoice year plus the number of uses indicated [Example: 100 units of a 6-use product is invoiced on April 15, 2023. The end date based on uses purchased = July 31, 2029]; and (ii) If the invoice date falls between October 1 and December 31, the end date of the subscription term shall be calculated as invoice year plus the number of uses indicated + 1]. [Example: 100 units of a 6-use product is invoiced on November 15, 2023. The end date based on uses purchased = July 31, 2030.]

For complete subscription terms, see bfwpub.com/subscription-terms. Your issuance of a purchase order based on this quote or your payment for the courseware subscription signifies your affirmative understanding and acceptance of these terms.

License uses are not restricted during your subscription term, so as not to inhibit or impede the learning process, but all uses will count toward your purchase quantity based on the above calculation. If you exceed the quantity purchased, you will receive an invoice for the number of licenses used beyond those purchased.

The New Edition Option: If chosen at the time of initial purchase, the New Edition option permits the one-time option to upgrade to a new courseware edition at any time within your active courseware subscription term. It is your responsibility to inform your BFW representative when you are ready to proceed with the upgrade. The New Edition Option does not apply to e-books and applies exclusively to digital courseware and not print products.

Miscellaneous Information

Sole Source Statement: Competition in providing the above named products is precluded by the existence of a copyright. There are no like products available for purchase that serve the same purpose because of exclusive distribution/marketing rights. These products should be purchased directly from BFW (MPS) or its approved depositories. Purchases from any other source would not ensure the item's authenticity/warranty. Unapproved 3rd party vendors cannot provide packages, digital materials or teaching materials. BFW (MPS) cannot provide these items to a school if the student edition has been purchased through a third party. We are the sole source for these items and packages.

Note for Canadian Users: Please note that invoices are issued in CAD, but if payment is to be made via credit card, it will be processed through our US Bank and an exchange rate fee will be applied.

NOTE: If you plan to place an order and will require a signed data agreement, please send to your rep as soon as possible. Agreement reviews take an average of 1-3 weeks to review.

AP Psychology Syllabus

Ms. Bunkin
bunkins@cabrillo.k12.ca.us

Course Description

AP Psychology is a college level, introductory Psychology course. In this course, students will use critical thinking skills to apply psychological concepts to novel (new), real life situations.

Units

Unit 1: Scientific Foundations of Psychology
Unit 2: Biological Bases of Behavior
Unit 3: Sensation and Perception
Unit 4: Learning
Unit 5: Cognitive Psychology
Unit 6: Developmental Psychology
Unit 7: Motivation, Emotion, and Personality
Unit 8: Clinical Psychology
Unit 9: Social Psychology



Grading

- 60% tests and quizzes
- 40% classwork, homework, projects, papers, participation

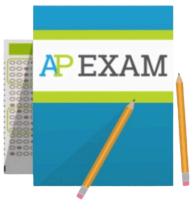


Course Structure

Class will consist of lectures, activities, videos, discussions, labs and projects, with an emphasis on gaining a deeper understanding of key concepts. Homework will consist mainly of unit projects and studying.

Class attendance and participation is an important component of this interactive, classroom focused course. Please note that students who are absent frequently (10% of classes or more) will miss out on important class activities thereby impacting their learning and grade.

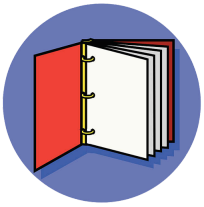
In addition to sparking an interest in psychology, this class is also designed to prepare students for the AP exam. I encourage all students to take the exam. Last year almost 90% of those who took it passed.



Tuesday May 12th, 2025

Course Materials

- 3 ring binder
- 10 dividers
- Handouts
- Lined paper
- Computer
- Pen/pencil
- Highlighter



Late Work and Make-up Work

A one-day extension for every day of an **excused** absence applies for all work missed. Please however note the participation warning below.

Participation Warning: Participation points will be difficult to recreate and makeup. This should not be an issue for occasional absences. However frequent, patterned absences (10% of the days or more) will impact your learning and grade. With that said, I understand that life happens. Please email me if something is going on so I can support you.

Absence Procedure: If absent, check Schoology before coming back to class. I will post all my lecture slides as well as assignments. Do not wait for zeros to be entered into Schoology to start making up work as it is usually too late to receive credit.

Late Work Penalty

- **Beginning of class**: Work is due
- **One class late:** 10% penalty
- **Up to two weeks late:** 25% penalty
- **After two weeks**: Late work, quizzes and tests will **not be accepted.**

***IEP's and 504's:** Extensions need to be requested prior to the due dates.



Class Expectations and Values

- Be actively engaged
- Be kind to yourself and others
- Complete your work honestly
- Embrace curiosity (instead of judgment)

I am so excited to be on this journey of psychological discovery with you!
Please email or talk to me about any concerns or issues.

Student Name: _____ Period: _____

AP Psychology Student and Parent/Guardian Contract

Dear students, parents and guardians,

By signing this contract you are recognizing that this is a **college level course** that requires active engagement by each student in class to be successful. Attending class regularly with focused attention and participation in class discussions and activities is a key element to being successful in this course. Excessive absences will impact your learning and grade.

Please contact me at once if you are falling behind, need help or have any questions!

_____ _____

Student Signature Parent/Guardian Signature

Video Release and Mature Topics Permission Form

This course includes learning about topics with mature themes. For example, we will learn about, discuss, and watch videos on topics such as drugs and alcohol, mental illness, sexuality, aggression and to name a few. These activities will be based on the curriculum and standards, have an academic purpose, and will take place in a mature, safe environment. Please contact me if you would like to discuss this as it is important to me that your student feels comfortable and safe in this class.

I give my student permission to watch videos and participate in activities with mature themes including rated R films.

_____

Parent/Guardian Signature

Comments/questions (or email me at bunkins@cabrillo.k12.ca.us):

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 11, 2026
TO: Members of the Governing Board
FROM: Israel Castillo, Ed. M., Chief Academic Officer
David Jones, Principal, La Costa Adult School
CATEGORY: Consent/Action
ITEM TITLE: Approval of Courses for the Adult Education High School Diploma Program

BACKGROUND INFORMATION

The State Superintendent of Public Instruction is required to establish procedures for K–12 and County Office of Education adult schools to secure course and program approval (California Education Code Section 52506). A course of study for each adult school shall be prepared under the Governing Board of the district maintaining the adult school and shall be subject to approval of the CDE if those classes are offered for state apportionment (EC51056). State funds shall not be apportioned to a school district unless the courses have been approved by the department pursuant to Section 41976 (EC 52515).

The approval of these courses shall be an ongoing action that the Board will need to approve on an annual basis. These course outlines are brought back for approval. This item was previously presented to the Board for discussion at the December Governing Board Meeting.

For details of the course needed approval, please see the document attached.

FISCAL ANALYSIS

There is no financial impact on the General Fund.

RECOMMENDATION

Approve as submitted.

Prepared by: *Josefina Infanzon*

Content Area	Course	Description	Time	Number of Lessons
Elective	Art History A	Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, Art History I offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this full-year course will cover topics including early Medieval and Romanesque art through modern art in Europe and the Americas.	23:00:00	31
	Art History B		22:00:00	30
	Strategies for Academic Success	Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages high school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques	29:40:00	48
	Contemporary Health	In this one semester course, students cover topics related to: Nutrition and Physical Activty, Personal and Community Health, Skills for a Healthy Realtionships, and Mental and Emotional Health; Alcohol, Tabacco and Other Drugs.	45:06:00	46
Language Arts	Intro to Communication and Speech I	In this one semester course, students cover topics related to: Foundations of communication, Understanding verbal and nonverbal communiation, Exploring media and functional texts, Listening and responding, Interpersonal, small group and Organizational communication and Literature Circles.	49:56:00	48
	Intro to Communication and Speech II	In this one semester course, students cover topics related to: The importance of public speaking, Speaking and listening:Planning multimedia presentations, Creating multimedia presentations, Communicating in writing: Composing an academic paper, Research Workshop: Writing and prestenting an argumentative essay,and Formal debate.	42:53:00	40
	Business English A	In this full-year course, students will use technology to develop research, organization, and written and oral communication skills as they relate to a business setting. Students will learn how to communicate appropriately by investigating nonverbal and verbal communication as it applies in the workplace. These skills will help prepare students for careers or employment within Business Administration and Management career pathways such as business management, administrative services, medical administration, and office management	35:31:00	32
	Business English B	In this one semester course, students cover topics related to: Researching and managing effective projects, Developing a portfolio, Crafting a resume and cover letter, and Effective interview skills.	39:56:00	36

	English 10 A	This sophomore English course is organized thematically, allowing students to trace ideas across multiple fiction and nonfiction texts. As students engage with what they read, they use textual evidence to support arguments and to make inferences about the author's purpose and choice of language. In this course students speak, listen, read, and write—developing and applying a range of critical thinking and literary analysis skills they will need to tackle more complex texts in upper grades, college, and careers	48:36:00	31
	English 10 B		53:15:00	31
Math	Pre Algebra A	This full-year course is designed for students who have completed a middle school mathematics sequence but are not yet Algebra-ready. This course reviews key algebra readiness skills from the middle grades and introduces basic Algebra I work with appropriate support. Students revisit concepts in number and operations, expressions and equations, ratio and proportion, and basic functions. By the end of the course, students are ready to begin a more formal high school Algebra I study.	28:47:00	55
	Pre Algebra B		28:35:00	28
	Algebra I A	This course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.	38:22:00	24
	Algebra I B		42:43:00	29

	Geometry A	This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.	39:45:00	36
	Geometry B		44:36:00	39
	Financial Math (1 year)	Connecting practical mathematical concepts to personal and business settings, Financial math offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions.	77:03:00	100
Social Studies	Modern World History A	This year-long course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives.	56:48:00	53
	Modern World History B		54:23:00	50

	US History A	This course presents a cohesive and comprehensive overview of the major events and turning points of U.S. history from the establishment of government through the modern age. The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U.S. history. As students progress through each era of modern U.S. history, they will study the impact of dynamic leadership and economic and political change on the United States' rise to global prominence, the influence of social and political movements on societal change, and the importance of modern cultural and political developments. Recurring themes lead students to draw connections between the past and the present, between cultures, and between multiple perspectives. Rigorous reading and writing activities incorporate Common Core literacy standards to help students develop critical thinking and communication skills that will prepare them for the future.	38:10:00	33
	US History B		46:59:00	39
	US Government	In this one semester course, students cover topics related to: Fundamental principals of American democracy, Founding documents, Citizens and civil society, Branches of government: Legistlative and Executive, Judicial interpretation of the constitution, Electoral process and the media, Federalism: Different levels of government, Comparative governments, The challenges of democracy, Compelling questions and contemporary issues.	47:55:00	60
	Economics	In this one semester course, students cover topics related to: Personal finance, Fundamental economic concepts: Basic Principles, The American market economy, Government influence and labor markets, Aggregate economic behavior and the global economy.	37:47:00	46
Science	Biology A	In this one semester course, students cover topics related to: Introduction to life, Cellular structure and function, Cellular reproduction and energy, DNA and Protien synthesis, and Genetics and Heriditity.	35:43:00	41
	Biology B	In this one semester course, students cover topics related to: Natural selection, Understanding organisms, Body systems and Ecology.	44:19:00	47
	Physical Science A	In this one semester course, students cover topics related to: Matter, Atoms, elements and the Periodic Table, Bonding, Chemical reactions, Solutions and mixtures, and Motion and Forces.	46:35:00	45
	Physcical Science B	In this one semester course, students cover topics related to: Work and energy, Temperature and heat, Waves and sound , Light and Electricty and magnetism.	36:56:00	38

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Dr. Ramon Miramontes

GOVERNING BOARD
Mary Beth Alexander
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Breanna Lafontaine

MEMORANDUM

MEETING DATE: June 11, 2026
TO: Members of the Governing Board
FROM: Israel Castillo, Ed. M., Chief Academic Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Title I Schoolwide Program Waiver Requests for Hatch Elementary School and Cunha Intermediate School

BACKGROUND INFORMATION

Hatch Elementary School and Cunha Intermediate School have been operating Title I Schoolwide Programs to support improved academic achievement for all students, particularly students identified as academically at-risk. The purpose of a Schoolwide Program (SWP) is to improve overall student achievement by allowing schools to consolidate and strategically utilize federal, state, and local resources to support comprehensive instructional programs and interventions.

Under federal guidelines, schools operating a Title I Schoolwide Program are generally required to maintain a student low-income percentage of at least 40 percent. If a school's low-income percentage falls below the required threshold, the district may apply for a waiver through the California Department of Education in order to continue operating the Schoolwide Program.

Currently, Hatch Elementary School has a low-income percentage of 35.66%, and Cunha Intermediate School has a low-income percentage of 27.45%. Although both schools fall below the 40% threshold, the district seeks authorization for both schools to continue operating as Schoolwide Programs through the waiver process in order to maintain continuity of services and supports for students.

FISCAL ANALYSIS

Approval of these waiver requests will allow federal Title I funds to continue to be integrated with state and local resources to support instructional programs and student services at Alvin S. Hatch Elementary School and Cunha Intermediate School.

RECOMMENDATION

Approval of these waiver requests will allow both schools to continue implementing comprehensive schoolwide instructional and intervention programs that benefit all students while maintaining access to Title I resources and supports. Continuation of Schoolwide Program status will support academic achievement initiatives, targeted interventions, and equitable access to educational opportunities.

Staff recommends that the Board of Education approve the waiver requests for Hatch Elementary School and Cunha Intermediate School to continue operating as Title I Schoolwide Programs.

Prepared by: *Josefina Infanzon*

2025–26 Title I, Part A Notification of Authorization of Schoolwide Program

This form provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

Required fields are denoted with an asterisk (*).

Data saved successfully as a draft.

Hide Messages | Export Messages | Clear Messages

Severity	Description
Warning	School: Alvin S. Hatch Elementary (6043616) does not meet the Schoolwide Program low income percent requirement. Low income percent is not equal to or above 40 percent. A local board approval date of the SWP waiver must be provided.
Warning	School: Manuel F. Cunha Intermediate (6043665) does not meet the Schoolwide Program low income percent requirement. Low income percent is not equal to or above 40 percent. A local board approval date of the SWP waiver must be provided.
Warning	The Low income % for Pilarcitos Alternative High (Continuation) (4130027) must be a number with 2 decimal points.

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)
Alvin S. Hatch Elementary	'6043616	Y	35.66	6/12/2025	
El Granada Elementary	'6043624	N			
Farallone View Elementary	'6043632	N			
Half Moon Bay High	'4132817	N			
Kings Mountain Elementary	'6043657	N			
Manuel F. Cunha Intermediate	'6043665	Y	27.45	6/12/2025	
Pilarcitos Alternative High (Continuation)	'4130027	Y	40	6/12/2025	

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MEMORANDUM

MEETING DATE: June 11, 2026
TO: Members of the Governing Board
FROM: Israel Castillo, Ed. M., Chief Academic Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Three-Year Agreement for IXL Mathematics and English Language Arts Instructional Software and Services for Grades K-12

BACKGROUND INFORMATION

IXL is an immersive online learning platform and curriculum resource that provides adaptive, personalized practice across core subjects like math, language arts, science, social studies, and Spanish for grades Pre-K through 12. During the 2025-26 school year, our elementary schools piloted the program for Mathematics and English Language Arts from K - 5th grade, extending the pilot to the end of the school year.

During the pilot stage teachers were able to:

- Differentiate instruction through adaptive practice tailored to each student's individual learning level and pace.
- Access real-time data and analytics to monitor student progress, identify learning gaps, and provide targeted intervention.
- Assign personalized skill plans aligned to grade-level standards and classroom instruction.
- Support both remediation and enrichment opportunities for students across varying achievement levels.
- Increase student engagement through interactive practice activities, immediate feedback, and goal-setting features.
- Utilize diagnostic insights to inform instructional planning and small-group instruction.
- Provide students with opportunities for independent practice both in the classroom and at home.
- Strengthen alignment between curriculum, assessment, and intervention supports within Mathematics and English Language Arts instruction.

By implementing IXL throughout all schools CUSD will be:

- Providing a comprehensive, standards-aligned instructional resource that supports consistent learning experiences across grade levels and schools.
- Supporting personalized learning by adapting to each student's performance level and providing targeted practice opportunities.
- Enhancing student achievement through immediate feedback, skill reinforcement, and continuous progress monitoring.
- Equipping teachers with actionable data and analytics to drive instructional decisions and interventions.
- Strengthening Multi-Tiered System of Supports (MTSS) efforts by identifying learning gaps early and supporting differentiated instruction.
- Increasing student engagement through interactive and self-paced learning activities that encourage ownership of learning.
- Offering accessibility for students to continue learning beyond the classroom through at-home access.
- Providing a scalable digital resource that integrates instruction, practice, assessment, and progress monitoring within one platform.

- Supporting LCAP goals related to academic growth, equitable access to learning resources, and data-informed instruction.
- Building consistency in instructional tools and resources across schools within the district.

FISCAL ANALYSIS

The total agreement cost is $155,345 that will be paid in 3 installments as follows:

Payment Plan	Amount	Funding Source
First installment with Professional Learning Services	$76,425 (50%) + $2,495 = $78,920	2026-27 Lottery Funding
Installment 2	$38,212.50 (25%)	2027-28 Lottery Funding
Installment 3	$38,212.50 (25%)	2028-29 Lottery Funding

There is no direct impact to the general fund.

RECOMMENDATION

Approve as submitted.

Prepared by: *Josefina Infanzon*

QUOTE

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE # 1595667-1
DATE: APRIL 3, 2026

TO:
Dr. Ramon Miramontes
Cabrillo Unified School District
498 Kelly Ave
Half Moon Bay, CA 94019

COMMENTS OR SPECIAL INSTRUCTIONS

Includes a complimentary, one-time up to a 3-month extension on the front end of the first year of service for new customers. The subscription will expire June 30, 2029.

SALESPERSON	TERMS	SUBSCRIPTION DURATION	QUOTE VALID UNTIL
Parisa Moradi		July 1, 2026 - June 30, 2029	May 3, 2026

SUBSCRIPTIONS	QUANTITY	LIST UNIT PRICE	NET PRICE
IXL site license, including:			
Grades 9-12 Subjects: IXL Complete (Math, ELA, Science, and Social studies) *Pilarcitos Continuation High School*	50	$73.50	$3,675.00
Grades K-12 Subjects: Math and ELA	2550	$58.50	$149,175.00
Auto-rostering services included			
		Total Price	$152,850.00

SERVICES	QUANTITY	LIST UNIT PRICE	NET PRICE
IXL Power-up PD Package - 50-200 attendees	1	$2,495.00	$2,495.00
		Total Price	$2,495.00

TOTALS	
Total Subscriptions List Price	$152,850.00

Total Services List Price	$2,495.00
Grand Total	$155,345.00

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, click here or go to https://www.ixl.com/po-upload and enter quote # 1595667-1. Paying over $5,000 via credit card will result in a 3% fee. For international accounts, we can accept wire transfers for an additional fee.

SALES CONTRACT

CONTRACT #1595667-1
April 3, 2026

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

CUSTOMER
Dr. Ramon Miramontes
Cabrillo Unified School District
498 Kelly Ave
Half Moon Bay, CA 94019

SUBSCRIPTION INFO

Salesperson	Quote #	Subscription duration
Parisa Moradi	**1595667-1**	**July 1, 2026 - June 30, 2029**

PAYMENT PLAN

	Amount	Invoice date
First installment with Professional Learning Services	**$76,425 (50%) + $2,495 = $78,920**	**July 15, 2026**
Installment 2	**$38,212.50 (25%)**	**July 15, 2027**
Installment 3	**$38,212.50 (25%)**	**July 15, 2028**
TOTAL	**$155,345**	

Price valid until May 3, 2026

COMMENTS OR SPECIAL INSTRUCTIONS
Includes a complimentary, one-time up to a 3-month extension on the front end of the first year of service for new customers. The subscription will expire June 30, 2029.

ACCEPTANCE OF SALES CONTRACT
This is a binding agreement of payment between IXL Learning and the Purchaser. Your signature indicates that you have received, reviewed, and accepted the attached Terms and Conditions of Sale and that you agree to pay the full license price listed above within 60 days of the invoice date. Without a signature, your order may not be processed.

Acknowledged and agreed to:

AUTHORIZED SIGNATURE Israel Castillo **DATE** 4/7/2026

TERMS AND CONDITIONS OF SALE

THIS IS A LEGAL DOCUMENT ("SALES CONTRACT") BETWEEN THE PURCHASER SHOWN ABOVE ("YOU") AND IXL LEARNING ("SELLER"). PLEASE READ THIS AGREEMENT CAREFULLY. YOU AGREE TO BE BOUND BY ALL OF THE TERMS AND CONDITIONS OF THE AGREEMENT, AS WELL AS BY THE WEBSITE TERMS OF SERVICE, WHICH ARE INCORPORATED BY REFERENCE. NO VARIATION OF THESE TERMS AND CONDITIONS ARE BINDING ON SELLER UNLESS AGREED TO IN WRITING SIGNED BY AN AUTHORIZED REPRESENTATIVE OF IXL LEARNING.

1. **PRICING:** The quoted purchase price of the license is valid through the "Price valid until" date on page 1. This price is not binding on IXL unless you have accepted it by sending us an executed Sales Contract by that date.
2. **PAYMENT:** If IXL decides to accept your Sales Contract, we will issue you an invoice. Complete payment of the amount of the stated purchase price is due within sixty (60) days of the invoice date. If payment is not received by the Seller within 60 days, the invoice is considered past due. IXL licenses with past due payments will be put on hold and are subject to termination. Termination does not relieve the Purchaser of the obligation to pay fees due to the Seller.

   The full invoice amount must be paid either by check or by credit card. We accept Visa, MasterCard, American Express, and Discover.

   All checks should be mailed to:
   IXL Learning
   777 Mariners Island Blvd., Suite 600
   San Mateo, CA 94404

   Credit card payments may be made by phone at (855) 255-8800.

   Any late payment will incur interest at the rate of the lesser of 1% a month or the maximum permissible by law.
3. **CANCELLATION AND REFUND:** No cancellation will be accepted, and no refund issued, if it is more than thirty (30) days beyond the date of purchase for the license referenced in this Sales Contract. For cancellations and refunds of the license tendered under this Sales Contract to be accepted, the Seller must receive written notification of the cancellation within 30 days of purchase. Cancellations requested outside of the 30-day period will not be refunded, and the Purchaser will be responsible for completing the purchase as stated in the Sales Contract.
4. **LICENSES:** IXL grants you the right to provide access, through unique log-in IDs, to no more individuals than the quantity indicated on the first page. The terms and conditions of use for each of these individuals are governed by our website's Terms of Service. You agree to be responsible for their accounts, to monitor their use of their accounts, and to indemnify, defend, and hold us harmless for any claims arising out of or related to their use of IXL Learning's website and services. To the extent that these individuals are minors, you consent to our collection of their personal information as described in our Privacy Policy.

   Classroom and Site licenses will be activated immediately upon receipt of your payment unless another date is specified or agreed to by IXL. Activation confirmation will be sent to the e-mail address provided by the school or individual completing the purchase.

   If an individual who has an IXL account through a Classroom or Site license purchased by you is no longer affiliated with you, you may request that we deactivate the individual's account, or no longer associate it with your license, so that that license can be reassigned to another individual associated with your institution.

   If you are a teacher, you represent and warrant that you have permission and authorization from your school and/or district to use the Services as part of your curriculum, and for purposes of Children's Online Privacy Protection Act ("COPPA") compliance, you represent and warrant that you are entering into these Terms on behalf of your school and/or district.
5. **PRIVACY:** If you are a school, district, or teacher, you acknowledge and agree that you are responsible for complying with COPPA, meaning that you must obtain advance written consent from all parents or guardians whose children under 13 will be accessing the website and services and you represent and warrant that you have obtained that consent. When obtaining consent, you must provide parents and guardians with our Privacy Policy. You are to keep all consents on file and provide them to us if we request them.
6. **DISCLAIMER OF WARRANTIES. YOU EXPRESSLY UNDERSTAND AND AGREE THAT:**
   a. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK. THE SERVICE IS PROVIDED "AS IS," "AS AVAILABLE," AND WITH ALL FAULTS. IXL EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT.
   b. IXL MAKES NO WARRANTY THAT (i) THE SERVICE WILL MEET YOUR REQUIREMENTS, (ii) THE SERVICE WILL BE UNINTERRUPTED, TIMELY,

SECURE, OR ERROR-FREE, (iii) THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE SERVICE WILL BE ACCURATE OR RELIABLE, (iv) THE QUALITY OF ANY PRODUCTS, SERVICES, INFORMATION, OR OTHER MATERIAL PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, AND (V) ANY ERRORS IN THE SERVICE WILL BE CORRECTED.

c. ANY MATERIAL DOWNLOADED OR OTHERWISE OBTAINED THROUGH THE USE OF THE SERVICE IS DONE AT YOUR OWN DISCRETION AND RISK AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR LOSS OF DATA THAT RESULTS FROM THE DOWNLOAD OF ANY SUCH MATERIAL.

d. NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM IXL OR THROUGH OR FROM THE SERVICE SHALL CREATE ANY WARRANTY NOT EXPRESSLY STATED IN THE TOS.

Some states do not allow certain limitations on warranties, so certain of the above limitations may not apply to you.

7. **LIMITATION OF LIABILITY:** YOU EXPRESSLY UNDERSTAND AND AGREE THAT IXL SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA, OR OTHER INTANGIBLE LOSSES RESULTING FROM THE USE OR INABILITY TO USE THIS SERVICE. IN ALL INSTANCES, DAMAGES SHALL BE CAPPED AT ONE MONTH'S FEES.
8. **SEVERABILITY:** If any provision of this agreement is deemed invalid, illegal, or unenforceable, then that provision shall be deemed severable from these terms and shall not affect the validity and enforceability of any remaining provisions of this Sales Contract, which shall remain in full force and effect.
9. **ARBITRATION:** You agree that any dispute or claim you may have against IXL arising out of or related to this Sales Contract or the use of Services must be submitted to arbitration, before a single arbitrator appointed by JAMS/Endispute and conducted according to their rules in San Francisco, CA, USA, and that the determination of any such arbitrator shall be binding. The courts located in San Francisco, CA, USA, have exclusive jurisdiction over any judicial proceedings related to this agreement, and you waive any claim that such a court is an improper venue, inconvenient, or lacks jurisdiction over you.
10. **GOVERNING LAW:** The Sales Contract and the relationship between you and IXL are governed by the laws of the State of California without regard to conflict of law provisions.
11. **ENTIRE AGREEMENT:** This Sales Contract, which incorporates the Terms of Service by reference, is the final expression of the agreement between Purchaser and Seller and supersedes all prior representations, understandings, and agreements between the Purchaser and Seller relating to its subject matter. This Sales Contract cannot be modified, amended, or changed except in writing and signed by IXL.

Please contact IXL Learning with any questions regarding this sales contract:
Toll-free **(855) 255-8800** | Direct **(650) 372-4300** | E-mail **orders@ixl.com**
Completed sales contracts should be emailed to your sales consultant.

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 11, 2026
TO: Members of the Governing Board
FROM: Israel Castillo, Ed. M., Chief Academic Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Coastside Land Trust Agreement for the Junior Land Stewards Program and Wingwatchers Pilot Program for the 2026-27 School Year

BACKGROUND INFORMATION

As part of our goal to embed additional enrichment opportunities and have gardens on every campus, we are engaging in an expanded partnership with Coastside Land Trust (CLT). CLT is a local nonprofit organization that is dedicated to the preservation, protection, and enhancement of the open space environment, including the natural, scenic, recreational, cultural, historical, and agricultural resources of Half Moon Bay and the San Mateo County coast for present and future generations.

This includes the incorporation of Next Generation Science Standards (NGSS) and Common Core State Standards in high-impact programs for environmental literacy and nutrition education.

Using LCAP funding, we continue partnering with CLT to support us with the services described in the 2026-27 CLT MOU, which include the following supports:

- **Junior Land Stewards Program (JLSP)**
  - Weekly curriculum with a focus on land stewardship and nature journaling for fourth-grade students, in line with NGSS Standards through the Junior Land Stewards Program.
  - 4 walking/working field trips for each 4th grade class throughout the year.
  - 3 in-person labs for each 4th-grade class: seed planting, soil texture, and flower dissection.
  - Nature journaling workshop and orientation field trip for the HMBHS student volunteers
  - Materials for field trips as well as materials and instruction for labs.
  - Clear and consistent communication and coordination with principals, teachers, and high school students for field trips and labs.

- **Wingwatchers Pilot Program (7th graders)**
  - Bird ecology program.
  - The program will engage students in weekly 40-45 minute lessons focused on bird identification, habitat, and phenology
  - 1-2 field trips in partnership with the San Mateo County Bird Alliance and California State Parks.
  - Students will develop scientific observation and data collection skills through a Bird of the Year project, culminating in a public presentation.

FISCAL ANALYSIS

The cost for the school year 2026-27 contract has been updated to no more than $15,000 which includes program manager salary, support staff salary, materials and administrative costs. This service will be paid using Local Control Accountability Program Funding.

RECOMMENDATION

It is recommended that our CUSD Governing Board approve this agreement governing the partnership with the Coastside Land Trust (CLT) for the implementation of Junior Land Stewards Program services and piloting of new 7th grade Wingwatchers program during the 2026-27 school year.

Prepared by: *Josefina Infanzon*

AGREEMENT FOR SERVICE BETWEEN
THE CABRILLO UNIFIED SCHOOL DISTRICT AND COASTSIDE LAND TRUST

This agreement is made as of this day of May 26, 2026, by and between the Cabrillo Unified School District ("CUSD") and the Coastside Land Trust ("CLT") to provide services.

WHEREAS: CLT is dedicated to the preservation, protection, and enhancement of the open space environment, including the natural, scenic, recreational, cultural historical, and agricultural resources of Half Moon Bay and the San Mateo County Coast for present and future generations; and

WHEREAS: CLT advances its mission, in part, through its Junior Land Stewards Program (JLSP). CLT began JLSP in 2015 with the goal of connecting the students of CUSD with their local open spaces, and guiding them in developing the environmental literacy skills and desire to become life-long stewards of open space; and

WHEREAS: To accomplish the JLSP goal, the program consists of multiple elements.

Nature journaling professional development workshops for CUSD teachers help them become well-versed in delivering the JLSP curriculum as well as applying nature journaling to other subject areas.

School year programming for all CUSD 4th graders features three integrated components: walking field trips to nearby CLT-owned and protected coastal blufftops to do stewardship activities; weekly in-class lessons including experiments, science journaling, and art and writing projects; and student presentations of work. This model builds from CLT's extensive experience with education and stewardship programs, and the opportunities, needs and constraints of CUSD schools. Over the year, as the students take steps to restore an area of open space with native plants, they address driving questions that facilitate exploration of the bluff ecosystem while meeting grade-specific learning objectives of state science standards (NGSS). Students experience the challenges and rewards of maintaining a healthy ecosystem and develop a sense of ownership of open spaces in their communities. The program integrates field lessons and training for HMB High School science students who volunteer in the 4th grade program as small-group field trip instructors for younger students.

In the 2026–27 school year, CLT will pilot Wingwatchers, a 7th grade bird ecology program serving students in the Cabrillo Unified School District. The program will engage students in weekly 40–45 minute lessons focused on bird identification, habitat, and phenology, supported by 1-2 field trips in partnership with the San Mateo County Bird Alliance and California State Parks. Students will develop scientific observation and data collection skills through a Bird of the Year project, culminating in a public presentation.

WHEREAS: CUSD recognizes that the JLSP goal and program components help advance CUSD goals and objectives and desires to help sustain ongoing and expanded JLSP programming with CUSD students and teachers.

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. SERVICES in consideration of the payments hereinafter set forth, CLT shall perform services for CUSD in accordance with the terms, conditions, and specifications set forth herein:
   A. Scope of Services/CLT Deliverables:
   - CLT will provide 3-4 nature journaling professional development workshops for CUSD 4th grade teachers.per workshop. The workshops will be 1.5-2 hours in length and take place at one of the CUSD elementary schools or in one of our coastal open spaces. The fee includes time for two CLT workshop facilitators, coordination, planning, execution, and follow-up.
   - CLT will provide a teacher stipend of $100 for each workshop attended.
   - CLT will implement the 4th grade program including the HMB High School science student volunteers at Hatch, El Granada and Farallone View Elementary Schools. At King's Mountain Elementary School, 4/5th grade classes will participate in JLSP labs and field trips every other year to avoid students repeating these curriculum-specific activities. The 4/5th grade students will still receive instruction in nature journaling every year through their class teacher.
     - Weekly curriculum with a focus on land stewardship and nature journaling for 4th fourth-grade students, in line with NGSS Standards through the Junior Land Stewards Program.

- 4 walking/working field trips for each 4th grade class throughout the year.
- 3 in-person labs for each 4th-grade class: seed planting, soil texture, and flower dissection.
- Nature journaling workshop and orientation field trip for the HMBHS student volunteers
- Materials for field trips as well as materials and instruction for labs.
- Clear and consistent communication and coordination with principals, teachers and high school students for field trips and labs.

B. CUSD Deliverables

- CUSD agrees to reimburse CLT for salaries and materials relating to the 4th grade JLS program and professional development workshops for teachers, not to exceed the amount under section 3. COMPENSATION.
- CUSD agrees to coordinate a principal's meeting to kick off the program during the beginning of the 2025 school year.
- Site Principals will be responsible for supporting their teachers with the coordination of field trips
- Teachers will be responsible for the coordination of JLS, not limited to:
  - Securing enough parent chaperones for field trips.
  - Delivering the weekly JLSP curriculum to 4th-grade students.
  - Sending and collecting permission slips for the field trips.
  - Communicating with their site principal regarding field trip dates
  - Delivering weekly curriculum to students
  - Scheduling labs with the JLS program manager.

2. TERM OF AGREEMENT: The term of this agreement is from August 13, 2026 - June 4th, 2027

3. COMPENSATION: CLT agrees to perform all the services of this agreement in Section 1A not to exceed $15,000, including materials.

4. PAYMENT: CLT shall submit an invoice detailing the services performed during the billing period at the end of each quarter. In the event that no services were completed during a quarter, no invoice submission is required. CLT is responsible to comply with all state and federal tax requirements.

5. EQUIPMENT AND MATERIALS: CLT shall provide all equipment, materials, and supplies necessary for the performance of the Agreement.

6. USE OF SUBCONTRACTORS: CLT 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 CLT'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: CLT 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: CLT 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 CLT acquires none of the rights, privileges, powers or advantages of CUSD employees.

INSURANCE: CLT shall take out and maintain during the term of this Agreement such bodily injury liability and property damage liability insurance as shall protect CLT 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 CLT's operations under this Agreement, whether such operations be by CLT, 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... $2,000,000 (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 CLT will provide proof of insurance and will identify CUSD as an additional insured.

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.

10. EQUAL EMPLOYMENT OPPORTUNITY: In connection with the performance of this Agreement, the CLT shall not discriminate against any employee or applicant for employment because of race, religion, color, sex, physical handicap, or national origin.

11. HOLD HARMLESS: CLT 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.

12. 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 CLT 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.

13. 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 held in the County of San Mateo.

14. TERMINATION: CUSD may at any time terminate this Agreement upon written notice to CLT. CUSD shall compensate CLT for services satisfactorily provided through the date of termination. In addition, CUSD may terminate this agreement for cause should CLT fail to perform any part of this Agreement. In the event of termination for cause, CUSD may secure the required services from another contractor.

15. 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

_____
Israel Castillo
Chief Academic Officer

Date: _____

_____
Dr. Ramon Miramontes
Superintendent

Date: _____

Coastside Land Trust

_____
Sara Polgar, Chief Operating Officer
788 Main Street, Half Moon Bay,CA 94019

Date: _____

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
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MEMORANDUM

MEETING DATE: June 11, 2026
TO: Members of the Governing Board
FROM: Lia Ferrero, Senior Human Resources Administrator
CATEGORY: Consent/Action
ITEM TITLE: Approval of Certificated Personnel Report

BACKGROUND INFORMATION

1. OFFER OF PROBATIONARY EMPLOYMENT FOR 2026-27

Daneille Angel, Speech Language Pathologist, District Office, effective August 10, 2026

Madison Dirks, 3rd Grade Teacher, El Granada Elementary School, effective August 10, 2026

Amanda Duquette, Speech Language Pathologist, District Office, effective August 10, 2026

Dorothy Hernandez, 1st Grade Teacher, El Granada Elementary School, effective August 10, 2026

Elizabeth Kang, Speech Language Pathologist, District Office, effective August 10, 2026

Pamela Monestie, 4th Grade Teacher, Hatch Elementary School, effective August 10, 2026

2. RESIGNATION

Hana Lani Hanson, Agriculture Teacher, Half Moon Bay High School, effective June 30, 2026

3. REVISED TITLE POSITIONS

James Barnes, from Director of Educational Support Services to Director of Special Education

Deanna Tower, from Coordinator of Educational Services to Coordinator of Curriculum and Instruction

FISCAL ANALYSIS

The fiscal impact will be reflected in the next budget revision.

RECOMMENDATION

Staff recommends approval of Certificated Personnel Report as submitted.

Prepared by: *Erick Perez*

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MEMORANDUM

MEETING DATE: June 11, 2026
TO: Members of the Governing Board
FROM: Lia Ferrero, Senior Human Resources Administrator
CATEGORY: Consent/Action
ITEM TITLE: Approval of Classified Personnel Report

BACKGROUND INFORMATION

1. RESIGNATION

Karen Nazar, Paraprofessional Special Education, Half Moon Bay High School, effective June 5, 2026 - *revised*

Evelyn Haro Covarrubias, Dolphin Club Program Coordinator, El Granada Elementary School, effective June 5, 2026

FISCAL ANALYSIS

The fiscal impact will be reflected in the next budget revision.

RECOMMENDATION

Staff recommends approval of Classified Personnel Report as submitted.

Prepared by: *Erick Perez*

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MEMORANDUM

MEETING DATE: June 11, 2026
TO: Members of the Governing Board
FROM: Lia Ferrero, Senior Human Resources Administrator
CATEGORY: Consent/Action
ITEM TITLE: Approval of Math Teacher on Special Assignment Job Description

BACKGROUND INFORMATION

To support the implementation of the new mathematics curriculum adoption for the 2026–2027 school year, the District is proposing the creation of a Teacher on Special Assignment (TOSA) position focused on mathematics. This position will provide leadership, coaching, and instructional support to teachers during the adoption process and beyond.

REPORT/PROPOSAL

The District is presenting a job description for a Mathematics Teacher on Special Assignment (TOSA). This position will build district capacity by supporting curriculum implementation, strengthening targeted instructional practices, and providing ongoing professional learning and coaching to teachers.

FISCAL ANALYSIS

This position will be funded through the District's Local Control and Accountability Plan (LCAP) funds. No additional General Fund impact is anticipated.

RECOMMENDATION

It is recommended that the Board approve the Mathematics Teacher on Special Assignment (TOSA) job description as presented.

Prepared by: *Lia Ferrero*

CABRILLO UNIFIED SCHOOL DISTRICT

POSITION TITLE:
Teacher on Special Assignment (TOSA), Mathematics Instruction and Intervention

PRIMARY FUNCTIONS:

The Mathematics TOSA improves student achievement in mathematics by supporting the implementation of newly adopted district curriculum, evidence-based instructional practices, intervention systems, and assessment processes. The Mathematics TOSA serves as an instructional leader by collaborating with teachers, administrators, and support staff to strengthen Tier I mathematics instruction through the effective implementation of mathematical practices aligned to the California Mathematics Framework and State Standards. This position supports the analysis of student data, provides targeted intervention support, and promotes equitable access to rigorous, engaging, and high-quality mathematics instruction for all students. This position will be critical in ensuring the rollout of our new adopted material is implemented with fidelity throughout our district.

DUTIES AND RESPONSIBILITIES:

- Serves as an instructional leader in the implementation of research-based mathematics strategies and high-quality instructional practices.
- Collaborates with teachers to strengthen Tier I mathematics instruction aligned with California State Standards, district curriculum, and mathematical practices.
- Supports teachers in analyzing assessment data to inform instruction and improve student outcomes in mathematics.
- Assists in the development and implementation of Tier I, Tier II, and Tier III mathematics intervention systems and supports.
- Models effective mathematics lessons and instructional strategies in classrooms.
- Supports implementation of district pacing guides, curriculum resources, and common assessments.
- Assists teachers in differentiating instruction to meet the needs of diverse learners, including English Learners, students with disabilities, and students performing below grade level.
- Provides support in identifying students in need of additional intervention or enrichment opportunities in mathematics.
- Student Support and Assessment
- Supports teachers in developing sustainable Tier I and Tier II intervention systems within the classroom focused on mathematics achievement.
- Assists with selecting, administering, and interpreting valid mathematics assessments and screening tools.
- Supports ongoing progress monitoring and documentation of student growth in mathematics achievement.
- Collaborates with site teams to develop intervention plans and instructional supports for students.

QUALIFICATIONS:

- Possession of a valid California Teaching Credential

- CLAD or equivalent English Learner authorization required
- Minimum of three (3) years of successful teaching experience, preferably in mathematics instruction at the elementary and/or secondary level
- Experience working with students from diverse racial, cultural, linguistic, and socioeconomic backgrounds
- Demonstrated knowledge of California Mathematics Frameworks, State Standards, and best instructional practices in mathematics
- Experience with data analysis, intervention systems, and differentiated instruction
- Strong communication, collaboration, and organizational skills
- Commitment to educational equity and closing achievement gaps
- Ability to provide coaching, mentoring, and professional learning to certificated staff
- Possession of a valid California driver's license and ability to travel between school sites

PREFERRED QUALIFICATIONS:

- Master's Degree in Education, Mathematics, Curriculum and Instruction, or a related field
- Experience serving in a leadership, coaching, or instructional support role
- Training and/or experience in Multi-Tiered Systems of Support (MTSS), Universal Design for Learning (UDL), and mathematics intervention practices

OTHER DUTIES:

- Participates in staff meetings, student study team meetings, and parent conferences as requested.
- Assists with district initiatives related to curriculum, instruction, assessment, and intervention.
- Performs other related duties as assigned.

SPECIAL QUALIFICATIONS DESIRED:

- Bilingual (Spanish/English) preferred
- Experience with mathematics intervention programs and data analysis platforms
- Experience supporting Professional Learning Communities (PLCs)
- Knowledge of culturally responsive instructional practices

PHYSICAL ABILITIES:

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- Frequently stand and walk
- Occasionally run or walk at a rapid pace in the event of a health or safety emergency while supervising students
- Sit frequently and for extended periods of time
- Dexterity of hands and fingers to operate a computer and office equipment
- Hear and talk frequently and for extended periods of time to deliver instruction and interact with others
- See frequently and for extended periods of time. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus

- Occasionally push or lift up to twenty (20) pounds such as boxes of books or AV carts
- Directly responsible for safety, well-being, or work output of students and other adults, this occasionally requires interactions that are physical and communicative
- Incumbent must have the ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form
- The position requires the individual to meet multiple demands from several people and interact with the public and other staff
- Mental acuity to perform the essential functions of this position in an accurate, neat, timely fashion; to make good judgments and decisions; and to evaluate the results of decisions and judgments.
- Ability to travel to multiple work sites.

NOTE: This list of essential functions and physical requirements is not exhaustive and may be supplemented as necessary in accordance with the requirements of the job. Cabrillo Unified School District adheres to the provisions of the Americans With Disabilities Act regarding reasonable accommodation procedures.

Approved by the Governing Board on _____

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MEMORANDUM

MEETING DATE: June 11, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Information
ITEM TITLE: CUSD Enrollment Report

BACKGROUND INFORMATION

School district funding is directly related to the number and type of students each district serves. Under the Local Control Funding Formula (LCFF) funding mechanism, funding targets are based on student characteristics and overall enrollment. The LCFF funding targets consist of grade span-specific base grants, as well as supplemental and concentration grants, which are calculated based on student demographic factors.

REPORT/PROPOSAL

The chart presented illustrates CUSD enrollment and is provided for informational purposes only.

2025-26 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									
2025-26 SCHOOL YEAR									
ENROLLMENT REPORT									
School Month No. 10								Date:	5/29/2026
Grade	El Granada	Farallone View	Hatch	Kings Mountain	Cunha	Half Moon Bay High	Pilarcitos	Home & Independent Study	TOTALS
TK	39	29	55	4	-	-	-	0	127
K	48	35	83	2	-	-	-	0	168
1	46	20	68	7	-	-	-	0	141
2	55	28	87	8	-	-	-	0	178
3	52	26	93	8	-	-	-	0	179
4	40	26	78	10	-	-	-	0	154
5	52	32	78	2	-	-	-	0	164
6	-	-	-	-	146	-	-	0	146
7	-	-	-	-	179	-	-	1	180
8	-	-	-	-	162	-	-	0	162
9	-	-	-	-	-	193	0	1	194
10	-	-	-	-	-	211	3	2	216
11	-	-	-	-	-	187	19	4	210
12	-	-	-	-	-	237	15	11	263
TOTAL ENROLLMENT	332	196	542	41	487	828	37	19	2482
PRIOR YEAR COMPARISON									
Total Enrollment as of 05/30/25	327	175	550	47	522	877	37	25	2560
Difference between 05/30/25 Total Enrollment and 05/29/26 Total Enrollment	5	21	-8	-6	-35	-49	0	-6	-78
PRIOR MONTH COMPARISON									
Total Enrollment as of 05/02/26	331	196	546	41	485	828	37	18	2482
Difference between 05/02/26 Total Enrollment and 05/29/26 Total Enrollment	1	0	-4	0	2	0	0	1	0

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MEMORANDUM

MEETING DATE: June 11, 2026
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 6.11.2026.

FISCAL ANALYSIS

There is no financial impact on the General Fund.

RECOMMENDATION

Approve as submitted.

Prepared by: *Holly Lynne*

June 11, 2026 Board Meeting
Summary Site Donations

Site	Items	Donor	Amount	Site Total Donations
CUSD Facilities	Money for Cunha Pickleball Court Improvements	Rosa & Allan Brody	$2,500	
CUSD Facilities	Money for Cunha Pickleball Court Improvements	Melinda Sammons	$5,000	
CUSD Facilities	Money for Cunha Pickleball Court Improvements	Allison Akana	$1,000	
CUSD Facilities	Money for Cunha Pickleball Court Improvements	Richard T Southern	$26,000	
CUSD Facilities	Money for Cunha Pickleball Court Improvements	David Powell	$4,000	
CUSD Facilities	Money for Cunha Pickleball Court Improvements	Elizabeth M Pesch	$500	
HMBHS	Money for Yanira Serrano Memorial Scholarship	Yanira Serrano Scholarship Fund	$3,000	
HMBHS	Money for Rotary of HMB Scholarship	Rotary Club of Half Moon Bay Foundation	$4,000	
HMBHS	Money for FFA General	Beverly M. Ashcraft	$100	
HMBHS	Money for Woodlake Scholarship	Kerryann Lobel & Marta Drury	$1,000	
HMBHS	Money for Odd Fellows Scholarships	Ocean View Lodge No.143	$10,000	
HMBHS	Money for Odd Fellows Scholarships	HMB - Odd Foundation, Inc.	$5,000	
				$62,100

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MEMORANDUM

MEETING DATE: June 11, 2026
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 Unified School District (CUSD) presents all payments from the CUSD funds on forms prescribed by the San Mateo County Superintendent of Schools (ERP).

REPORT/PROPOSAL

Staff hereby presents to the CUSD Board the warrants processed from April 1, 2026, to April 30, 2026. Certain names have been redacted from this document to protect privacy and maintain confidentiality.

FISCAL ANALYSIS

The register of warrants processed by CUSD indicates all CUSD financial activity. The total warrant/ETF amount for the month of May 2026 is $3,603,511.86.

RECOMMENDATION

Receive the warrant register processed for the May 2026 period.

Prepared by: *Holly Lynne*

Checks Dated 05/01/2026 through 05/31/2026 **Board Meeting Date June 11, 2026**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
768901	05/04/2026	Achievekids	01-6500-5100	Open PO for [redacted] to attend AchiveKids	753.44	
			01-6500-5864	Open PO for [redacted] to attend AchiveKids	220.00	
			01-6500-5867	Open PO for [redacted] to attend AchiveKids	110.00	1,083.44
768902	05/04/2026	ANDERSEN, NINA B	01-0331-4300	Reimbursement - Art Supplies		227.23
768903	05/04/2026	Atkinson Andelson Loya Ruud & Romo	01-6500-5810	Open PO to pay AALRR for lawyer fees for 2025-26sy		12,610.28
768904	05/04/2026	BARNES, JAMES A	01-7085-5200	PO to reimburse James Barnes for CASCWAConference		316.59
768905	05/04/2026	BOROWSKI, MATTHEW R	01-0331-4300	Reimbursement - English Dept		193.88
768906	05/04/2026	Bronstein Music	01-9547-4300	cunha		356.28
768907	05/04/2026	BROWN, ANDREW J	01-0331-4300	Reimbursement - Science Dept		17.49
768908	05/04/2026	CENTONI, JOSEPH M	01-0331-4300	Science Dept Reimbursement		1,318.96
768909	05/04/2026	Chavan & Associates Llp	01-0000-5820	Independent Audit Services	10,125.00	
			21-9701-5800	Year End Bond Audit- Measure S	2,250.00	
			21-9711-5800	Year End Bond Audit- measure M	3,000.00	
			21-9721-5800	Year End Bond Audit-Measure k	2,250.00	17,625.00
768910	05/04/2026	Cintas	01-8150-5603	Uniform Cleaning Services and rental.		203.52
768911	05/04/2026	CLINTON, JEFFREY S	01-9445-4300	Reimbursement for Jeff Clinton		449.78
768912	05/04/2026	Contreras Farm	01-7370-4300	Fresh Flower Delivery		300.00
768913	05/04/2026	COUNTY OF SAN MATEO BHRS ATTN: JUSTIN WONG	01-3327-5800	february 2026		8,000.00
768914	05/04/2026	Eldorado Forklift Company	01-8150-4300	Forklift Service — Rental and Repairs		641.50
768915	05/04/2026	Esther B Clark School	01-6500-5100	[redacted] - February 2026	9,431.65	
				[redacted] March 2026	10,527.60	
				[redacted] - February 2026	9,637.20	
				[redacted] - March 2026	10,708.00	
			01-6500-5861	[redacted] - February 2026	2,485.75	
				[redacted] March 2026	3,871.25	
				[redacted] - February 2026	2,078.25	
				[redacted] - March 2026	3,586.00	52,325.70
768916	05/04/2026	FELTS, BRYAN M	01-9538-5200	April 2026		219.10
768917	05/04/2026	Hmb Smog	01-9723-5603	license # 1499394		316.85
768918	05/04/2026	Jostens	01-0331-4300	Nanette		1,770.03
768919	05/04/2026	Linde Gas & Equipment Inc.	01-6387-4300	Open PO for rental fee		278.77
768920	05/04/2026	NEWSTEIN, SARA Q	01-0331-4300	Reimburse subscription Conjuguemos		45.00
768921	05/04/2026	NICOLE WALTERS	01-6500-5864	March 2026		6,220.00

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Checks Dated 05/01/2026 through 05/31/2026 **Board Meeting Date June 11, 2026**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
768922	05/04/2026	On Point Language Solutions	01-6500-5800	Open PO for SPED to rec'v Interpreting from Onpoin		2,669.00
768923	05/04/2026	Pacific Autism Learning Serv	01-6500-5800	March 2026 - [redacted]		12,436.34
768924	05/04/2026	PERRICK HAUPERT, PATRICIA A	01-0211-5200	Reimb. - Trisha Perrick Haupert for ASB Wkshp		100.00
768925	05/04/2026	Primo Brands BlueTriton Brands, Inc.	01-2600-4300	Water Delivery		96.44
768926	05/04/2026	RAMOS CARLONI, JEANNETTE E	01-3060-5200	2.25.26 and 4.22.26		129.05
768927	05/04/2026	REBECCA S. TOWER	11-6391-4300	Magdaelena Carrillo		10,000.00
768928	05/04/2026	ROTH, BRENDAN H	01-0331-4300	Reimburse for Kahoot! annual billing		36.00
768929	05/04/2026	Serra Yellow Cab	01-6500-5863	March 2026 - [redacted]	2,512.50	
				March 2026 - [redacted]	6,480.00	
				Open PO to use Yellow Cab as backup transportation	800.00	9,792.50
768930	05/04/2026	SHRED WORKS INC.	01-0000-5800	Shredding Service		47.00
768931	05/04/2026	Spectrum Center	01-6500-5100	Open PO for [redacted] to attend Spectrum for 25-26	12,637.80	
			01-6500-5867	Open PO for [redacted] to attend Spectrum for 25-26	55.65	12,693.45
768932	05/04/2026	Spork Food Hub - Fiery Ginger	01-7810-4300	Produce for Grant		1,859.48
768933	05/04/2026	Straw Hat Pizza	13-5310-4710	highschool	543.66	
				pilarcitos	47.97	591.63
768934	05/04/2026	Svsoa Silicon Valley Sports Official	01-9335-5800	Softball Referees		606.00
768935	05/04/2026	TREANOR, AMY K	01-0331-4300	Reimbursement - Math Dept		1,330.05
768936	05/04/2026	WALERA, KATHERINE R	01-0331-4300	Reimbursement - Science		54.82
768937	05/04/2026	YERBY, TRACI R	01-0331-4300	Reimbursement - Science Dept		513.33
768938	05/04/2026	ALEJANDRO RICO	01-9549-5800	Graduation Food- pilarcitos		1,300.00
768939	05/04/2026	BENDANA, LIZETH M	01-9665-4300	RJ Supplies for Trainings- Tres amigos		222.83
768940	05/04/2026	BICKFORD, ANDREW P	01-6770-4300	Reimbursement to Andrew Bickford for Art Supplies		1,457.56
768941	05/04/2026	Big Creek Lumber	01-6387-4300	frank vella		1,109.30
768942	05/04/2026	Cinnamon Hills Youth Crisis Cr	01-6500-5100	[redacted] - February 2026		1,905.35
768943	05/04/2026	CLARK PEST CONTROL	01-8150-5800	District-Wide Pest Control Services - FV		115.00
768944	05/04/2026	David's Bagels	13-5466-4712	Bagels for HS		126.50
768945	05/04/2026	DOIDGE, CAROLINE E	01-6500-5200	April 2026		40.24
768946	05/04/2026	Global Equipment Company	01-8150-4300	Maintenance Equipment and Supplies		4,779.64
768947	05/04/2026	Gold Star Foods Inc.	13-5310-4710	Misc Food for all sites	703.32	
				Misc Food for all sites-FV	69.03	
			13-5310-4712	Misc Food for all sites	1,377.41	2,149.76

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Checks Dated 05/01/2026 through 05/31/2026 — **Board Meeting Date June 11, 2026**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
768948	05/04/2026	Grainger Inc.	01-8150-4300	Tools and Maintenance Supplies		142.56
768949	05/04/2026	Graphicworks	01-9547-4300	cunha - Patricia		2,365.07
768950	05/04/2026	JONES, DAVID F	01-0111-5800	Reimbursement for David Jones	399.00	
			01-6770-4300	Prop 28-Reimbursement for David Jones	199.30	598.30
768951	05/04/2026	Metlife Small Market	01- -9564	April 2026	406.00	
				March 2026	402.50	808.50
768952	05/04/2026	MIRAMONTES, RAMON	01-0000-5200	Mileage Reimbursement for Dr. Ramon Miramontes - April2026		693.10
768953	05/04/2026	Mizkan America Inc	01-0000-4300	mispaid previous invoice. this is to bring account current		1,256.00
768954	05/04/2026	Odp Business Solutions	01-0000-4300	Fabi - Envelopes		24.80
768955	05/04/2026	Peninsula Truck Repair Inc	01-9723-5603	License - EJ10M89		388.46
768956	05/04/2026	Powerschool Group Llc	01-0111-5200	PSU Registration for Cunha Counselor		2,700.00
768957	05/04/2026	Resource Solutions Of Sf Group	01-8150-4300	Custodial Supplies for All School Sites		10,813.79
768958	05/04/2026	Rice Trucking-Soil Farm	01-9538-4300	valhalla grant - sonia		791.10
768959	05/04/2026	San Mateo Daily Journal	13-5310-5800	RFP Prepared Meal & Delivery Ad		2,016.00
768960	05/04/2026	TERRAVERDE ENERGY LLC	01-8150-5603	replacement terminal block inverter @ cunha		2,553.75
768961	05/04/2026	The Avalon Academy	01-6500-5100	[redacted] - February 2026	10,583.75	
				[redacted] February 2026	9,988.00	
				[redacted] - March 2026	11,841.08	
				Open PO for [redacted] to attend 2025-26	10,629.25	
			01-6500-5800	[redacted] - February 2026	618.75	
				[redacted] - February 2026	495.00	
				[redacted] - March 2026	742.50	
				Open PO for [redacted] to attend 2025-26	990.00	
			01-6500-5864	[redacted] - February 2026	1,048.00	
				[redacted] - February 2026	1,943.25	
				[redacted] - March 2026	2,666.50	
				Open PO for [redacted] to attend 2025-26	1,371.00	
			01-6500-5867	[redacted] - February 2026	1,650.00	
				[redacted] - February 2026	1,155.00	
				[redacted] - March 2026	1,485.00	
				Open PO for [redacted] to attend 2025-26	1,815.00	59,022.08

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Checks Dated 05/01/2026 through 05/31/2026 — **Board Meeting Date June 11, 2026**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
768962	05/04/2026	TOCHER, HOPI C	01-0000-5200	APRIL 2026		135.58
768963	05/04/2026	Trade Credit Services Hassett Hardware	01-8150-4300	Building Supplies for MOT Dept. - maintenance		3,312.60
769318	05/05/2026	Big Creek Lumber	01-6387-4300	frank vella		17.78
769319	05/05/2026	Cinnamon Hills Youth Crisis Cr	01-6500-5100	[redacted] - March 2026		22,171.40
769320	05/05/2026	Gold Star Foods Inc.	13-5310-4711	Misc Food for all sites		10.96
769321	05/05/2026	Resource Solutions Of Sf Group	01-8150-4300	Custodial Supplies for All School Sites		15,250.86
769322	05/05/2026	San Benito House	01-0000-4300	honoring our own event 5.14.2026 - HR		8,765.80
769323	05/05/2026	The Avalon Academy	01-6500-5100	[redacted] - March 2026	11,461.00	
				S[redacted] - February2026	9,270.00	
			01-6500-5800	[redacted] - March 2026	1,155.00	
				[redacted] - February2026	495.00	
			01-6500-5864	[redacted] - March 2026	2,085.50	
				[redacted] - February2026	1,731.75	
			01-6500-5867	[redacted] - March 2026	1,650.00	
				[redacted] - February2026	1,155.00	29,003.25
770445	05/11/2026	Pacific Gas And Electric	01-0000-5502	Open PO for District PG&E		160,516.19
770446	05/11/2026	SchoolVision Software	01-0000-5800	24-25 School Finder Maintenance	1,750.00	
				25-26 School Finder Maintenance	1,750.00	3,500.00
770447	05/11/2026	Sutter Health Plus	01-0000-9564	SMCSIG-CUSD Active	21,441.90	
				SMCSIG-CUSD Early Retiree	1,754.30	23,196.20
770448	05/11/2026	Valencia's Painting	21-9721-6200	Exterior Painting Cunha Building E		39,100.00
770449	05/11/2026	ACSA	01-0000-5300	boysen		140.88
770450	05/11/2026	American Eagle Enterprises	01-8150-5800	High School Gym Bleacher Repairs		8,341.20
770451	05/11/2026	ARCADIO'S PRODUCE INC.	13-5466-4710	Milk & Produce for HS	182.40	
			13-5466-4712	Milk & Produce for HS	35.40	217.80
770452	05/11/2026	Big Creek Lumber	01-6387-4300	Frank Vella		99.43
770453	05/11/2026	Christina Frediani	01-9538-5800	Real Life Learning CEG SIG 2025-26		3,500.00
770454	05/11/2026	[redacted]	01-6500-5200	transportation fo[redacted] April 2026		523.45
770455	05/11/2026	CLARK PEST CONTROL	01-8150-5800	District-Wide Pest Control Services		386.00
770456	05/11/2026	CLINTON, JEFFREY S	01-0105-4300	Costco - CAASSP - Jeff Clinton Reimb.	32.93	
			01-9445-4300	Reimbursement for Jeff Clinton- pizza club	33.78	66.71
770457	05/11/2026	Coastside County Water Distric	01-0000-5503	Coastside County Water - April 2026		9,396.83
770458	05/11/2026	CORTES, MARIA EUGENIA Y	01-0700-5200	April 2026		303.92
770459	05/11/2026	County School Service Fund	01-4035-5800	SMCOE		54,375.00
770460	05/11/2026	David's Bagels	13-5466-4712	Bagels for HS		57.50
770461	05/11/2026	DESIGNING SCHOOLS INC.	01-4035-5800	Professional Develoment on Artificial Inteligence		6,000.00

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Checks Dated 05/01/2026 through 05/31/2026 — **Board Meeting Date June 11, 2026**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
770462	05/11/2026	Fastrak Invoice Processing Dep	01-9723-4300	License # 1647846		8.50
770463	05/11/2026	Fog City Audio Visual	01-0000-5800	graduation visuals - deposit		10,750.00
770464	05/11/2026	Gold Star Foods Inc.	01-2600-4300	ELOP	645.47	
			13-5310-4300	Misc Food for all sites	208.25	
			13-5310-4710	credit $201.43 (4710)	369.79	
				Misc Food for all sites	882.00	
			13-5310-4711	credit $201.43 (4710)	2.74	
			13-5310-4712	Misc Food for all sites	295.14	
			13-5310-4790	Misc Food for all sites	80.00	
			13-5466-4710	credit $201.43 (4710)	213.38	2,696.77
770465	05/11/2026	GUTIERREZ-GAYTAN, CESILIA	01-9578-4300	Teacher Appreciation Week items		272.60
770466	05/11/2026	J.W. Pepper & Son, Inc.	01-9547-4300	megalovania - Mr. Anderson		76.90
770467	05/11/2026	MCVICKER, AMY C	01-0111-4300	Reimbursement for Amy McVicker	322.25	
			01-9542-4300	Reimbursement for Amy McVicker	153.81	476.06
770468	05/11/2026	Nob Hill Catering	13-5310-4710	Cunha	9,373.75	
				El Granada	6,152.47	
				Farallone View	5,975.50	
				Hatch	22,192.50	
				Kings Mountain	2,728.52	46,422.74
770469	05/11/2026	PBUA	01-9335-5800	Baseball Umpires		5,950.00
770470	05/11/2026	Recology Of The Coast	01-0000-5504	Open PO for Recology of the Coast 25-26		906.87
770471	05/11/2026	RELIAS LLC	11-3926-4300	Instructional support		126.84
770472	05/11/2026	Republic Services #925	01-0000-5504	Waste Disposal - Cunha	873.65	
				Waste Disposal - District Office	625.00	
				Waste Disposal - Hatch	429.01	
				Waste Disposal - highschool	623.65	
				Waste Disposal - Kings Mountain	1,839.11	4,390.42
770473	05/11/2026	Ricoh Usa Inc	01-0000-5601	5.1.26 to 5.31.26		4,817.26
770474	05/11/2026	Rita Alfred	01-7810-5800	RJE Consultation and training		12,000.00
770475	05/11/2026	SEGURA, ROSALVA	01-2600-4300	PAC Meeting - Rosalva		84.28
770476	05/11/2026	Sierra School Equipment Co	21-9711-4400	Office Furniture for DO & Hatch Site		45,551.42
770477	05/11/2026	Spork Food Hub - Fiery Ginger	01-7810-4300	Produce for Grant		1,163.26
770478	05/11/2026	Straw Hat Pizza	13-5310-4710	highschool	511.68	
				pilarcitos	47.97	559.65
770479	05/11/2026	Sysco - San Francisco	01-2600-4300	ELOP	386.05	
			13-5310-4710	Ala Carte Market Foods & Supplies	652.47	
			13-5310-4712	Ala Carte Market Foods & Supplies	297.54	1,336.06

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
770480	05/11/2026	TAFT, TAYLOR G	01-6520-5200	WAI Conference		1,278.38
770481	05/11/2026	Wilson Language Training	01-0101-4300	Leslye		328.66
770482	05/11/2026	AFA - FBO: Ramon Miramontes	01-0000-3901	Ramon Miramontes-#073616301 Tax Deferred Benefit Plan		23,500.00
771508	05/14/2026	American Portables	21-9711-5600	ADA LUXURY TRAILER RENTAL - 10 MONTHS		6,800.00
771509	05/14/2026	Earth Systems	21-9711-6240	EG2 Soils Engineering Services		4,121.50
771510	05/14/2026	GUIDA	21-9721-5200	Half Moon Bay High School S.U.E.	63.80	
			21-9721-6140	Half Moon Bay High School S.U.E.	3,225.00	3,288.80
771511	05/14/2026	Quattrocchi Kwok Architects	21-9711-6210	Architect Fees for EG Modernization Phase II	43,328.60	
				Hatch ES Portable Classrooms & Play Area Expansion	248.75	43,577.35
771512	05/14/2026	AYA HEALTHCARE INC	01-3315-5800	Open PO to [redacted]	4,070.00	
			01-6500-5800	[redacted] - 1.20.26 to 1.23.26	3,520.00	
				[redacted] - 1.28.26 to 1.30.26	2,640.00	
				[redacted] - 2.24.26 to 3.5.26	7,040.00	
				[redacted] - 2.9.26 to 2.13.26	4,400.00	
				[redacted] - 3.10.26 to 3.20.26	7,920.00	
				[redacted] - 3.23.26	880.00	
				[redacted] - 3.24.2026 to 3.31.26	4,400.00	
				[redacted] - 3.30.26 to 4.03.26	3,520.00	38,390.00
771513	05/14/2026	Big Creek Lumber	01-9538-4300	Valhalla Grant - Sonia		4,392.99
771514	05/14/2026	California Water Service	01-0000-5503	KM Water Bill		511.56
771515	05/14/2026	CARRILLO CARDENAS, ANA A	01-0111-4300	Snacks for ELAC Meeting		77.96
771516	05/14/2026	Cinnamon Hills Youth Crisis Cr	01-6500-5100	April 2026 fees		21,607.22
771517	05/14/2026	COUNTY OF SAN MATEO BHRS ATTN: JUSTIN WONG	01-3327-5800	Open PO for BHRS from San Mateo County for 2025-26		8,000.00
771518	05/14/2026	CTBOOK HOLDINGS LLC	01-0331-4300	Nanette - Alices Adventures in wonderland		263.70
771519	05/14/2026	Dooley Corporation David Dooley	01-6500-5800	final payment		2,680.00
771520	05/14/2026	[redacted]	01-6500-5100	[redacted] parents- April 2026		1,300.00
771521	05/14/2026	Follett Content Solutions Inc	01-0111-4200	Cunha Library - Barcodes		139.28
771522	05/14/2026	Fox Security & Communications	01-8150-5800	Security Alarm Monitoring		660.00
771523	05/14/2026	Half Moon Bay Speech Inc	01-6500-5867	for Rebecca K - 4.1.26 to 4.30.26		13,260.00
771524	05/14/2026	Jostens	01-0331-4300	Diploma		18.46
771525	05/14/2026	Odp Business Solutions	01-0000-4300	Suzanne	175.47	
			01-0331-4300	Nanette	755.41	930.88

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Checks Dated 05/01/2026 through 05/31/2026 — **Board Meeting Date June 11, 2026**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
771526	05/14/2026	On Point Language Solutions	01-6500-5800	Open PO for SPED to rec'v Interpreting from Onpoin		1,744.00
771527	05/14/2026	Pacific Gas And Electric	01-0000-5502	Open PO for District PG&E		3,086.30
771528	05/14/2026	Pacifica Community Television	01-0000-5800	Board Meetings Broadcasting/Recording - OPEN		400.00
771529	05/14/2026	Primo Brands BlueTriton Brands, Inc.	01-2600-4300	ELOP	704.36	
			01-6500-4300	SPED	44.97	749.33
771530	05/14/2026	Quadient	01-0000-5903	Sealing Liquid for Envelope Machine		89.00
771531	05/14/2026	Republic Services #925	01-0000-5504	Waste Disposal, All Sites 25-26		669.89
771532	05/14/2026	RIORDAN, SEAN P	01-3550-4300	Welding Supplies		4,763.09
771533	05/14/2026	School Specialty, LLC	01-9354-4300	Summer School Big Lift R3 2026 Supplies		2,012.18
771534	05/14/2026	SEGURA, ROSALVA	01-2600-5200	BOOST Conference Expenses		212.97
771535	05/14/2026	Soliant	01-6500-5867	[redacted] - 4.2026 to 4.24.26		5,000.00
771536	05/14/2026	Southern Counties Lubricants, LLC	01-9723-4300	Fuel and diesel supply for District transportation		2,538.80
771537	05/14/2026	The Speech Pathology Group	01-6500-5867	Open PO to contract with SPG for the 2025-26 SY		44,831.24
771538	05/14/2026	Todos Juntos EC Svcs, Inc.	12-6105-5800	april fees		900.00
771539	05/14/2026	Toni [redacted]	01-6500-5200	transportation for [redacted] - April 2026		282.75
771540	05/14/2026	Trade Credit Services Hassett Hardware	01-3550-4300	Sonia		101.04
771541	05/14/2026	Trade Credit Services Hassett Hardware	01-3550-4300	Sean Riordan		62.61
771542	05/14/2026	TTF HOLDINGS LOCKBOX	01-6500-5867	Open Po for Speech Services from ProCare Therapy		4,201.15
771543	05/14/2026	VANIR CONSTRUCTION MANAGEMENT	21-9711-5800	phases: 100, 200, 300		72,058.00
771544	05/14/2026	Valencia's Painting	21-9721-6200	Scaffolding for Building C at Cunha School		33,500.00
772302	05/18/2026	Earth Systems	21-9711-6240	EG2 Soils Engineering Services		11,453.50
772303	05/18/2026	GUIDA	21-9721-4300	Half Moon Bay High School S.U.E.	448.00	
			21-9721-6140	Half Moon Bay High School S.U.E.	30,120.00	30,568.00
772304	05/18/2026	Miracle Play Systems Inc.	21-9721-6500	Farallone View ES Primary Playground Project		359,293.50
772305	05/18/2026	Mobile Modular Mgmt Corp	21-9711-5600	3 Classroom Rentals for El Granada ES		6,615.00
772306	05/18/2026	Quattrocchi Kwok Architects	21-9711-6210	EG Phase I Architect Fees	26,801.00	
				Hatch ES Portable Classrooms & Play Area Expansion	67.50	26,868.50
772307	05/18/2026	ACSA	01-0000-5300	Andrew B Boysen		140.88
772308	05/18/2026	Albertsons | Safeway	01-0111-4300	Para's Super Friday	30.96	
			01-2600-4300	ELOP	491.93	
			01-3060-4300	MEP	160.80	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/01/2026 through 05/31/2026 — **Board Meeting Date June 11, 2026**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
772308	05/18/2026	Albertsons | Safeway	01-6010-4300	Dolphin Club	52.95	
			01-9578-4300	ELOP DONATIONS	91.77	
			13-5310-4710	Food Service - HS	14.85	
			13-5310-4712	Food Service - HS	2.99	846.25
772309	05/18/2026	American Portables	01-8150-4300	Open PO for FYE 2025-2026		132.47
772310	05/18/2026	ARCADIO'S PRODUCE INC.	13-5466-4710	Milk & Produce for HS	159.60	
			13-5466-4712	Milk & Produce for HS	141.60	301.20
772311	05/18/2026	At&t	01-0000-4300	Back Up Internet @ Cunha		1,400.30
772312	05/18/2026	At&t Mobility	01-0000-5901	Open PO for AT&T Mobility		251.75
772313	05/18/2026	Big Creek Lumber	01-6387-4300	Frank Vella	33.40	
			01-8150-4300	Oscar Ramirez	81.59	
			01-9538-4300	Sonia - Valhalla	507.26	622.25
772314	05/18/2026	Comcast	01-0000-5902	Open PO for Comcast		17,514.31
772315	05/18/2026	CRISP IMAGING	40-9012-5800	Document Scanning Implementation & Services		117,196.56
772316	05/18/2026	David's Bagels	13-5466-4712	Bagels for HS		69.00
772317	05/18/2026	Fastrak Invoice Processing Dep	01-9723-4300	PLATE # 1740013		8.50
772318	05/18/2026	Gold Star Foods Inc.	13-5310-4300	Misc Food for all sites	15.30	
			13-5310-4710	Misc Food for all sites	364.42	
			13-5310-4712	Misc Food for all sites	281.05	660.77
772319	05/18/2026	PEREZ, ERICK L	01-0000-5200	HR Conference		234.50
772320	05/18/2026	Proline Supply	01-8150-5603	Open PO for 2025-26 Carpet cleaner repairs & Serv+		795.10
772321	05/18/2026	Recology Of The Coast	01-0000-5504	El Granada	3,053.25	
				Farallone View	1,348.64	4,401.89
772322	05/18/2026	Rita Alfred	01-7810-5800	training for trainers for 4 staff		4,500.00
772323	05/18/2026	Spork Food Hub - Fiery Ginger	01-7810-4300	Produce for Grant		1,617.28
772324	05/18/2026	Standard Event Rentals	01-0331-4300	HMBHS Graduation - paid invoice in full		6,968.38
772325	05/18/2026	Steven Melo Inc	01-8150-5603	Weed Abatement – All Sites & Properties		2,000.00
772326	05/18/2026	Sysco - San Francisco	01-2600-4300	ELOP	250.13	
			13-5310-4300	Ala Carte Market Foods & Supplies	196.85	
			13-5310-4710	Ala Carte Market Foods & Supplies	225.24	
			13-5310-4712	Ala Carte Market Foods & Supplies	384.40	1,056.62
772327	05/18/2026	Total School Solutions	01-0000-5800	April 2026	550.00	
			13-5310-5800	April 2026	5,087.50	
			21-9721-5800	April 2026	2,447.50	8,085.00
772328	05/18/2026	Trade Credit Services Hassett Hardware	01-3550-4300	Frank Vella		34.00
772329	05/18/2026	Trade Credit Services Hassett Hardware	01-3550-4300	Frank Vella		34.68

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/01/2026 through 05/31/2026 **Board Meeting Date June 11, 2026**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
772330	05/18/2026	Trade Credit Services Hassett Hardware	01-3550-4300	Frank Vella		34.03
772331	05/18/2026	Trade Credit Services Hassett Hardware	01-3550-4300	Frank Vella		28.53
772332	05/18/2026	U.s Bancorp Service Center	01-0111-4300	Peets Coffee	35.90	
				San benito house	196.56	
				taqueria tres amigos	192.28	
				theranest	37.60	
			01-4203-5200	Gaylord Pacific - 2026 CALSA	3,468.50	3,930.84
772333	05/18/2026	ARCADIO'S PRODUCE INC.	13-5310-4710	Milk & Produce for HS	298.93	
			13-5310-4712	Milk & Produce for HS	20.53-	278.40
772334	05/18/2026	David's Bagels	13-5310-4712	Bagels for HS		57.50
772335	05/18/2026	MURILLO, ELIZABETH	01-3010-5200	Elizabeth Murillo -Food/Uber Reimbursement		534.09
772336	05/18/2026	SMCCCD	01-7339-5800	Substitite hour coverage for HMBHS		1,039.37
772337	05/18/2026	Straw Hat Pizza	13-5310-4710	School Lunches		511.68
772338	05/18/2026	Sysco - San Francisco	01-2600-4300	Sysco - ELOP snacks	330.91	
			13-5310-4300	Ala Carte Market Foods & Supplies	673.13	
			13-5310-4710	Ala Carte Market Foods & Supplies	2,102.45	
			13-5310-4712	Ala Carte Market Foods & Supplies	1,185.85	
			13-5466-4712	Ala Carte Market Foods & Supplies	91.10	4,383.44
772717	05/19/2026	Straw Hat Pizza	13-5310-4710	Pizza		47.97
772718	05/19/2026	C.u.s.d. Revolving Cash Fund	01-0000-5800	CK#2372 - Alifano Tech Svcs for Staff Event		400.00
772719	05/19/2026	Consolidated Engineering Lab	21-9711-6240	El Granada Modernization Phase II Inspections		1,288.00
772720	05/19/2026	K&W SANITATION	01-8150-5800	Hatch Portable Restroom & Servicing		804.95
772721	05/19/2026	Quattrocchi Kwok Architects	21-9711-6210	EG Phase I Architect Fees		5,030.30
773627	05/21/2026	Albertsons | Safeway	01-6010-4300	Dolphin Club		68.89
773628	05/21/2026	Amazon Capital Services	01-0000-4300	Fabiola	59.12	
				IT Dept.	691.09	
				Susan Vana	386.91	
			01-0101-4300	Leslye	5,053.86	
			01-0103-4300	Marta Grech	128.69	
			01-0105-4300	Natali	1,106.57	
			01-0107-4300	Lesli Schmutz	282.96	
			01-0111-4200	Marta Grech	34.60	
				Nanette	906.26	
			01-0211-4300	Patricia Perrick	405.52	
			01-0331-4300	Nanette	2,770.87	
			01-2600-4300	Cesilia	934.78	

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ESCAPE ONLINE

Checks Dated 05/01/2026 through 05/31/2026 — **Board Meeting Date June 11, 2026**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
773628	05/21/2026	Amazon Capital Services	01-3060-4300	Cesilia	102.88	
			01-6010-4300	Dolphin Club	173.24	
			01-6387-4300	AG Dept.	584.00	
			01-6770-4300	Leslye	262.77	
				Marta	2,874.24	
				Marta Grech	27.33	
			01-8150-4300	Office Supplies for transportation	3,364.01	
			01-9450-4200	Nanette	34.32	
			01-9538-4300	Valhalla Grant	210.78	
			01-9723-4300	Office Supplies for transportation	25.89	
			11-6391-4300	Magdaelena	1,366.74	
			12-6105-4300	CSPP	726.18	22,513.61
773629	05/21/2026	Bfi Of CA INC-Ox Mtn Landfill	01-0000-5504	Green Waste Dropoff 25-26		749.87
773630	05/21/2026	BOYSEN, ANDREW B	01-9548-4300	Reimbursement - Andy Boysen		121.92
773631	05/21/2026	Fedex	01-0000-5903	Josefina - TC26-00028		24.47
773632	05/21/2026	Gerry Lopez	01-0211-5800	ELAC Mtng. March 25, 2026 - Gerry Lopez	550.00	
			01-3060-5800	MEP PAC Meeting	550.00	
				MEP Workshops May	2,400.00	3,500.00
773633	05/21/2026	Half Moon Bay Feed And Fuel	01-6387-4300	FFA Supplies		51.98
773634	05/21/2026	Jostens	01-0331-4300	Nanette		1,878.94
773635	05/21/2026	MANTELMOUNT	21-9711-4400	10 MantelMounts for EG Bond Project		5,161.10
773636	05/21/2026	NASCO EDUCATION, LLC/SCHOOL SP ECIALTY, LLC	01-9354-4300	Brenda		8,087.27
773637	05/21/2026	Resource Solutions Of Sf Group	01-8150-4300	Custodial Supplies for All School Sites		468.13
773638	05/21/2026	School Services Of California	01-0000-5800	Fiscal & Management services		2,460.00
773639	05/21/2026	Dh Distribution	01-8150-5800	deposit for resurfacing pickleball courts		11,901.53
775009	05/27/2026	K&W SANITATION	01-8150-5800	Hatch Portable Restroom & Servicing		150.99
775010	05/27/2026	Peartree+Belli Architects	21-9721-5200	Architect Fees at Playground Replacement at FV ES	308.03	
			21-9721-6210	Architect Fees at Playground Replacement at FV ES	9,750.00	10,058.03
775011	05/27/2026	Quattrocchi Kwok Architects	21-9711-6210	Architect Fees for EG Modernization Phase II	22,208.36	
				EG Phase I Architect Fees	5,030.30	27,238.66
775012	05/27/2026	RODAN BUILDERS INC	21-9701-6200	El Granada Phase II		1,509,956.35
775013	05/27/2026	ANCHOR RELOCATION SERVICES INC	21-9721-5800	EG Ph2 Relocation Services, Summer & December26		8,798.31
775014	05/27/2026	Colbi Technologies	21-9721-5800	Vendor List Prequel Tool		1,840.00
775015	05/27/2026	Gold Star Foods Inc.	13-5310-4711	Misc Food for all sites	5.48	

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Checks Dated 05/01/2026 through 05/31/2026 — **Board Meeting Date June 11, 2026**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
775015	05/27/2026	Gold Star Foods Inc.	13-5310-4712	Misc Food for all sites	1,662.72	
			13-5466-4710	Misc Food for all sites	609.26	2,277.46
775016	05/27/2026	Spork Food Hub - Fiery Ginger	01-7810-4300	Produce for Grant		1,536.11
775017	05/27/2026	Straw Hat Pizza	13-5310-4710	School Lunches		559.65
775018	05/27/2026	Sysco - San Francisco	01-2600-4300	Sysco - ELOP snacks	266.63	
			13-5310-4712	Ala Carte Market Foods & Supplies	712.77	979.40
775019	05/27/2026	A+ Livescan Services	01-0000-5800	Open PO for Livescan 25-26		860.00
775020	05/27/2026	AGUILAR, SILVIO A	01-0000-5200	8.15.25 to 2.27.26	346.19	
				8.18.25 to 12.15.25 KM to EG	168.00	514.19
775021	05/27/2026	Albertsons | Safeway	01-6010-4300	Dolphin Club		36.64
775022	05/27/2026	AMERICAN FIDELITY ADMINISTRATIVE SERVICES LLC	01-0000-5800	time and eligibilty service		501.00
775023	05/27/2026	Andrea Ruiz	01-6500-5200	3.18.2026 to 4.27.2026		86.71
775024	05/27/2026	Apple Inc.	01-6500-4300	Vanessa		1,827.45
775025	05/27/2026	At&t Mobility	01-0000-5901	Open PO for AT&T Mobility		74.25
775026	05/27/2026	Big Creek Lumber	01-6387-4300	Frank Vella		148.80
775027	05/27/2026	Cambridge University Press	11-6391-4100	Magdaelena		24,508.40
775028	05/27/2026	Caroline Morton	01-6500-5800	Open PO to pay Caroline Morton for Supervision		4,500.00
775029	05/27/2026	Christina Frediani	01-9538-5800	May 2026		3,500.00
775030	05/27/2026	Cintas	01-8150-5603	Uniform Cleaning Services and rental.		176.66
775031	05/27/2026	CLARK PEST CONTROL	01-8150-5800	District-Wide Pest Control Services	193.00	
				FV	115.00	308.00
775032	05/27/2026	Contreras Farm	01-7370-4300	Fresh Flower Delivery		900.00
775033	05/27/2026	David's Bagels	13-5310-4712	Bagels for HS	69.00	
			13-5466-4712	Bagels for HS	57.50	126.50
775034	05/27/2026	Department Of Justice Accounting Office	01-0000-5800	Open PO for Dept Of Justice 25-26		1,372.00
775035	05/27/2026	Ellen Silva Creative Services	01-6770-4300	Open PO for Ellen Silva, Creative Services		400.00
775036	05/27/2026	FELTS, BRYAN M	01-9538-5200	science preparation		217.36
775037	05/27/2026	Gold Star Foods Inc.	13-5310-4710	Misc Food for all sites	310.05	
			13-5310-4711	Misc Food for all sites	5.48	
			13-5310-4712	Misc Food for all sites	65.00	380.53
775038	05/27/2026	HD Supply Facilities Maint	01-0105-4300	Home Depot Bins & Shelving	1,218.51	
			01-9538-4300	Shingles for Chicken Coop	657.30	1,875.81
775039	05/27/2026	HOOKER, BRITTANY H	01-0000-5300	Reimbursement for credentialing		3,879.45
775040	05/27/2026	IIRP	01-0101-5200	1430-0016-0016		475.00
775041	05/27/2026	ITMC	01-0000-5901	One-time Set-up Fee and Subscrip101Voice Phones		10,366.53
775042	05/27/2026	Joyful Reading Company	01-0111-4200	nanette and Jill		1,295.00

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Checks Dated 05/01/2026 through 05/31/2026 — **Board Meeting Date June 11, 2026**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
775043	05/27/2026	K-LOG INC	01-2600-4300	Cesilia		10,780.10
775044	05/27/2026	Kathryn Strauss	01-0000-5800	April services		4,900.00
775045	05/27/2026	Mary Beth Alexander	01-0000-5200	4.12.26 dinner to 5.16.26 CSBA meeting		2,278.90
775046	05/27/2026	MCCORD, JACLYN R	01-9665-4300	Reimbursement for Jaclyn McCord		55.60
775047	05/27/2026	Mobile Modular Mgmt Corp	25-9010-5600	Open PO Lease for Spec needs portable at HS		1,139.05
775048	05/27/2026	MODENA, STEPHANIE C	13-5310-4710	Gluten Free student supplies (FV)		27.46
775049	05/27/2026	Multi-health Systems Inc. C/o T60002	01-6500-4300	Vanessa		150.00
775050	05/27/2026	MYERS, SONIA	01-6387-5200	FFA Gas Usage		59.54
775051	05/27/2026	Opening Technologies	01-8150-4300	Supplies, Locks, Doors and Repairs		159.59
775052	05/27/2026	PEARSON ASSESSMENT	01-6500-4300	BASC-3 Global Admin report	195.00	
				wiat-4 Q -global scoring subscription 1 year	60.00	255.00
775053	05/27/2026	Rice Trucking-Soil Farm	01-9538-4300	FFA- Veggie Blend Purchase		791.10
775054	05/27/2026	Ricoh Usa Inc	01-0000-5903	Quadient Lease for Mail Machine & Folding Machine		1,136.41
775055	05/27/2026	Rotary Club Of Half Moon Bay	01-0000-5300	Rotary Club Membership - OPEN		450.00
775056	05/27/2026	SCHAUER, MOLLY F	01-0111-4200	Reimbursement for Library Books		62.25
775057	05/27/2026	SCHOOL FACILITY CONSULTANTS	21-9711-5800	Open Purchase Order for School Facility Cons.		1,242.50
775058	05/27/2026	Service Unlimited	01-8150-5603	Heating Repair and Maintenance Services		3,901.22
775059	05/27/2026	Southern Counties Lubricants, LLC	01-9723-4300	Fuel and diesel supply for District transportation		1,924.51
775060	05/27/2026	Spork Food Hub - Fiery Ginger	01-7810-4300	Produce for Grant		1,112.49
775061	05/27/2026	Steven Melo Inc	01-8150-5603	weed abatement lot EG coral reef proeprty		3,080.00
775062	05/27/2026	Straw Hat Pizza	13-5310-4710	Highschool	559.65	
				pilarcitos	47.97	607.62
775063	05/27/2026	Trafera Llc	11-6391-4300	25 chrome books (Magdaelena)	7,763.79	
				25 chrome books EDU (magdaelena)	800.00	8,563.79
775064	05/27/2026	TRINITY GREEN CORP.	01-0335-4300	Pilarcitos graduation Leis		221.00
775065	05/27/2026	Uline Attn: Accounts Receivable	01-8150-4300	Supplies and Equipment for Warehouse & Maintenance		1,425.22
775066	05/27/2026	United Coach Tours Tcp #22302	01-7339-5200	CSM Dual Enrollment field trip to SJU		1,410.00
775067	05/27/2026	Wex Bank	01-6387-4300	Open PO - Gas Cards		150.69
775068	05/27/2026	YOUNGS AUTO PARTS	01-8150-4300	Maintenance Supplies		97.07
775677	05/28/2026	AT&T	01-0000-5901	AT&T Bill	14,646.49	
			01-0000-5902	AT&T Bill	700.88	
			01-3315-5901	AT&T Bill	285.79	
			13-5310-5901	AT&T Bill	349.22	15,982.38

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ESCAPE ONLINE

Checks Dated 05/01/2026 through 05/31/2026 — **Board Meeting Date June 11, 2026**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
775678	05/28/2026	Express Companies, Inc.	01-6019-4300	Purchase 4 Replacement AEDs for Susan Vana	5,781.41	
				Unpaid Sales Tax	85.50-	5,695.91
775679	05/28/2026	Kis	21-9721-6400	El Granada Verkada Phase II		53,403.39
775680	05/28/2026	VALENCIA-BESERRA, FABIOLA	01-0000-4300	Misc. Supplies for HR Dept		98.95
775681	05/28/2026	Fog City Audio Visual	01-0000-5800	Audio Visuals - Graduation		10,750.00
775682	05/28/2026	Straw Hat Pizza	13-5310-4710	Pizza		47.97
775683	05/28/2026	Baker's Gas & Welding Supplies	01-6383-4300	Sean Riordan		10,035.99
775684	05/28/2026	JUAREZ, ADRIANA	13-5310-4710	Food Supplies- pozole		7.10
775685	05/28/2026	NASCO EDUCATION, LLC/SCHOOL SP ECIALTY, LLC	01-9354-4300	brenda	3.25	
				Summer School Big Lift R1 2026 Supplies	16.39	
				Summer School Big Lift RK 2026 Supplies	16.44	36.08
775686	05/28/2026	United Coach Tours Tcp #22302	01-6388-5200	8th grade field trip to academy of sciences		5,800.00
775687	05/28/2026	WORTHINGTON DIRECT	01-7032-4400	Hatch bench tables		21,758.50
				Total Number of Checks	**270**	**3,603,511.86**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	216	1,050,169.08
11	Adult Education Fund	5	44,565.77
12	Child Development Fund	2	1,626.18
13	Cafeteria Fund	32	72,141.01
21	Building Fund	25	2,316,759.71
25	Capital Facilities Fund	1	1,139.05
40	Special Reserve Fund Cap	1	117,196.56
	Total Number of Checks	**270**	3,603,597.36
	Less Unpaid Sales Tax Liability		85.50
	Net (Check Amount)		**3,603,511.86**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

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 11, 2026
TO: Members of the Governing Board
FROM: Jennifer Marsh, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Agreement with Kate Strauss Consulting for Website and Communications Services for the 2026-27 School Year

BACKGROUND INFORMATION

Cabrillo Unified School District seeks to continue enhancing district and school communications through website maintenance, marketing support, and development of informational materials for the 2026-27 school year. Kate Strauss Consulting specializes in communications, media, and public engagement services for educational organizations.

REPORT/PROPOSAL

The proposed agreement with Kate Strauss Consulting includes website maintenance and updates, completion of elementary and alternative education websites, development of District and Bond viewbooks, creation of the CUSD Annual Report, and support for district social media planning and oversight. The agreement term is July 1, 2026, through June 30, 2027.

FISCAL ANALYSIS

The cost of the agreement is $4,900 per month, for an annual total of $58,800. Payment will be made monthly upon submission and approval of invoices.

RECOMMENDATION

Staff recommends approval of the agreement with Kate Strauss Consulting for website and communications services for the 2026-27 school year.

Prepared by: *Holly Lynne*

CONTRACT FOR SERVICES

This Contract for Services is entered into as of July 1, 2026, by and between **Cabrillo Unified School District, located at Kelly 498, Half Moon Bay, 94019, CA** and **Kate Strauss Consulting**, located at 913 El Dorado Drive, Fullerton, CA 92832.

1. Scope of Work

The Contractor agrees to provide CUSD with communications, marketing, media, and special project implementation, including:

- **Website Maintenance and Updates:** Maintain and update copy, documents, photos, pop-ups, and buildouts as needed for the 2026-27 school year.
- **Website Development:** Complete elementary school and alternative education websites by August 2026.
- **CUSD Viewbooks:** Develop two "Viewbooks," which are online, downloadable booklets about a school district, school, or program – one about the District and one about the Bond.
- **CUSD Annual Report:** Develop an Annual Report document featuring the highs and lows of CUSD as captured in photos, data, and LCAP goals.
- **Social Media Oversight:** Work with a designated CUSD staff member to create a 10-month grid of planned topics, and provide support as this staff member takes photos and posts.

2. Term of Agreement

This Contract shall run from July 1, 2026 through June 30, 2027, unless terminated earlier in accordance with the provisions outlined in Section 8 of this Contract.

3. Compensation

For services provided hereunder, the Contractor shall be paid the sum of $4,900 per month. The Contractor shall submit monthly invoices, and payment will be made upon approval by the District.

- Rate: $4,900 per month.
- Payment Schedule: Payments will be made monthly upon submission of invoices.

4. Independent Contractor Status

The Contractor is an independent contractor and not an employee of the District. Nothing in this Contract shall be interpreted as establishing an employer-employee relationship. The Contractor shall have no authority to act on behalf of the District except as expressly authorized in this Contract.

5. Confidentiality

The Contractor agrees to maintain the confidentiality of all student and district data in accordance with state and federal laws, including the Family Educational Rights and Privacy Act

(FERPA) and applicable provisions of the California Education Code. The Contractor shall not disclose any confidential information without the prior written consent of the District.

6. Warranties and Representations

The Contractor warrants and represents that:

- They have the expertise, experience, and qualifications necessary to perform the services outlined in this Contract.
- They will perform all services in a professional, diligent, and timely manner.
- They will comply with all applicable laws and regulations.

7. Indemnification

The Contractor agrees to indemnify, defend, and hold harmless the District, its officers, agents, and employees from and against any claims, liabilities, damages, or expenses arising out of or related to the Contractor's performance of this Contract, except to the extent caused by the District's negligence or willful misconduct.

8. Termination

This Contract may be terminated as follows:

- By mutual written agreement of both parties.
- By either party with 30 days written notice to the other party.
- By the District for cause, including but not limited to the Contractor's failure to perform the services as required under this Contract.

9. Insurance

The Contractor shall maintain appropriate insurance coverage, including but not limited to general liability and professional liability insurance, in amounts satisfactory to the District. Proof of insurance shall be provided upon request.

10. Governing Law

This Contract shall be governed by and construed in accordance with the laws of the State of California. Any disputes arising under this Contract shall be resolved in the appropriate court located in San Mateo County, California.

11. Entire Agreement

This Contract constitutes the entire agreement between the parties and supersedes all prior agreements or understandings, whether written or oral. This Contract may only be amended by a written document signed by both parties.

12. Notices

Any notices required under this Contract shall be sent to the following addresses:

District:
Cabrillo Unified School District
498 Kelly Ave, Half Moon Bay, CA 94019
Attn: Stig Lynne

Contractor:
Kate Strauss Consulting
913 El Dorado Drive, Fullerton, CA 92832
Attn: Kate Strauss

13. Signatures

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the date first written above.

Cabrillo Unified School District:

By: _____
Name: Jennifer Marsh
Title: CBO
Date: _____

Kate Strauss Consulting
By: _____
Name: Kate Strauss
Title: Contractor
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 11, 2026
TO: Members of the Governing Board
FROM: James Barnes, Director of Educational Support Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Agreement for Special Services with Atkinson, Adelson, Loya, Ruud & Romo for 2026-27

BACKGROUND INFORMATION

The Special Education Services branch of the Educational Support Services Department is requesting Cabrillo Unified School District's Governing Board approval of a special services contract with Atkinson, Adelson, Loya, Ruud, & Romo. This contract will cover a specific and limited set of consultation services regarding complex Special Education law.

REPORT/PROPOSAL

The contract is proposed to cover specific and limited consultation services, with Fees for Services including standard hourly rates, fixed fee, specialized legal services, costs and expenses.

FISCAL ANALYSIS

See attached Legal Services Agreement.

RECOMMENDATION

Approve the agreement for special services with Atkinson, Adelson, Loya, Ruud, & Romo.

Prepared by: *Vanessa Jeronimo*

AGREEMENT FOR SPECIAL SERVICES

I. PARTIES

This Agreement for Special Services ("Agreement") is entered into by and between the law firm of ATKINSON, ANDELSON, LOYA, RUUD & ROMO, a professional corporation, hereinafter referred to as the "Law Firm" and, CABRILLO UNIFIED SCHOOL DISTRICT, hereinafter referred to as "DISTRICT."

II. PURPOSE

The DISTRICT desires to retain and engage Law Firm to perform legal and, upon request, non-legal consultant services on the District's behalf. Law Firm accepts this engagement on the terms and conditions contained in this Agreement.

III. TERMS AND CONDITIONS

A. Fees for Services

1. Standard Hourly Rate Services

DISTRICT agrees to pay the Law Firm at the following standard hourly rates:

Senior Partners	$385
Partners/Senior Counsel	$355
Senior Associates	$340
Associates	$330
Non-Legal Consultants	$210-$265
Senior Paralegals/Law Clerks	$230
Paralegals/Legal Assistants	$220

2. Fixed Fee Services

DISTRICT agrees to pay the Law Firm a fixed fee for the following services:

A full day of training (up to 8 hours)	$6,500
A half day of training (up to 4 hours)	$5,000

A two-hour training	$4,000
A one-hour training	$3,000

The Law Firm may modify legal services rates effective July 1st of any year by providing at least thirty (30) days' written notice to District Office; however, should the District object in writing to the modified rates within the thirty (30) day period, no change will be made until the rate is mutually agreed to by the parties.

3. Fee Arrangements for Specialized Legal Services

For specialized litigation and transactional services in the areas of construction, procurement, technology, prevailing wage, real property, CEQA, mitigation negotiations, school and college finance, tax, bankruptcy, copyright, non-profit organizations, immigration and appellate law, the DISTRICT agrees to pay Law Firm at rates higher than the standard hourly rates for special projects or particular scopes of work. The Law Firm shall inform the DISTRICT of the rates for specialized services and the Superintendent or designee shall agree to such rates in writing prior to any billings for specialized legal services by the Law Firm.

4. Costs and Expenses

In addition to the fees described above, the DISTRICT agrees to pay a three percent (3%) "administrative fee" calculated and based on the total monthly billed fees to cover certain operating expenses of the Law Firm incurred in providing services to the DISTRICT. This administrative fee is in lieu of charging the DISTRICT for Westlaw, photocopies, automobile mileage, parking, facsimiles, telephone, document preparation, and postage.

Costs relating to fees charged by third parties retained to perform services ancillary to the Law Firm's representation of DISTRICT are not included in the administrative fee and are charged separately. These include, but are not limited to, deposition and court reporter fees, transcript costs, witness fees (including expert witnesses), process server fees, and other similar third party fees. The Law Firm shall not be obligated to advance costs on behalf of the DISTRICT; however, for purposes of convenience and in order to expedite matters, the Law Firm reserves the right to advance costs on behalf of the DISTRICT with the prior approval of the Superintendent or designee in the event a particular cost item exceeds $2,000.00 in amount, and without the prior approval of the Superintendent or designee in the event a particular cost item totals $2,000.00 or less.

If the Law Firm retains, with authorization from the DISTRICT, experts or outside consultants for the benefit of the DISTRICT, rather than the DISTRICT contracting directly with any expert or outside consultant, the DISTRICT agrees to pay a five percent (5%) "consultant processing fee" in addition to the actual costs paid by the Law Firm to the expert or outside consultant in order to offset related costs to the Law Firm resulting from administering and initially paying such expert and outside consultant fees on behalf of the DISTRICT. This fee shall not apply to the services of Law Firm-provided non-legal consultants as set forth in paragraph F., below. The direct costs for travel and lodging by Non-Legal Consultants may be billed with prior approval.

B. Billing Practices

1. A detailed description of the work performed and the costs and expenses advanced by the Law Firm will be prepared on a monthly basis as of the last day of the month and will be mailed to the DISTRICT on or about the 15th of the following month, unless other arrangements are made. Payment of the full amount due, as reflected on the monthly statement, will be due to the Law Firm from the DISTRICT by the 10th of the month following delivery of the statement, unless other arrangements are made. In the event that there are funds of the DISTRICT in the Law Firm's Trust Account at the time a monthly billing statement is prepared, funds will be transferred from the Law Firm's Trust Account to the Law Firm's General Account to the extent of the balance due on the monthly statement and a credit will be reflected on the monthly statement. Any balance of fees or costs advanced remaining unpaid for a period of 60 days will be subject to a 1% per month service charge.

2. The Law Firm shall bill in one-quarter hour increments.

3. Certain tasks shall be billed at established minimum time increments. These include: (a) telephone conference (.25 hour), (b) electronic correspondence (.25 hour), (c) standard written correspondence (.50 hour), (d) provide a document (.50 hour)

4. The Law Firm may charge the full hourly rate to more than one client for services provided concurrently during the same time period. For example, in the course of traveling to the DISTRICT or while providing legal services at the DISTRICT, it may be necessary for the Law Firm to provide billable services to other clients.

5. DISTRICT agrees to review the Law Firm's monthly statements promptly upon receipt and to notify the Law Firm, in writing, with respect to any disagreement with the monthly statement. Failure to communicate written disagreement with the Law Firm's monthly statement within thirty (30) days of the DISTRICT's receipt thereof shall be deemed to signify the DISTRICT's agreement that the monthly billing statement accurately reflects the services performed; and the proper charge for those services.

6. After the conclusion of a particular engagement (e.g. an investigation) should a need arise for the Firm to respond to any subpoena or discovery, to provide testimony at deposition, trial or arbitration, or to otherwise perform services with respect to any matter relating to or arising out of that engagement, the DISTRICT shall compensate the Firm at its then applicable rates for time expended, including all required preparation time.

C. Termination of Representation on a Particular Matter

The Law Firm reserves the right to discontinue the performance of legal services on behalf of the DISTRICT on a particular matter upon the occurrence of any one or more of the following events:

1. Upon order of a court of law requiring the Law Firm to discontinue the performance of legal services;

2. Upon a determination by the Law Firm in the exercise of its reasonable and sole discretion, that state or federal legal ethical principles require it to discontinue the performance of legal services;

3. Upon a failure of the DISTRICT to perform any of the DISTRICT's obligations with respect to the payment of the Law Firm's fees, costs or expenses as reflected on the monthly bill;

4. Upon a failure of the DISTRICT to perform any of the DISTRICT's obligations with respect to the duty of cooperation with the Law Firm in connection with the Law Firm's representation of the DISTRICT.

In the event that the Law Firm ceases to perform services for the DISTRICT on a matter, the DISTRICT agrees that it will promptly pay to the Law Firm any and all unpaid fees and costs advanced, and retrieve all of its files, signing a receipt therefor. Further, the DISTRICT agrees that, with respect to any litigation where the Law Firm has made an appearance in a court of law on its behalf, the DISTRICT will promptly execute an appropriate Substitution of Attorney form. Any termination of Law Firm's representation on such a matter may be subject to approval by the applicable court of law.

D. Consent to Joint Representation

The DISTRICT acknowledges that from time to time Law Firm may be asked to perform legal services on a matter affecting two or more public education local agencies. In such situations before proceeding with representation, Law Firm shall seek separate written consent to joint representation from all involved parties if permissible according to ethical principles applicable to attorneys. The DISTRICT acknowledges that it is often in the best interest of the DISTRICT for such representation to commence without undue delay which may result from waiting until a regularly-scheduled Board meeting. Therefore, pursuant to Education Code section 7, the Governing Board of the DISTRICT hereby delegates to the Superintendent or designee authority to consent to joint representation in the circumstances described in this paragraph.

E. Client Cooperation.

The DISTRICT agrees to fully cooperate with the Law Firm in connection with the Law Firm's representation of the DISTRICT, including but not limited to, attending mandatory court hearings and other appearances, making its employees and officials available, and providing accurate information documentation necessary to enable the Law Firm to adequately represent the DISTRICT.

F. Services performed by Law Firm-provided Non-legal Consultants

The Law Firm has an affiliation with non-legal consultants who are available to provide services in areas including, but not limited to, personnel/business office audits, human resources/collective bargaining consultation, special education consultation, public/employee relations surveys and communications, media and public relations, budget analysis/support services, instructional coaching/counseling at school improvement sites, leadership coaching, board/superintendent relations and best practices, and interim management placement.

Because the Law Firm has a financial interest in the DISTRICT's use of these affiliated non-legal consultants, the rules of the State Bar of California require that the DISTRICT provide its informed written consent to this arrangement to prior to utilizing these services. Execution of this Agreement shall be deemed "informed consent" for the purpose of this paragraph. The

DISTRICT is hereby advised that it may seek the advice of an independent attorney of your choice prior to providing such written consent.

Please also be advised that because the services of these non-legal consultants are provided to the DISTRICT outside of the attorney-client relationship, communications with these non-legal consultants will not be protected from disclosure by the attorney-client privilege.

G. Consent to Law Firm Communication

As part of our commitment to client service, the Law Firm will send the DISTRICT periodic alerts on case developments and legislative changes, and notices of breakfast briefings, conferences, and other training opportunities designed to help the DISTRICT with daily legal concerns. The Law Firm will send those and other additional service notices to the DISTRICT via regular mail and/or electronic mail at the email address which you designate or the email used in your daily communications with us. By execution of this Agreement, the DISTRICT and designated contact(s) consent to receive such communications by electronic mail subject to the right to unsubscribe at any time.

H. Identification of Insurance Coverage

With respect to insurance coverage for any matters covered by the scope of services under this Agreement, you agree that it is your own responsibility, rather than the Law Firm's responsibility, to identify potential insurance coverage and to tender legal matters to any appropriate insurance companies that may insure you. If you desire that the Law Firm become involved in identifying potential insurers and/or the tender of legal disputes, then a separate written agreement between you and the Law Firm to that effect will be required.

I. Miscellaneous

1. The Law Firm maintains errors and omissions insurance coverage applicable to the services to be rendered.

2. The parties agree that the Law Firm, while engaged in carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the DISTRICT.

3. After a file on a matter is closed, the DISTRICT has a right to request the Law Firm to return the file to the DISTRICT. Absent such a request, the Law Firm shall retain the file on the DISTRICT's behalf.

J. Consent To Law Firm Use of Generative AI and Client Confidentiality

To enhance efficiency and cost-effectiveness, the Law Firm may use generative artificial intelligence ("AI") tools to assist with tasks like document review, summaries, and research. Any such use will comply with the California Rules of Professional Conduct and the State Bar Act, along with all other applicable ethical and professional responsibilities and the Law Firm's internal policies, including maintaining professional judgment; reviewing, verifying, and validating AI-assisted work; and safeguarding client confidentiality. You may be billed for actual time spent using generative AI—such as creating and refining inputs and prompts and reviewing and editing

outputs—but not for time saved by its use. By proceeding with this representation, you consent to the Law Firm's use of generative AI, unless you notify us otherwise in writing. Please note that Law Firm communications and work product are protected by privilege and must remain confidential. If you disclose any privileged communications, work product, or confidential documents to any AI platform, you risk waiving the attorney-client privilege, work-product protection, and/or confidentiality.

IV. BINDING ARBITRATION

If any dispute arises out of, or related to, a claimed breach of this agreement, the professional services rendered by attorneys, or any other disagreement of any nature, type, or description, regardless of the facts or the legal theories which may be involved, including attorney malpractice, breach of fiduciary duty, misrepresentation, or conflict of interest, such dispute shall be resolved by confidential and binding arbitration upon the written request of one party after service of that request on the other party.

There are significant advantages and disadvantages of binding arbitration. The parties shall agree on an arbitrator with special skills and experience to hear and determine the dispute unlike in a court proceeding where a judge is assigned. If the parties cannot agree, then the Superior Court of Los Angeles County shall choose an impartial arbitrator whose decision shall be final and conclusive on all matters.

The parties shall each have the right of discovery in accordance with Code of Civil Procedure Section 1283. Arbitrations conducted pursuant to this agreement permit the same discovery rights as in a court proceeding. Each party shall bear their own costs and attorney fees, including payments to the arbitrator which can be significantly more costly than the filing fee in Court proceedings where costs may be awarded to the prevailing party. Each party to this agreement waives and therefore gives up important constitutional rights in arbitration as the arbitrator's decision is final. There is no right to appeal to challenge any errors made in the arbitration proceeding. Unlike court proceedings, arbitration proceedings are conducted privately and the outcome will remain confidential. There is no right to a trial by a judge or jury of one's peers. There is no limitation on the type of monetary damage that can be awarded by the arbitrator. The client is advised that the client has the right to have an independent lawyer of client's choice review this arbitration provision.

V. DURATION

This Agreement shall commence July 1, 2026 and terminate on June 30, 2027 and shall thereafter continue from month to month at the then current rate schedules until modified in writing by agreement between the Law Firm and the DISTRICT up to a maximum of five (5) years duration per Education Code section 17596.

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Either the DISTRICT or the Law Firm may terminate this Agreement on thirty (30) days' written notice.

"Law Firm"

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

Dated: May 7, 2026

By: _____
Kathryn E. Meola

"DISTRICT"

CABRILLO UNIFIED SCHOOL DISTRICT

Dated: _____

By: _____
Dr. Ramon Miramontes
Superintendent

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 11, 2026
TO: Members of the Governing Board
FROM: Lia Ferrero, Senior Human Resources Administrator
CATEGORY: Consent/Action
ITEM TITLE: Approval of Agreement with Dannis Woliver Kelley (DWK) for Legal Services for the 2026-28 Term

BACKGROUND INFORMATION

The District has utilized legal services from Dannis Woliver Kelley (DWK) to provide legal counsel and support in matters related to education law, labor relations, personnel, governance, and other district operations.

REPORT/PROPOSAL

The District is seeking approval to continue its agreement with Dannis Woliver Kelley (DWK) for legal services for the period of 2026–2028. Continuing this partnership will ensure consistent access to specialized legal expertise and ongoing support for District programs, operations, and compliance requirements.

FISCAL ANALYSIS

Legal services will be funded through the District's approved budget.

RECOMMENDATION

It is recommended that the Board approve the agreement with Dannis Woliver Kelley (DWK) for legal services for the 2026-28 term.

Prepared by: *Lia Ferrero*

DWK
DANNIS WOLIVER KELLEY
Attorneys at Law

GREGORY J. DANNIS
Attorney at Law
gdannis@DWKesq.com

San Francisco

SAN FRANCISCO
200 California Street
Suite 400
San Francisco, CA 94111
TEL 415.543.4111
FAX 415.543.4384

LONG BEACH
444 W. Ocean Blvd.
Suite 1750
Long Beach, CA 90802
TEL 562.366.8500
FAX 562.366.8505

SAN DIEGO
750 B Street
Suite 2600
San Diego, CA 92101
TEL 619.595.0202
FAX 619.702.6202

CHICO
2485 Notre Dame Blvd.
Suite 370-A
Chico, CA 95928
TEL 530.343.3334
FAX 530.924.4784

SACRAMENTO
555 Capitol Mall
Suite 645
Sacramento, CA 95814
TEL 916.978.4040
FAX 916.978.4039

EAST BAY
2087 Addison Street
2nd Floor
Berkeley, CA 94704
TEL 510.345.6000
FAX 510.345.6100

FRESNO
1690 W. Shaw Avenue
Suite 220
Fresno, CA 93711
TEL 559.388.5802
FAX 559.388.5803

www.DWKesq.com

May 19, 2026

VIA EMAIL

Dr. Ramon Miramontes
Superintendent
Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019

Re: 2026-2028 Agreement for Professional Services

Dear Dr. Miramontes:

Dannis Woliver Kelley (DWK) is honored to serve as your trusted legal counsel. We stand with you to support your core mission of educating and preparing children and young adults to be responsible, mindful citizens. We are especially pleased to share that 2026 marks DWK's 50th Anniversary as California's leading education law firm! This milestone belongs not just to us but also to you: the clients, educators, and leaders who have trusted us with your mission for five decades.

Our current Agreement for Professional Services expires on June 30, 2026. Attached is our proposed Agreement for the 2026–2027 and 2027–2028 school years. Our rate ranges have remained unchanged since 2024. Under the attached Agreement, the top end of our attorney classification rate ranges will increase by up to seven percent (7%). My rate will increase by three percent (3%) for the 2026–2027 school year and by an additional five percent (5%) for the 2027–2028 school year. Non-attorney rates, including law clerk and paralegal rates, will also increase.

We agree to maintain these rate ranges for the full two-year term of the Agreement, meaning there will be no changes to the billing ranges during that period. Individual attorney and non-attorney hourly rates, however, may be adjusted within the approved ranges during the term of the Agreement.

Once the Agreement is approved by the governing board, please sign it, insert the date of Board approval and return to the undersigned via email.

We look forward to continuing to serve you in the coming school years and to building on our mutually rewarding partnership. We also hope to see you at one of the many educational and social events we have planned in 2026. Whether you connect with us in a convention hall, a digital classroom, or elsewhere, you can expect a little extra "Golden Anniversary" spirit throughout the year.

Very truly yours,

Gregory J. Dannis

GJD:ah

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on May 19, 2026, by and between the Cabrillo Unified School District , hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

SCOPE OF SERVICES. District appoints Attorney to represent, advise, and counsel it from July 1, 2026, through and including June 30, 2028, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of governing board action approving this Agreement are hereby ratified by said governing board approval.

Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice. Nothing in this Agreement and nothing in Attorney's statements to District should be construed as a promise or guarantee about the outcome of any matter.

DISTRICT DUTIES. District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, ensure access for Attorney to communicate with the District's governing board as appropriate, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

FEES AND BILLING PRACTICES. Except as hereinafter provided, District agrees to pay Attorney at the following hourly rates: two hundred seventy-five dollars ($275) to four hundred twenty dollars ($420) for Shareholders and Of Counsel; two hundred fifty-five dollars ($255) to three hundred thirty-five dollars ($335) for Special Counsel; two hundred five dollars ($205) to two hundred ninety-five dollars ($295) for Associates; one hundred forty dollars ($140) to two hundred five dollars ($205) for Law Clerks (up to $245 if licensed in another state); one hundred forty dollars ($140) to two hundred thirty dollars ($230) per hour for Paralegals; two hundred five dollars ($205) to three hundred thirty-five dollars ($335) for Legal Investigations Specialists; and four hundred fifteen dollars ($415) to four hundred ninety-five dollars ($495) for Shareholder Emeritus. Rates for individual attorneys, paralegals, law clerks, and legal investigations specialists may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services to be provided with the exception of Greg Dannis whose hourly rate shall be $500 for the 2026–2027 school year and $525 for the 2027–2028 school year.

Agreements for fees for legal services at other than the hourly rates set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this Agreement are subject to change at any time by Attorney following written notice to District and shall apply to all services rendered after such notice is given.

Time is billed in minimum increments of one-tenth (.1) of an hour, except the first entry for any day will be billed at a minimum of three-tenths (.3) of an hour. Actual travel time and time spent attending in-person or remote meetings is charged at the rates above. In the course of travel for a District matter, or while attending meetings with or for District, it may be necessary for Attorney to concurrently work for and bill other clients. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the District and Attorney.

OTHER CHARGES. District agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying charges (charged at $0.10 per page), postage (only charged if in excess of

$1.00), and computerized legal research and electronic record storage and review platforms (i.e., Westlaw, e-discovery). District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise. Such expenses shall be provided at cost unless otherwise specified. Any discount received on such services is passed along to District by Attorney.

District further agrees to pay third parties, indirectly through Attorney, for other costs and expenses including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. District will reimburse Attorney for such costs or may, upon agreement of District and Attorney, advance payment to Attorney for such costs and expenses.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

BILLING STATEMENT. Attorney shall send District a statement for fees and costs every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. Upon District's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request. District shall pay Attorney's statements within thirty (30) days after each statement's date pursuant to the payment instructions provided on Attorneys' invoice.

ARBITRATION OF FEE DISPUTE. In order to avoid litigation in the event of any dispute concerning billings, it is agreed that any such dispute shall be submitted exclusively to binding arbitration before the American Arbitration Association. The arbitrator shall determine the rights and obligations of District and Attorney according to the substantive and procedural laws of California. District acknowledges that by agreeing to arbitration, District is giving up the right to a jury trial. Judgement on any arbitration award may be entered by any court of competent jurisdiction.

INDEPENDENT CONTRACTOR. It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District. Attorney does not anticipate that in the course and scope of performing legal services it will have any interaction with any pupil that is not under the immediate supervision and control of a District employee or a pupil's parent or guardian. If District requests legal services in which Attorney will have unsupervised interaction with pupils, Attorney will comply with any applicable fingerprinting, background check, vaccine, or testing requirements.

CONSENT TO USE OF ELECTRONIC COMMUNICATION, GENERATIVE ARTIFICIAL INTELLIGENCE (AI) AND CLOUD SERVICES. To provide District with efficient and convenient legal services, Attorney will communicate and transmit documents using electronic communication services. Because electronic communication continues to evolve, there may be risks in communicating in this manner, including risks related to confidentiality and security. By entering into this Agreement, District is consenting to such use of electronic communication services with District and District's representatives and agents. In addition, Attorney uses cloud computing services with servers located in a facility other than Attorney's office. Most of Attorney's electronic data, including emails and documents, are stored in this manner. By entering into this Agreement, District understands and consents to having communications, documents and information pertinent to the District's matters stored through such cloud-based services. The Firm may also utilize Generative AI tools to facilitate certain legal services. Such tools are used solely as aids and do not replace legal judgment. The Firm will follow applicable confidentiality

standards where Client data is processed by third-party AI providers. By entering into this Agreement, District is consenting to such use of the tools identified herein.

FILE RETENTION. Attorney will retain files related to representation of District for a minimum period of seven (7) years after the conclusion of the Attorney's services for District. During this period, Attorney may retain such files exclusively in digital format and may destroy original paper documents provided by the District after they are digitized unless the District requests the return of originals in writing. At the expiration of the seven (7)-year period, Attorney may destroy such files, including paper or digital copies, unless District notifies Attorney in writing that District wishes to take possession of them. Attorney agrees to provide a digital copy of all files related to representation of District upon District's request, excluding Attorney's internal files (e.g., administrative records and attorney work product, including drafts, notes, internal memoranda, and research prepared for Attorney's internal use) which are the Attorney's property.

PRIVACY NOTICE OF COLLECTION OF PERSONAL INFORMATION. Attorney respects the District's privacy and aims to be transparent with District. For this reason, Attorney has adopted a privacy policy that describes all the information Attorney collects from or about District employees in the course of providing the District with legal services, as well as how Attorney uses this information and how long Attorney will retain it. Attorney's privacy policy, which also describes the District's rights as a consumer under applicable law, is accessible on Attorney's website at https://www.dwkesq.com/ccpa/. The terms and disclosures of this privacy policy are incorporated herein, and the signature on the agreement below confirms that District has read or will read Attorney's privacy policy. If the District has any questions regarding Attorney's privacy policy or its rights, the District should email Attorney at DataSecurity@dwkesq.com.

CONFLICT OF INTEREST. In some situations, where Attorney has relationships with other entities, the Rules of Professional Conduct and Business & Professions Code may require Attorney to provide disclosure or to obtain informed written consent before it can provide legal services for a client. Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities throughout California. The statutory and regulatory structure of the provision of education services results in many ways in which these entities interact which could result in a conflict between the interests of more than one of Attorney's clients. If Attorney becomes aware of a specific conflict of interest involving District, Attorney will comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

TERMINATION OF CONTRACT. District or Attorney may terminate this Agreement by giving reasonable written notice of termination to the other party.

COUNTERPARTS. This Agreement may be executed in duplicate originals, including facsimiles, each of which shall fully bind each party as if all had signed the same copy. Electronic copies of signatures shall be treated as originals for all purposes.

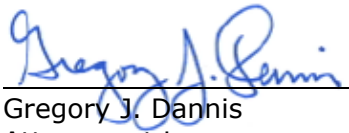
IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

CABRILLO UNIFIED SCHOOL DISTRICT

Dr. Ramon Miramontes
Superintendent

Date

DANNIS WOLIVER KELLEY



Gregory J. Dannis
Attorney at Law

May 19, 2026
Date

At its public meeting of_____, 2026, the District's governing board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.

CABRILLO UNIFIED SCHOOL DISTRICT

498 Kelly Avenue, Half Moon Bay, California 94019 • 650 712-7100 • 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 11, 2026
TO: Members of the Governing Board
FROM: Dr. Ramon Miramontes, Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Out-of-State Travel to Attend the NSPRA 2026 National Seminar, New Orleans, Louisiana, July 19 - 22, 2026

BACKGROUND INFORMATION

Cabrillo Unified School District supports professional development opportunities that strengthen Board governance, advocacy, and leadership capacity in support of district priorities and student outcomes.

REPORT/PROPOSAL

Approval is requested for out-of-state travel for Rosibel Acosta, Executive Administrative Assistant to the Superintendent, to attend the National School Public Relations Association (NSPRA) 2026 National Seminar in New Orleans, Louisiana.

The NSPRA National Seminar is the premier communications-focused professional development conference for school public relations professionals and education leaders from across the United States. The conference provides training and resources related to strategic communications, crisis and emergency communication, community engagement, media relations, leadership communication, and public education advocacy.

Attendance at this conference will support Rosibel Acosta's role as Executive Administrative Assistant to the Superintendent, designated Public Records Act staff member, and designated communications staff member by strengthening district communication practices and public relations strategies in support of routine operations and emergency situations.

Attendee(s)	School/Department	Type of Travel	Travel Dates	Estimated Cost
Rosibel Acosta	Superintendent's Office	Out-of-State Conference	July 19-22, 2026	$3000-$3500

FISCAL ANALYSIS

The costs associated with this travel will be covered by the General Fund.

RECOMMENDATION

Approve out-of-state travel for Rosibel Acosta to attend the NSPRA 2026 National Seminar in New Orleans, Louisiana, from July 19 through July 22, 2026.

Prepared by: *Rosibel Acosta, Executive Assistant to the Superintendent*

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 11, 2026
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 9, 2026

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, Executive Assistant to the Superintendent*

Regular Governing Board Meeting

Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Date and Time

Thursday, April 9, 2026, at 6:00 PM

Location

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

President Cortes called the meeting to order at 4:02 p.m.

b. Roll Call / Quorum

Roll Call / Quorum

A quorum of the Board was present.

Board Members Present:

- Lizet Cortes, President
- Peter Cerneka, Vice President
- Breanna Lafontaine, Clerk
- Mary Beth Alexander, Member
- Carmen Daniel, Member - arrived at 4:22 p.m.
- Martin Juarez, Student Board Member, Pilarcitos High School - arrived at 6:00 p.m. for Open Session

Administrators Present:

- Dr. Ramon Miramontes, Superintendent
- Jennifer Marsh, Chief Business Officer
- Israel Castillo, Chief Academic Officer - arrived at 6:00 p.m. for Open Session

Board Members Absent:

- Maverick Johnson, Student Board Member, Half Moon Bay High School

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c. Pledge of Allegiance
President Cortes led the Pledge of Allegiance

d. Approval of the Agenda
Superintendent Dr. Miramontes requested an amendment to the agenda to remove Item 6.i., *Approval of Bid Award to IT Management Corporation for E-Rate Services for the 2026–27 School Year*, from the agenda.

A motion was made to approve the agenda as amended.
Moved by: Mary Beth Alexander; seconded by: Lizet Cortes
Aye: Mary Beth Alexander, Peter Cerneka, Lizet Cortes, and Breanna Lafontaine

Passed 4-0

Board Member Absent:
Carmen Daniel, Board Member - arrived at 4:22 p.m.
Martin Juarez, Student Board Member, Pilarcitos High School - arrived at 6:00 p.m. for Open Session
Maverick Johnson, Student Board Member, Half Moon Bay High School

2. CLOSED SESSION

a. Identification of Closed Session Topics of Discussion
President Cortes identified the topics listed in the Closed Session agenda.

b. Public Comments on Closed Session Items
None.

c. Adjournment to Closed Session
The Board adjourned to Closed Session at 4:05 p.m.

d. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Government Code §54957)
Title: Superintendent

e. CONFERENCE WITH LABOR NEGOTIATORS (Government Code §54957.6)
District-Designated Representatives: Jennifer Marsh, Chief Business Officer
Unrepresented Employee: Superintendent

f. Adjourn Closed Session and Reconvene Open Session
The Board adjourned Closed Session at 5:30 p.m. and reconvened to Open Session at 6:02 p.m.

g. Report Action Taken in Closed Session
President Cortes reported that no action was taken in Closed Session and indicated that the Board would reconvene in Closed Session at the conclusion of Open Session to continue discussion of the items listed for Closed Session.

3. SPOTLIGHT THE COASTSIDE WAY!

a. Celebrating Our Success
1. **Community Engagement**

Draft

a. Recognition of Kings Mountain Community Volunteers **Jean Turri, Doug Forster**, **Sahaipon Forster**, and **Stephen Ellen**, for Their Dedication and Commitment to the Kings Mountain School Community

The Governing Board recognized Kings Mountain community volunteers ***Jean Turri, Doug Forster, Sahaipon Forster***, and ***Stephen Ellen*** for their dedication and support of student learning and school programs.

2. **Kings Mountain Elementary School**
   a. Recognition of **Lesli Schmutz** for Her Dedication and Service to the Kings Mountain School Community

The Governing Board recognized ***Lesli Schmutz*** for her dedication and service to Kings Mountain Elementary School, highlighting her contributions to student support, campus operations, safety, and school programs.

b. Kings Mountain Elementary School Presentation (Presentation)

Supporting Documents/Attachments:

1. Kings Mountain Elementary Presentation 2026.pdf

Principal David Jones presented an overview of Kings Mountain Elementary School, highlighting enrollment, student achievement, school goals, enrichment opportunities, and community engagement.

c. Student Board Members Report

1. Pilarcitos High School Student Board Member
   Student Board Member Juarez shared updates from Pilarcitos High School, including restorative justice training, a planned coho salmon release field trip, and staffing updates.
2. Half Moon Bay High School Student Board Member
   Absent.

4. GENERAL BUSINESS

a. 2025-26 Enrollment Forecast Update Report and Presentation (Presentation)

Supporting Documents/Attachments:

1. Projected Enrollment Presentation 04.09.26.pdf
2. 2025-26 Enrollment Forecast Update Report

Thomas Williams of Enrollment Projection Consultants presented the District's enrollment forecast through 2030, highlighting declining birth rates, projected enrollment trends, and the potential impacts of housing developments on future enrollment.

The Board received one (1) comment on this agenda topic during the in-person public comment section:

Kennan Damon commented on enrollment projection figures presented in prior reports and requested clarification regarding differences in reported enrollment numbers.

b. Approval of ZESBI Grant Agreement for Zero-Emission School Bus Initiative (Action)

Draft

Supporting Documents/Attachments:

1. ZESBI Grant Agreement

A motion was made to approve Item 4.b., as presented.
Moved by: Peter Cerneka; seconded by: Breanna Lafontaine

Aye: Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Vote:
Martin Juarez, Student Board Member, Pilarcitos High School, voted aye.

Board Member Absent:
Maverick Johnson, Student Board Member, Half Moon Bay High School

c. Approval of Purchase of Two Electric School Buses through ZESBI Grant (Action)

Supporting Documents/Attachments:

1. Ride Movility (2) Type D Bus Quote

A motion was made to approve Item 4.c., as presented
Moved by: Mary Beth Alexander; seconded by: Carmen Daniel

Aye: Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Vote:
Martin Juarez, Student Board Member, Pilarcitos High School, voted aye.

Board Member Absent:
Maverick Johnson, Student Board Member, Half Moon Bay High School

d. El Granada Elementary School New Classroom Building 'C' & Site Work Project: Approval of Amendment No. 2 to the Facilities Lease with Rodan Builders, Inc. (Action)

Supporting Documents/Attachments:

1. Amendment No. 2 to the Facilities Lease with Rodan Builders, Inc.

A motion was made to approve Item 4.d., as presented.
Moved by: Breanna Lafontaine; seconded by: Peter Cerneka

Aye: Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Vote:
Martin Juarez, Student Board Member, Pilarcitos High School, voted aye.

Board Member Absent:
Maverick Johnson, Student Board Member, Half Moon Bay High School

e. Approval of Award of Contract: Farallone View Elementary School Playground Replacement Contract (Action)

Draft

Supporting Documents/Attachments:

1. Proposal for Farallone View Playground

A motion was made to approve Item 4.e. as presented.
Moved by: Breanna Lafontaine; seconded by: Mary Beth Alexander

Aye: Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Preferential Vote:
Martin Juarez, Student Board Member, Pilarcitos High School, voted aye.

Board Member Absent:
Maverick Johnson, Student Board Member, Half Moon Bay High School

5. COMMUNICATIONS

a. Public Comments on Nonagenda or Consent Items
The Board received fourteen (14) requests for comments on non-agenda topics or Consent Items during the in-person public comment session:

Lucas Lafontaine expressed support for retaining two Cunha Intermediate School teachers and shared student concerns regarding potential impacts on elective offerings and student-teacher relationships.

Audrey Cruz expressed concern regarding potential reductions to elective courses and discussed the value of electives in supporting student interests and engagement.

Emily Sanders spoke in support of the agricultural science program and discussed its role in preparing students for future educational and career opportunities.

Laura Sanders expressed support for retaining current staffing and elective offerings, citing the value of mathematics instruction, agricultural education, and student engagement opportunities.

Shannon Murray expressed concerns regarding proposed staffing reductions and discussed potential impacts on class sizes, electives, student support, and educational programs.

Casey Owen, on behalf of the Cunha staff, expressed concerns regarding proposed staffing reductions and discussed potential impacts on electives, class sizes, scheduling flexibility, and student services.

Ruth Anne Wolk discussed recent student achievement gains in mathematics and expressed concerns regarding potential impacts of larger class sizes and staffing reductions.

Sonia Myers expressed support for maintaining the agricultural science program and discussed its connection to student engagement, hands-on learning, and high school pathways.

Tamara Arriaga shared her experience with agricultural education programs and expressed support for maintaining agricultural science offerings and related instructional

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opportunities.

Kurt Murray expressed concerns regarding staffing reductions and discussed potential impacts on student programs, teacher workload, class sizes, and educational opportunities.

Yulanda Au discussed potential impacts of increased class sizes and reduced elective offerings on English learners, student engagement, and access to instructional support.

Vince Fontana spoke in support of agricultural education programs and discussed the importance of agriculture-related learning opportunities for students and the community.

Nancy Fontana expressed support for maintaining agricultural science instruction and discussed its role in connecting students with local agricultural traditions and career pathways.

Laura Butterfoss expressed concerns regarding proposed reductions to elective offerings and discussed their importance for students receiving hands-on learning opportunities.

The Board also received four (4) letters submitted during the public comment period. For access, please refer to the link provided below:

https://drive.google.com/file/d/1sF8ftGogZ9SRh3_vQwGvwPpfXFsMGqyx/view

The Board additionally received nine (9) written comments submitted through the District's public comment process. For access, please refer to the link provided below:

https://drive.google.com/file/d/10lDrVB2y-wjD4QXk2NVl6BxRat6tqoUB/view

b. Employee Organizations Report

1. Cabrillo Unified Teachers Association (CUTA) Representatives
   CUTA President John Carey reported on student participation in the meeting, class sizes, elective offerings, teacher retention, and employee recruitment.
2. California School Employee Association (CSEA) Representatives
   CSEA Vice President Paul Harrison reported on student participation in the meeting, agricultural education programs, support for students, and recognition of CSEA members.

6. 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: Peter Cerneka; seconded by: Carmen Daniel

Aye: Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Note: Item 6.i. was removed from the agenda pursuant to Board action under Item 1.d.,

Approval of the Agenda.

Early Departure:
Martin Juarez, Student Board Member, Pilarcitos High School - left the meeting at 8:00 p.m.

Board Member Absent:
Maverick Johnson, Student Board Member, Half Moon Bay High School

a. Approval of Half Moon Bay High School Future Farmers of America Field Trip to the State LDE Finals for Spanish Creed in Fresno, California, on April 16-17, 2026 (Consent/Action)

b. Approval of Half Moon Bay High School Future Farmers of America Field Trip to Cal Poly State Finals Field Day in San Luis Obispo, California, on April 30-May 2, 2026 (Consent/Action)

c. Approval of Boys and Girls Club of the Coastside for Summer Extended-Learning Programming 2026 (Consent/Action)

Supporting Documents/Attachments:

1. BGCC Summer 2026 (7th & 8th Graders) MOU.pdf

d. Approval of Certificated Personnel Report (Consent/Action)

e. Approval of Classified Personnel Report (Consent/Action)

f. CUSD Enrollment Report (Consent/Action)

Supporting Documents/Attachments:

1. CUSD Enrollment Report 2025-26 Period 7

g. Approval of Donations to Cabrillo Unified School District (Consent/Action)

Supporting Documents/Attachments:

1. Summary Site Donations 4.09.2026

h. Information on Warrant Register Report Processed (Consent/Information)

Supporting Documents/Attachments:

1. March 2026 Warrant Register Redacted

i. Approval of Bid Award to IT Management Corporation for E-Rate Services for the 2026–27 School Year (Consent/Action) - REMOVED

Supporting Documents/Attachments:

1. IT Management Corporation E-Rate Proposal

Note: Removed from the agenda pursuant to Board action under Item 1.d., Approval of the Agenda.

j. Approval of Quarterly Report on Williams Uniform Complaints (Education Code §35186) (Consent/Action)

Supporting Documents/Attachments:

1. Williams_UCP_Report_Q3_2025-26.pdf

k. Approval of Governing Board Policy Updates as Recommended by the California School Boards Association and CUSD Staff for First and Final Reading
(Consent/Action)

Supporting Documents/Attachments:

Policy Guidesheet.pdf

1. 0410 BP Nondiscrimination In District Programs And Activities_1023_0724_0625_DRAFT.pdf
2. 1312.3 BP Uniform Complaint Procedures_1023_0724_0625_DRAFT.pdf
3. 3311 BP Bids_0325_DRAFT.pdf
4. 3312 BP Contracts_0325_DRAFT.pdf
5. 3470 BP Debt Issuance And Management_1125_DRAFT.pdf
6. 4030 BP Nondiscrimination In Employment_0323_0724_0625_DRAFT.pdf
7. 4033 BP Lactation Accommodation_0724_0625_DRAFT.pdf
8. 4040 BP Employee Use Of Technology_0924_DRAFT.pdf.pdf
9. 4119.11 BP Sexual Harassment_0724_0625_DRAFT.pdf
10. 4219.11 BP Sexual Harassment_0724_0625_DRAFT .pdf
11. 4319.11 BP Sexual Harassment_0724_0625_DRAFT.pdf
12. 6142.1 BP Sexual Health And HIVAIDS Prevention Instruction_0825_DRAFT.pdf
13. 6142.8 BP Comprehensive Health Education_0825_DRAFT.pdf
14. 6178.1 BP Work-Based Learning_0925_DRAFT.pdf
15. 9250 BB Remuneration Reimbursement And Other Benefits_0226_DRAFT.pdf

l. Approval of Governing Board Meeting Minutes

Supporting Documents/Attachments:

1. Regular Meeting - Feb 12 2026 - Minutes - Html

7. GOVERNING BOARD REPORTS

a. Board Member

Vice President Peter Cerneka reported on Board governance responsibilities, Brown Act requirements, fiscal responsibility, staffing processes, community engagement, transparency in District decision-making, and updates to his office hours.

Clerk Breanna Lafontaine reported on student participation in the meeting, community engagement, El Granada Elementary School's Arts and Science Day, and student learning opportunities through science field trips.

Board Member Carmen Daniel reported on community participation in the meeting and a recent Half Moon Bay High School art field trip to the Cantor Arts Center at Stanford University.

Board Member Alexander reported on community participation, Board governance

requirements, CSBA legislative and budget priorities, the recent Board retreat, Board handbook and superintendent goals, and Board committee updates.

Board President Lizet Cortesreported on Board governance requirements, community participation in the meeting, student engagement, and representation of Latino students and families in District programs.

b. Superintendent Report

Superintendent Dr. Ramon Miramontes reported on preliminary staffing adjustments, District communication processes, fiscal responsibility, career technical education and agricultural programs, staffing timelines, community engagement, and ongoing planning for the 2026-27 school year.

8. CLOSED SESSION (CONTINUATION OF ITEMS, IF NECESSARY)

Continuation of Item 2d and any other Closed Session items not completed earlier.

President Cortes announced that the Board would adjourn to Closed Session to continue discussion of the Closed Session items identified under Section 2.

a. Public Comments on Closed Session Items
None.

b. Adjournment to Closed Session
The Board adjourned to Closed Session at 8:29 p.m.

c. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Government Code §54957)
Title: Superintendent

d. CONFERENCE WITH LABOR NEGOTIATORS (Government Code §54957.6)
District-Designated Representatives: Jennifer Marsh, Chief Business Officer

Unrepresented Employee: Superintendent

e. Adjournment of Closed Session and Reconvening to Open Session
The Board adjourned Closed Session and reconvened to Open Session at 8:38 p.m.

9. RECONVENING OF OPEN SESSION

a. Report Action Taken in Closed Session
President Cortes reorted no action taken in Closed Session.

b. Approval of Amendment to Superintendent Employment Agreement (Action)

Supporting Documents/Attachments:

1. Employment_Agreement_Amendment_Superintendent_260409.pdf

A motion was made to approve Item 9.b., Approval of Amendment to Superintendent Employment Agreement as presented.
President Cortes reported that the proposed amendment reflects salary adjustments consistent with the District's “me too” practice for management and unrepresented employees. Effective July 1, 2025, the Superintendent's annual base salary will be $285,662. Future salary increases include 3% effective July 1,

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2026; 4% effective July 1, 2027; and 1% effective January 1, 2028. No other changes are made to the terms of the agreement.

Moved by: Peter Cerneka; seconded by: Mary Beth Alexander

Aye: Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Early Departure:
Martin Juarez, Student Board Member, Pilarcitos High School - left the meeting at 8:00 p.m.

Board Member Absent:
Maverick Johnson, Student Board Member, Half Moon Bay High School

10. CLOSING ITEMS

a. Adjournment of the Meeting

A motion was made to adjourn the April 9, 2026, Regular Board Meeting at 8:45 p.m.
Moved by: Breanna Lafontaine; seconded by: Peter Cerneka

Aye: Mary Beth Alexander, Peter Cerneka, Lizet Cortes, Carmen Daniel, and Breanna Lafontaine

Passed 5-0

Early Departure:
Martin Juarez, Student Board Member, Pilarcitos High School - left the meeting at 8:00 p.m.

Board Member Absent:
Maverick Johnson, Student Board Member, Half Moon Bay High School

Minutes prepared by Rosibel Acosta, Executive Assistant to the Superintendent.

_____
Breanna Lafontaine, Clerk

Draft

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 11, 2026
TO: Members of the Governing Board
FROM: Israel Castillo, Ed. M., Chief Academic Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of 8 Year Adoption of Innovamat Elementary Mathematics Program Agreement

BACKGROUND INFORMATION

Cabrillo Unified School District has completed a comprehensive mathematics curriculum review and pilot process for grades Transitional Kindergarten (TK) through 5th grade. Over the course of the 2025–2026 academic school year, the district's Elementary Mathematics Pilot Committee conducted classroom pilots of two mathematics programs — Innovamat (Innovamat Education) and Imagine Learning Illustrative Mathematics (IM), across multiple school sites. The pilot process was designed to evaluate each program's alignment to California's Mathematics Framework, its support of conceptual understanding and instructional coherence, and its overall effectiveness in meeting the needs of Cabrillo Unified diverse student population.

The committee's review process included classroom implementation of both programs, ongoing collection of teacher feedback and student engagement data, collaborative analysis of student learning outcomes across pilot sites, and careful evaluation of each program's alignment to California's Common Core State Standards for Mathematics. Following this thorough and evidence-based process, the Elementary Mathematics Pilot Committee has unanimously recommended Innovamat (Innovamat Education) as the strongest overall match for district priorities and student needs.

- Full alignment to California's Common Core State Standards (CCSS) for Mathematics and the California Mathematics Framework
- Units organized around mathematical concepts with hands-on activities, digital interactives, and teacher-guided instruction
- Lesson structures that incorporate whole-class, small-group, and independent learning components
- An integrated digital platform with interactive lessons, real-time teacher dashboards, and student progress monitoring tools
- Scaffolded tasks, language supports for English Learners, and extension activities for advanced learners
- Embedded formative assessments and diagnostic tools to inform and differentiate instruction
- Family-facing resources and take-home activities to extend mathematics learning at home

Throughout the pilot, teachers reported strong student engagement with hands-on materials, positive response to the digital platform, and clear lesson structure that supported effective classroom implementation across grade levels.

Public Review Opportunity

In accordance with district policy and to ensure transparency and community inclusion in the curriculum adoption process, both piloted mathematics programs — Innovamat and Imagine Learning Illustrative Mathematics — were made available for public review at the Cabrillo Unified School District Office. The viewing period was held Tuesday, May 26 through Friday, May 29, 2026, at 498 Kelly Avenue, Half Moon Bay, CA 94019, with materials available daily between 1:00 p.m. and 4:30 p.m. This opportunity was designed to provide families, staff, and

community members with access to the instructional materials under consideration prior to final adoption. Community feedback gathered during the public review period was considered as part of the district's final recommendation

FISCAL ANALYSIS

Annual payments over 8 years: Total cost would be, with annual payments of approximately $64,623 per year. The first year would be $96,123 because it includes the manipulative materials. We have included to this memo the quote for your review.

The total Elementary Mathematics program adoption cost over 8 years is $548,484 to be paid with Lottery and LCAP funding.

RECOMMENDATION

Staff recommends that the Board of Education approve the adoption of Innovamat (Innovamat Education) as the primary instructional resource for mathematics in grades Transitional Kindergarten (TK) through 5th grade, effective for the 2026–2027 academic school year.

Prepared by: *Josefina Infanzon*

Innovamat

Quote SO-001-26000275

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Shipping address
Cabrillo Unified
Kelly Avenue 498
Half Moon Bay CA 94019
United States

Client
Cabrillo Unified
Kelly Avenue 498
Half Moon Bay CA 94019
United States
CA-4168890
+17148694335
miramontesr@cabrillo.k12.ca.us

Product service summary	Total	Invoicing scheme
Academic year 2026-2027	$96,123.00	8/2026
Academic year 2027-2028	$64,623.00	8/2026
Academic year 2028-2029	$64,623.00	8/2026
Academic year 2029-2030	$64,623.00	8/2026
Academic year 2030-2031	$64,623.00	8/2026
Academic year 2031-2032	$64,623.00	8/2026
Academic year 2032-2033	$64,623.00	8/2026
Academic year 2033-2034	$64,623.00	8/2026
Total amount		**$548,484.00**

Innovamat

Quote SO-001-26000275

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Products and Services Academic year 2026-2027

Code	Description	Units	Base price	Discount	Price	Net amount	Total
PFUS026ENEY2PC8YYP	Thinking Math! - Student Edition Transitional Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7053-164-5	140	$75.00	35%	$48.75	$6,825.00	$6,825.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*140*	*$60.00*	*35%*	*$39.00*	*$5,460.00*	*$5,460.00*
	- Student Digital Practice: Atlas Math App License	*140*	*$15.00*	*35%*	*$9.75*	*$1,365.00*	*$1,365.00*
PFUS026ENEY2PCG8YYP	Thinking Math! - Teacher Edition Transitional Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7053-156-0	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - PreK Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PMUS026UNEY2BOX	Box of manipulatives TK/PK	10	$450.00		$450.00	$4,500.00	$4,500.00
	- Box of manipulatives TK/PK	*10*	*$450.00*		*$450.00*	*$4,500.00*	*$4,500.00*
PMUS026UNEY3BOX	Box of manipulatives Kinder	10	$450.00		$450.00	$4,500.00	$4,500.00
	- Box of manipulatives Kinder	*10*	*$450.00*		*$450.00*	*$4,500.00*	*$4,500.00*
PFUS026ENEY3PC8YYP	Thinking Math! - Student Edition Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-262-0	180	$75.00	35%	$48.75	$8,775.00	$8,775.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*180*	*$60.00*	*35%*	*$39.00*	*$7,020.00*	*$7,020.00*
	- Student Digital Practice: Atlas Math App License	*180*	*$15.00*	*35%*	*$9.75*	*$1,755.00*	*$1,755.00*
PFUS026ENEY3PCG8YYP	Thinking Math! - Teacher Edition Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-263-7	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - K Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PMUS026UNPE1BOX	Box of manipulatives 1st Grade	10	$450.00		$450.00	$4,500.00	$4,500.00
	- Box of manipulatives 1º Grade	*10*	*$450.00*		*$450.00*	*$4,500.00*	*$4,500.00*

INNOVAMAT EDUCATION, INC.

3001 Bridgeway Ste 312, Sausalito, CA, 94965
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Innovamat

Quote SO-001-26000275

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
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Code	Description	Units	Base price	Discount	Price	Net amount	Total
PFUS026ENPE1PC8YYP	Thinking Math! - Student Edition 1st Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-264-4	180	$75.00	35%	$48.75	$8,775.00	$8,775.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*180*	*$60.00*	*35%*	*$39.00*	*$7,020.00*	*$7,020.00*
	- Student Digital Practice: Atlas Math App License	*180*	*$15.00*	*35%*	*$9.75*	*$1,755.00*	*$1,755.00*
PFUS026ENPE1PCG8YYP	Thinking Math! - Teacher Edition 1st Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-265-1	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 1º Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE2PCG8YYP	Thinking Math! - Teacher Edition 2nd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-267-5	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 2nd Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE2PC8YYP	Thinking Math! - Student Edition 2nd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-266-8	150	$75.00	35%	$48.75	$7,312.50	$7,312.50
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*150*	*$60.00*	*35%*	*$39.00*	*$5,850.00*	*$5,850.00*
	- Student Digital Practice: Atlas Math App License	*150*	*$15.00*	*35%*	*$9.75*	*$1,462.50*	*$1,462.50*
PMUS026UNPE2BOX	Box of manipulatives 2nd Grade	10	$450.00		$450.00	$4,500.00	$4,500.00
	- Box of manipulatives 2º Grade	*10*	*$450.00*		*$450.00*	*$4,500.00*	*$4,500.00*
PFUS026ENPE3PC8YYP	Thinking Math! - Student Edition 3rd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-268-2	185	$75.00	35%	$48.75	$9,018.75	$9,018.75
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*185*	*$60.00*	*35%*	*$39.00*	*$7,215.00*	*$7,215.00*
	- Student Digital Practice: Atlas Math App License	*185*	*$15.00*	*35%*	*$9.75*	*$1,803.75*	*$1,803.75*
PFUS026ENPE3PCG8YYP	Thinking Math! - Teacher Edition 3rd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-269-9	10	$156.00	35%	$101.40	$1,014.00	$1,014.00

Innovamat

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Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Code	Description	Units	Base price	Discount	Price	Net amount	Total
	- Print Teaching Edition (one-off delivery on year 1) - 3rd Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PMUS026UNPE3BOX	Box of manipulatives 3rd Grade	10	$450.00		$450.00	$4,500.00	$4,500.00
	- Box of manipulatives 3º Grade	*10*	*$450.00*		*$450.00*	*$4,500.00*	*$4,500.00*
PMUS026UNPE4BOX	Box of manipulatives 4th Grade	10	$450.00		$450.00	$4,500.00	$4,500.00
	- Box of manipulatives 4º Grade	*10*	*$450.00*		*$450.00*	*$4,500.00*	*$4,500.00*
PFUS026ENPE4PC8YYP	Thinking Math! - Student Edition 4th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-270-5	185	$75.00	35%	$48.75	$9,018.75	$9,018.75
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*185*	*$60.00*	*35%*	*$39.00*	*$7,215.00*	*$7,215.00*
	- Student Digital Practice: Atlas Math App License	*185*	*$15.00*	*35%*	*$9.75*	*$1,803.75*	*$1,803.75*
PFUS026ENPE4PCG8YYP	Thinking Math! - Teacher Edition 4th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-271-2	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 4th Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PMUS026UNPE5BOX	Box of manipulatives 5th Grade	10	$450.00		$450.00	$4,500.00	$4,500.00
	- Box of manipulatives 5º Grade	*10*	*$450.00*		*$450.00*	*$4,500.00*	*$4,500.00*
PFUS026ENPE5PCG8YYP	Thinking Math! - Teacher Edition 5th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-273-6	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 5th Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE5PC8YYP	Thinking Math! - Student Edition 5th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-272-9	160	$75.00	35%	$48.75	$7,800.00	$7,800.00

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United States

Code	Description	Units	Base price	Discount	Price	Net amount	Total
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*160*	*$60.00*	*35%*	*$39.00*	*$6,240.00*	*$6,240.00*
	- Student Digital Practice: Atlas Math App License	*160*	*$15.00*	*35%*	*$9.75*	*$1,560.00*	*$1,560.00*
SSUS026ENPE0MCSPS	Math Coach as a Service - Package: S	1	$35,000.00	100%	$0.00	$0.00	$0.00
	- Math Coach as a Service - Package: S	*1*	*$35,000.00*	*100%*	*$0.00*	*$0.00*	*$0.00*
SSUS026ENPE0PLON6	Professional Learning - Onboarding (Full day: 6h) - in person	1	$6,000.00	100%	$0.00	$0.00	$0.00
	- Professional Learning - Onboarding (Full day: 6h) - in person	*1*	*$6,000.00*	*100%*	*$0.00*	*$0.00*	*$0.00*

Total (exc. Tax)	**$96,123.00**
Tax Total	$0.00
TOTAL	**$96,123.00**

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Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Products and Services Academic year 2027-2028

Code	Description	Units	Base price	Discount	Price	Net amount	Total
PFUS026ENEY2PC8YYP	Thinking Math! - Student Edition Transitional Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7053-164-5	140	$75.00	35%	$48.75	$6,825.00	$6,825.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*140*	*$60.00*	*35%*	*$39.00*	*$5,460.00*	*$5,460.00*
	- Student Digital Practice: Atlas Math App License	*140*	*$15.00*	*35%*	*$9.75*	*$1,365.00*	*$1,365.00*
PFUS026ENEY2PCG8YYP	Thinking Math! - Teacher Edition Transitional Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7053-156-0	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - PreK Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENEY3PC8YYP	Thinking Math! - Student Edition Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-262-0	180	$75.00	35%	$48.75	$8,775.00	$8,775.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*180*	*$60.00*	*35%*	*$39.00*	*$7,020.00*	*$7,020.00*
	- Student Digital Practice: Atlas Math App License	*180*	*$15.00*	*35%*	*$9.75*	*$1,755.00*	*$1,755.00*
PFUS026ENEY3PCG8YYP	Thinking Math! - Teacher Edition Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-263-7	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - K Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE1PC8YYP	Thinking Math! - Student Edition 1st Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-264-4	180	$75.00	35%	$48.75	$8,775.00	$8,775.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*180*	*$60.00*	*35%*	*$39.00*	*$7,020.00*	*$7,020.00*
	- Student Digital Practice: Atlas Math App License	*180*	*$15.00*	*35%*	*$9.75*	*$1,755.00*	*$1,755.00*
PFUS026ENPE1PCG8YYP	Thinking Math! - Teacher Edition 1st Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-265-1	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 1º Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*

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Code	Description	Units	Base price	Discount	Price	Net amount	Total
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE2PCG8YYP	Thinking Math! - Teacher Edition 2nd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-267-5	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 2nd Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE2PC8YYP	Thinking Math! - Student Edition 2nd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-266-8	150	$75.00	35%	$48.75	$7,312.50	$7,312.50
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*150*	*$60.00*	*35%*	*$39.00*	*$5,850.00*	*$5,850.00*
	- Student Digital Practice: Atlas Math App License	*150*	*$15.00*	*35%*	*$9.75*	*$1,462.50*	*$1,462.50*
PFUS026ENPE3PC8YYP	Thinking Math! - Student Edition 3rd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-268-2	185	$75.00	35%	$48.75	$9,018.75	$9,018.75
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*185*	*$60.00*	*35%*	*$39.00*	*$7,215.00*	*$7,215.00*
	- Student Digital Practice: Atlas Math App License	*185*	*$15.00*	*35%*	*$9.75*	*$1,803.75*	*$1,803.75*
PFUS026ENPE3PCG8YYP	Thinking Math! - Teacher Edition 3rd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-269-9	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 3rd Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE4PCG8YYP	Thinking Math! - Teacher Edition 4th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-271-2	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 4th Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*

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	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE4PC8YYP	Thinking Math! - Student Edition 4th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-270-5	185	$75.00	35%	$48.75	$9,018.75	$9,018.75
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*185*	*$60.00*	*35%*	*$39.00*	*$7,215.00*	*$7,215.00*
	- Student Digital Practice: Atlas Math App License	*185*	*$15.00*	*35%*	*$9.75*	*$1,803.75*	*$1,803.75*
PFUS026ENPE5PC8YYP	Thinking Math! - Student Edition 5th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-272-9	160	$75.00	35%	$48.75	$7,800.00	$7,800.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*160*	*$60.00*	*35%*	*$39.00*	*$6,240.00*	*$6,240.00*
	- Student Digital Practice: Atlas Math App License	*160*	*$15.00*	*35%*	*$9.75*	*$1,560.00*	*$1,560.00*
PFUS026ENPE5PCG8YYP	Thinking Math! - Teacher Edition 5th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-273-6	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 5th Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
SSUS026ENPE0MCSPS	Math Coach as a Service - Package: S	1	$35,000.00	100%	$0.00	$0.00	$0.00
	- Math Coach as a Service - Package: S	*1*	*$35,000.00*	*100%*	*$0.00*	*$0.00*	*$0.00*
SSUS026ENPE0PLON3	Professional Learning - Onboarding (Half day: 3h) - in person	1	$3,000.00	100%	$0.00	$0.00	$0.00
	- Professional Learning - Onboarding (Half day: 3h) - in person	*1*	*$3,000.00*	*100%*	*$0.00*	*$0.00*	*$0.00*

Total (exc. Tax)	**$64,623.00**
Tax Total	$0.00
TOTAL	**$64,623.00**

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Products and Services Academic year 2028-2029

Code	Description	Units	Base price	Discount	Price	Net amount	Total
PFUS026ENEY2PCG8YYP	Thinking Math! - Teacher Edition Transitional Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7053-156-0	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - PreK Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENEY2PC8YYP	Thinking Math! - Student Edition Transitional Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7053-164-5	140	$75.00	35%	$48.75	$6,825.00	$6,825.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*140*	*$60.00*	*35%*	*$39.00*	*$5,460.00*	*$5,460.00*
	- Student Digital Practice: Atlas Math App License	*140*	*$15.00*	*35%*	*$9.75*	*$1,365.00*	*$1,365.00*
PFUS026ENEY3PC8YYP	Thinking Math! - Student Edition Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-262-0	180	$75.00	35%	$48.75	$8,775.00	$8,775.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*180*	*$60.00*	*35%*	*$39.00*	*$7,020.00*	*$7,020.00*
	- Student Digital Practice: Atlas Math App License	*180*	*$15.00*	*35%*	*$9.75*	*$1,755.00*	*$1,755.00*
PFUS026ENEY3PCG8YYP	Thinking Math! - Teacher Edition Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-263-7	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - K Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE1PC8YYP	Thinking Math! - Student Edition 1st Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-264-4	180	$75.00	35%	$48.75	$8,775.00	$8,775.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*180*	*$60.00*	*35%*	*$39.00*	*$7,020.00*	*$7,020.00*
	- Student Digital Practice: Atlas Math App License	*180*	*$15.00*	*35%*	*$9.75*	*$1,755.00*	*$1,755.00*
PFUS026ENPE1PCG8YYP	Thinking Math! - Teacher Edition 1st Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-265-1	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 1º Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*

Innovamat

Quote SO-001-26000275

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Code	Description	Units	Base price	Discount	Price	Net amount	Total
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE2PC8YYP	Thinking Math! - Student Edition 2nd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-266-8	150	$75.00	35%	$48.75	$7,312.50	$7,312.50
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*150*	*$60.00*	*35%*	*$39.00*	*$5,850.00*	*$5,850.00*
	- Student Digital Practice: Atlas Math App License	*150*	*$15.00*	*35%*	*$9.75*	*$1,462.50*	*$1,462.50*
PFUS026ENPE2PCG8YYP	Thinking Math! - Teacher Edition 2nd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-267-5	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 2nd Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE3PCG8YYP	Thinking Math! - Teacher Edition 3rd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-269-9	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 3rd Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE3PC8YYP	Thinking Math! - Student Edition 3rd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-268-2	185	$75.00	35%	$48.75	$9,018.75	$9,018.75
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*185*	*$60.00*	*35%*	*$39.00*	*$7,215.00*	*$7,215.00*
	- Student Digital Practice: Atlas Math App License	*185*	*$15.00*	*35%*	*$9.75*	*$1,803.75*	*$1,803.75*
PFUS026ENPE4PC8YYP	Thinking Math! - Student Edition 4th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-270-5	185	$75.00	35%	$48.75	$9,018.75	$9,018.75
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*185*	*$60.00*	*35%*	*$39.00*	*$7,215.00*	*$7,215.00*
	- Student Digital Practice: Atlas Math App License	*185*	*$15.00*	*35%*	*$9.75*	*$1,803.75*	*$1,803.75*

Innovamat

Quote SO-001-26000275

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Code	Description	Units	Base price	Discount	Price	Net amount	Total
PFUS026ENPE4PCG8YYP	Thinking Math! - Teacher Edition 4th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-271-2	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 4th Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE5PCG8YYP	Thinking Math! - Teacher Edition 5th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-273-6	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 5th Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE5PC8YYP	Thinking Math! - Student Edition 5th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-272-9	160	$75.00	35%	$48.75	$7,800.00	$7,800.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*160*	*$60.00*	*35%*	*$39.00*	*$6,240.00*	*$6,240.00*
	- Student Digital Practice: Atlas Math App License	*160*	*$15.00*	*35%*	*$9.75*	*$1,560.00*	*$1,560.00*
SSUS026ENPE0PLON3	Professional Learning - Onboarding (Half day: 3h) - in person	1	$3,000.00	100%	$0.00	$0.00	$0.00
	- Professional Learning - Onboarding (Half day: 3h) - in person	*1*	*$3,000.00*	*100%*	*$0.00*	*$0.00*	*$0.00*
SSUS026ENPE0MCSPS	Math Coach as a Service - Package: S	1	$35,000.00	100%	$0.00	$0.00	$0.00
	- Math Coach as a Service - Package: S	*1*	*$35,000.00*	*100%*	*$0.00*	*$0.00*	*$0.00*

Total (exc. Tax)	**$64,623.00**
Tax Total	$0.00
TOTAL	**$64,623.00**

INNOVAMAT EDUCATION, INC.

3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

customers@innovamat.com

Wire transfer:
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Sausalito, CA 94965

Innovamat

Quote SO-001-26000275

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Products and Services Academic year 2029-2030

Code	Description	Units	Base price	Discount	Price	Net amount	Total
PFUS026ENEY2PC8YYP	Thinking Math! - Student Edition Transitional Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7053-164-5	140	$75.00	35%	$48.75	$6,825.00	$6,825.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*140*	*$60.00*	*35%*	*$39.00*	*$5,460.00*	*$5,460.00*
	- Student Digital Practice: Atlas Math App License	*140*	*$15.00*	*35%*	*$9.75*	*$1,365.00*	*$1,365.00*
PFUS026ENEY2PCG8YYP	Thinking Math! - Teacher Edition Transitional Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7053-156-0	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - PreK Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENEY3PCG8YYP	Thinking Math! - Teacher Edition Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-263-7	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - K Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENEY3PC8YYP	Thinking Math! - Student Edition Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-262-0	180	$75.00	35%	$48.75	$8,775.00	$8,775.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*180*	*$60.00*	*35%*	*$39.00*	*$7,020.00*	*$7,020.00*
	- Student Digital Practice: Atlas Math App License	*180*	*$15.00*	*35%*	*$9.75*	*$1,755.00*	*$1,755.00*
PFUS026ENPE1PC8YYP	Thinking Math! - Student Edition 1st Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-264-4	180	$75.00	35%	$48.75	$8,775.00	$8,775.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*180*	*$60.00*	*35%*	*$39.00*	*$7,020.00*	*$7,020.00*
	- Student Digital Practice: Atlas Math App License	*180*	*$15.00*	*35%*	*$9.75*	*$1,755.00*	*$1,755.00*
PFUS026ENPE1PCG8YYP	Thinking Math! - Teacher Edition 1st Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-265-1	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 1º Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*

Innovamat

Quote SO-001-26000275

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Code	Description	Units	Base price	Discount	Price	Net amount	Total
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE2PC8YYP	Thinking Math! - Student Edition 2nd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-266-8	150	$75.00	35%	$48.75	$7,312.50	$7,312.50
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*150*	*$60.00*	*35%*	*$39.00*	*$5,850.00*	*$5,850.00*
	- Student Digital Practice: Atlas Math App License	*150*	*$15.00*	*35%*	*$9.75*	*$1,462.50*	*$1,462.50*
PFUS026ENPE2PCG8YYP	Thinking Math! - Teacher Edition 2nd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-267-5	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 2nd Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE3PC8YYP	Thinking Math! - Student Edition 3rd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-268-2	185	$75.00	35%	$48.75	$9,018.75	$9,018.75
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*185*	*$60.00*	*35%*	*$39.00*	*$7,215.00*	*$7,215.00*
	- Student Digital Practice: Atlas Math App License	*185*	*$15.00*	*35%*	*$9.75*	*$1,803.75*	*$1,803.75*
PFUS026ENPE3PCG8YYP	Thinking Math! - Teacher Edition 3rd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-269-9	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 3rd Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE4PCG8YYP	Thinking Math! - Teacher Edition 4th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-271-2	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 4th Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*

INNOVAMAT EDUCATION, INC.

3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

customers@innovamat.com

Wire transfer:
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Sausalito, CA 94965

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Code	Description	Units	Base price	Discount	Price	Net amount	Total
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE4PC8YYP	Thinking Math! - Student Edition 4th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-270-5	185	$75.00	35%	$48.75	$9,018.75	$9,018.75
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*185*	*$60.00*	*35%*	*$39.00*	*$7,215.00*	*$7,215.00*
	- Student Digital Practice: Atlas Math App License	*185*	*$15.00*	*35%*	*$9.75*	*$1,803.75*	*$1,803.75*
PFUS026ENPE5PC8YYP	Thinking Math! - Student Edition 5th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-272-9	160	$75.00	35%	$48.75	$7,800.00	$7,800.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*160*	*$60.00*	*35%*	*$39.00*	*$6,240.00*	*$6,240.00*
	- Student Digital Practice: Atlas Math App License	*160*	*$15.00*	*35%*	*$9.75*	*$1,560.00*	*$1,560.00*
PFUS026ENPE5PCG8YYP	Thinking Math! - Teacher Edition 5th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-273-6	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 5th Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
SSUS026ENPE0PLON3	Professional Learning - Onboarding (Half day: 3h) - in person	1	$3,000.00	100%	$0.00	$0.00	$0.00
	- Professional Learning - Onboarding (Half day: 3h) - in person	*1*	*$3,000.00*	*100%*	*$0.00*	*$0.00*	*$0.00*
SSUS026ENPE0MCSPS	Math Coach as a Service - Package: S	1	$35,000.00	100%	$0.00	$0.00	$0.00
	- Math Coach as a Service - Package: S	*1*	*$35,000.00*	*100%*	*$0.00*	*$0.00*	*$0.00*

Total (exc. Tax)	**$64,623.00**
Tax Total	$0.00
TOTAL	**$64,623.00**

INNOVAMAT EDUCATION, INC.

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Sausalito, CA 94965

Innovamat

Quote SO-001-26000275

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Products and Services Academic year 2030-2031

Code	Description	Units	Base price	Discount	Price	Net amount	Total
PFUS026ENEY2PC8YYP	Thinking Math! - Student Edition Transitional Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7053-164-5	140	$75.00	35%	$48.75	$6,825.00	$6,825.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*140*	*$60.00*	*35%*	*$39.00*	*$5,460.00*	*$5,460.00*
	- Student Digital Practice: Atlas Math App License	*140*	*$15.00*	*35%*	*$9.75*	*$1,365.00*	*$1,365.00*
PFUS026ENEY2PCG8YYP	Thinking Math! - Teacher Edition Transitional Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7053-156-0	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - PreK Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENEY3PCG8YYP	Thinking Math! - Teacher Edition Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-263-7	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - K Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENEY3PC8YYP	Thinking Math! - Student Edition Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-262-0	180	$75.00	35%	$48.75	$8,775.00	$8,775.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*180*	*$60.00*	*35%*	*$39.00*	*$7,020.00*	*$7,020.00*
	- Student Digital Practice: Atlas Math App License	*180*	*$15.00*	*35%*	*$9.75*	*$1,755.00*	*$1,755.00*
PFUS026ENPE1PCG8YYP	Thinking Math! - Teacher Edition 1st Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-265-1	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 1º Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE1PC8YYP	Thinking Math! - Student Edition 1st Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-264-4	180	$75.00	35%	$48.75	$8,775.00	$8,775.00

Innovamat

Quote SO-001-26000275

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Code	Description	Units	Base price	Discount	Price	Net amount	Total
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*180*	*$60.00*	*35%*	*$39.00*	*$7,020.00*	*$7,020.00*
	- Student Digital Practice: Atlas Math App License	*180*	*$15.00*	*35%*	*$9.75*	*$1,755.00*	*$1,755.00*
PFUS026ENPE2PC8YYP	Thinking Math! - Student Edition 2nd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-266-8	150	$75.00	35%	$48.75	$7,312.50	$7,312.50
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*150*	*$60.00*	*35%*	*$39.00*	*$5,850.00*	*$5,850.00*
	- Student Digital Practice: Atlas Math App License	*150*	*$15.00*	*35%*	*$9.75*	*$1,462.50*	*$1,462.50*
PFUS026ENPE2PCG8YYP	Thinking Math! - Teacher Edition 2nd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-267-5	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 2nd Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE3PCG8YYP	Thinking Math! - Teacher Edition 3rd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-269-9	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 3rd Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE3PC8YYP	Thinking Math! - Student Edition 3rd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-268-2	185	$75.00	35%	$48.75	$9,018.75	$9,018.75
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*185*	*$60.00*	*35%*	*$39.00*	*$7,215.00*	*$7,215.00*
	- Student Digital Practice: Atlas Math App License	*185*	*$15.00*	*35%*	*$9.75*	*$1,803.75*	*$1,803.75*
PFUS026ENPE4PCG8YYP	Thinking Math! - Teacher Edition 4th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-271-2	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 4th Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*

Innovamat

Quote SO-001-26000275

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Code	Description	Units	Base price	Discount	Price	Net amount	Total
PFUS026ENPE4PC8YYP	Thinking Math! - Student Edition 4th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-270-5	185	$75.00	35%	$48.75	$9,018.75	$9,018.75
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*185*	*$60.00*	*35%*	*$39.00*	*$7,215.00*	*$7,215.00*
	- Student Digital Practice: Atlas Math App License	*185*	*$15.00*	*35%*	*$9.75*	*$1,803.75*	*$1,803.75*
PFUS026ENPE5PC8YYP	Thinking Math! - Student Edition 5th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-272-9	160	$75.00	35%	$48.75	$7,800.00	$7,800.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*160*	*$60.00*	*35%*	*$39.00*	*$6,240.00*	*$6,240.00*
	- Student Digital Practice: Atlas Math App License	*160*	*$15.00*	*35%*	*$9.75*	*$1,560.00*	*$1,560.00*
PFUS026ENPE5PCG8YYP	Thinking Math! - Teacher Edition 5th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-273-6	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 5th Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
SSUS026ENPE0MCSPS	Math Coach as a Service - Package: S	1	$35,000.00	100%	$0.00	$0.00	$0.00
	- Math Coach as a Service - Package: S	*1*	*$35,000.00*	*100%*	*$0.00*	*$0.00*	*$0.00*
SSUS026ENPE0PLON3	Professional Learning - Onboarding (Half day: 3h) - in person	1	$3,000.00	100%	$0.00	$0.00	$0.00
	- Professional Learning - Onboarding (Half day: 3h) - in person	*1*	*$3,000.00*	*100%*	*$0.00*	*$0.00*	*$0.00*

Total (exc. Tax)	**$64,623.00**
Tax Total	$0.00
TOTAL	**$64,623.00**

Innovamat

Quote SO-001-26000275

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Products and Services Academic year 2031-2032

Code	Description	Units	Base price	Discount	Price	Net amount	Total
PFUS026ENEY2PCG8YYP	Thinking Math! - Teacher Edition Transitional Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7053-156-0	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - PreK Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENEY2PC8YYP	Thinking Math! - Student Edition Transitional Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7053-164-5	140	$75.00	35%	$48.75	$6,825.00	$6,825.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*140*	*$60.00*	*35%*	*$39.00*	*$5,460.00*	*$5,460.00*
	- Student Digital Practice: Atlas Math App License	*140*	*$15.00*	*35%*	*$9.75*	*$1,365.00*	*$1,365.00*
PFUS026ENEY3PCG8YYP	Thinking Math! - Teacher Edition Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-263-7	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - K Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENEY3PC8YYP	Thinking Math! - Student Edition Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-262-0	180	$75.00	35%	$48.75	$8,775.00	$8,775.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*180*	*$60.00*	*35%*	*$39.00*	*$7,020.00*	*$7,020.00*
	- Student Digital Practice: Atlas Math App License	*180*	*$15.00*	*35%*	*$9.75*	*$1,755.00*	*$1,755.00*
PFUS026ENPE1PCG8YYP	Thinking Math! - Teacher Edition 1st Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-265-1	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 1º Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE1PC8YYP	Thinking Math! - Student Edition 1st Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-264-4	180	$75.00	35%	$48.75	$8,775.00	$8,775.00

Innovamat

Quote SO-001-26000275

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Code	Description	Units	Base price	Discount	Price	Net amount	Total
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*180*	*$60.00*	*35%*	*$39.00*	*$7,020.00*	*$7,020.00*
	- Student Digital Practice: Atlas Math App License	*180*	*$15.00*	*35%*	*$9.75*	*$1,755.00*	*$1,755.00*
PFUS026ENPE2PCG8YYP	Thinking Math! - Teacher Edition 2nd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-267-5	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 2nd Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE2PC8YYP	Thinking Math! - Student Edition 2nd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-266-8	150	$75.00	35%	$48.75	$7,312.50	$7,312.50
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*150*	*$60.00*	*35%*	*$39.00*	*$5,850.00*	*$5,850.00*
	- Student Digital Practice: Atlas Math App License	*150*	*$15.00*	*35%*	*$9.75*	*$1,462.50*	*$1,462.50*
PFUS026ENPE3PC8YYP	Thinking Math! - Student Edition 3rd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-268-2	185	$75.00	35%	$48.75	$9,018.75	$9,018.75
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*185*	*$60.00*	*35%*	*$39.00*	*$7,215.00*	*$7,215.00*
	- Student Digital Practice: Atlas Math App License	*185*	*$15.00*	*35%*	*$9.75*	*$1,803.75*	*$1,803.75*
PFUS026ENPE3PCG8YYP	Thinking Math! - Teacher Edition 3rd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-269-9	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 3rd Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE4PCG8YYP	Thinking Math! - Teacher Edition 4th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-271-2	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 4th Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*

Innovamat

Quote SO-001-26000275

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Innovamat Education, Inc.
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United States

Code	Description	Units	Base price	Discount	Price	Net amount	Total
PFUS026ENPE4PC8YYP	Thinking Math! - Student Edition 4th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-270-5	185	$75.00	35%	$48.75	$9,018.75	$9,018.75
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*185*	*$60.00*	*35%*	*$39.00*	*$7,215.00*	*$7,215.00*
	- Student Digital Practice: Atlas Math App License	*185*	*$15.00*	*35%*	*$9.75*	*$1,803.75*	*$1,803.75*
PFUS026ENPE5PC8YYP	Thinking Math! - Student Edition 5th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-272-9	160	$75.00	35%	$48.75	$7,800.00	$7,800.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*160*	*$60.00*	*35%*	*$39.00*	*$6,240.00*	*$6,240.00*
	- Student Digital Practice: Atlas Math App License	*160*	*$15.00*	*35%*	*$9.75*	*$1,560.00*	*$1,560.00*
PFUS026ENPE5PCG8YYP	Thinking Math! - Teacher Edition 5th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-273-6	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 5th Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
SSUS026ENPE0MCSPS	Math Coach as a Service - Package: S	1	$35,000.00	100%	$0.00	$0.00	$0.00
	- Math Coach as a Service - Package: S	*1*	*$35,000.00*	*100%*	*$0.00*	*$0.00*	*$0.00*

Total (exc. Tax)	**$64,623.00**
Tax Total	$0.00
TOTAL	**$64,623.00**

INNOVAMAT EDUCATION, INC.

3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

customers@innovamat.com

Wire transfer:
Account: 00517779 Routing: 066014069
Account type: Business savings
Bank address: 111 Brickell Avenue, 30th Floor, Miami, FL 33131
Bank: Bank of Sabadell Miami
Check:
Innovamat Education, Inc., 3001 Bridgeway Ste 312
Sausalito, CA 94965

Innovamat

Quote SO-001-26000275

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Products and Services Academic year 2032-2033

Code	Description	Units	Base price	Discount	Price	Net amount	Total
PFUS026ENEY2PCG8YYP	Thinking Math! - Teacher Edition Transitional Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7053-156-0	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - PreK Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENEY2PC8YYP	Thinking Math! - Student Edition Transitional Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7053-164-5	140	$75.00	35%	$48.75	$6,825.00	$6,825.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*140*	*$60.00*	*35%*	*$39.00*	*$5,460.00*	*$5,460.00*
	- Student Digital Practice: Atlas Math App License	*140*	*$15.00*	*35%*	*$9.75*	*$1,365.00*	*$1,365.00*
PFUS026ENEY3PC8YYP	Thinking Math! - Student Edition Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-262-0	180	$75.00	35%	$48.75	$8,775.00	$8,775.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*180*	*$60.00*	*35%*	*$39.00*	*$7,020.00*	*$7,020.00*
	- Student Digital Practice: Atlas Math App License	*180*	*$15.00*	*35%*	*$9.75*	*$1,755.00*	*$1,755.00*
PFUS026ENEY3PCG8YYP	Thinking Math! - Teacher Edition Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-263-7	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - K Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE1PC8YYP	Thinking Math! - Student Edition 1st Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-264-4	180	$75.00	35%	$48.75	$8,775.00	$8,775.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*180*	*$60.00*	*35%*	*$39.00*	*$7,020.00*	*$7,020.00*
	- Student Digital Practice: Atlas Math App License	*180*	*$15.00*	*35%*	*$9.75*	*$1,755.00*	*$1,755.00*
PFUS026ENPE1PCG8YYP	Thinking Math! - Teacher Edition 1st Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-265-1	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 1º Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*

Innovamat

Quote SO-001-26000275

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Code	Description	Units	Base price	Discount	Price	Net amount	Total
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE2PC8YYP	Thinking Math! - Student Edition 2nd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-266-8	150	$75.00	35%	$48.75	$7,312.50	$7,312.50
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*150*	*$60.00*	*35%*	*$39.00*	*$5,850.00*	*$5,850.00*
	- Student Digital Practice: Atlas Math App License	*150*	*$15.00*	*35%*	*$9.75*	*$1,462.50*	*$1,462.50*
PFUS026ENPE2PCG8YYP	Thinking Math! - Teacher Edition 2nd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-267-5	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 2nd Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE3PCG8YYP	Thinking Math! - Teacher Edition 3rd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-269-9	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 3rd Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE3PC8YYP	Thinking Math! - Student Edition 3rd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-268-2	185	$75.00	35%	$48.75	$9,018.75	$9,018.75
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*185*	*$60.00*	*35%*	*$39.00*	*$7,215.00*	*$7,215.00*
	- Student Digital Practice: Atlas Math App License	*185*	*$15.00*	*35%*	*$9.75*	*$1,803.75*	*$1,803.75*
PFUS026ENPE4PC8YYP	Thinking Math! - Student Edition 4th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-270-5	185	$75.00	35%	$48.75	$9,018.75	$9,018.75
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*185*	*$60.00*	*35%*	*$39.00*	*$7,215.00*	*$7,215.00*
	- Student Digital Practice: Atlas Math App License	*185*	*$15.00*	*35%*	*$9.75*	*$1,803.75*	*$1,803.75*

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Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Code	Description	Units	Base price	Discount	Price	Net amount	Total
PFUS026ENPE4PCG8YYP	Thinking Math! - Teacher Edition 4th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-271-2	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 4th Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE5PC8YYP	Thinking Math! - Student Edition 5th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-272-9	160	$75.00	35%	$48.75	$7,800.00	$7,800.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*160*	*$60.00*	*35%*	*$39.00*	*$6,240.00*	*$6,240.00*
	- Student Digital Practice: Atlas Math App License	*160*	*$15.00*	*35%*	*$9.75*	*$1,560.00*	*$1,560.00*
PFUS026ENPE5PCG8YYP	Thinking Math! - Teacher Edition 5th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-273-6	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 5th Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
SSUS026ENPE0MCSPS	Math Coach as a Service - Package: S	1	$35,000.00	100%	$0.00	$0.00	$0.00
	- Math Coach as a Service - Package: S	*1*	*$35,000.00*	*100%*	*$0.00*	*$0.00*	*$0.00*

Total (exc. Tax)	**$64,623.00**
Tax Total	$0.00
TOTAL	**$64,623.00**

INNOVAMAT EDUCATION, INC.

3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

customers@innovamat.com

Wire transfer:
Account: 00517779 Routing: 066014069
Account type: Business savings
Bank address: 111 Brickell Avenue, 30th Floor, Miami, FL 33131
Bank: Bank of Sabadell Miami
Check:
Innovamat Education, Inc., 3001 Bridgeway Ste 312
Sausalito, CA 94965

Innovamat

Quote SO-001-26000275

Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Products and Services Academic year 2033-2034

Code	Description	Units	Base price	Discount	Price	Net amount	Total
PFUS026ENEY2PC8YYP	Thinking Math! - Student Edition Transitional Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7053-164-5	140	$75.00	35%	$48.75	$6,825.00	$6,825.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*140*	*$60.00*	*35%*	*$39.00*	*$5,460.00*	*$5,460.00*
	- Student Digital Practice: Atlas Math App License	*140*	*$15.00*	*35%*	*$9.75*	*$1,365.00*	*$1,365.00*
PFUS026ENEY2PCG8YYP	Thinking Math! - Teacher Edition Transitional Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7053-156-0	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - PreK Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENEY3PCG8YYP	Thinking Math! - Teacher Edition Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-263-7	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - K Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENEY3PC8YYP	Thinking Math! - Student Edition Kindergarten EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-262-0	180	$75.00	35%	$48.75	$8,775.00	$8,775.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*180*	*$60.00*	*35%*	*$39.00*	*$7,020.00*	*$7,020.00*
	- Student Digital Practice: Atlas Math App License	*180*	*$15.00*	*35%*	*$9.75*	*$1,755.00*	*$1,755.00*
PFUS026ENPE1PC8YYP	Thinking Math! - Student Edition 1st Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-264-4	180	$75.00	35%	$48.75	$8,775.00	$8,775.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*180*	*$60.00*	*35%*	*$39.00*	*$7,020.00*	*$7,020.00*
	- Student Digital Practice: Atlas Math App License	*180*	*$15.00*	*35%*	*$9.75*	*$1,755.00*	*$1,755.00*
PFUS026ENPE1PCG8YYP	Thinking Math! - Teacher Edition 1st Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-265-1	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 1º Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*

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Date: 06/03/2026

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Code	Description	Units	Base price	Discount	Price	Net amount	Total
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE2PCG8YYP	Thinking Math! - Teacher Edition 2nd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-267-5	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 2nd Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE2PC8YYP	Thinking Math! - Student Edition 2nd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-266-8	150	$75.00	35%	$48.75	$7,312.50	$7,312.50
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*150*	*$60.00*	*35%*	*$39.00*	*$5,850.00*	*$5,850.00*
	- Student Digital Practice: Atlas Math App License	*150*	*$15.00*	*35%*	*$9.75*	*$1,462.50*	*$1,462.50*
PFUS026ENPE3PC8YYP	Thinking Math! - Student Edition 3rd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-268-2	185	$75.00	35%	$48.75	$9,018.75	$9,018.75
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*185*	*$60.00*	*35%*	*$39.00*	*$7,215.00*	*$7,215.00*
	- Student Digital Practice: Atlas Math App License	*185*	*$15.00*	*35%*	*$9.75*	*$1,803.75*	*$1,803.75*
PFUS026ENPE3PCG8YYP	Thinking Math! - Teacher Edition 3rd Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-269-9	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 3rd Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE4PC8YYP	Thinking Math! - Student Edition 4th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-270-5	185	$75.00	35%	$48.75	$9,018.75	$9,018.75
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*185*	*$60.00*	*35%*	*$39.00*	*$7,215.00*	*$7,215.00*
	- Student Digital Practice: Atlas Math App License	*185*	*$15.00*	*35%*	*$9.75*	*$1,803.75*	*$1,803.75*

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United States

Code	Description	Units	Base price	Discount	Price	Net amount	Total
PFUS026ENPE4PCG8YYP	Thinking Math! - Teacher Edition 4th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-271-2	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 4th Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE5PCG8YYP	Thinking Math! - Teacher Edition 5th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-273-6	10	$156.00	35%	$101.40	$1,014.00	$1,014.00
	- Print Teaching Edition (one-off delivery on year 1) - 5th Grade EN	*10*	*$60.00*	*35%*	*$39.00*	*$390.00*	*$390.00*
	- Classroom Manager Access (renewed every year with the updated version)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
	- Print Assessment Pack Bundle – 30 print copies of every (6) Check-in Test (consumable, delivered every year)	*10*	*$48.00*	*35%*	*$31.20*	*$312.00*	*$312.00*
PFUS026ENPE5PC8YYP	Thinking Math! - Student Edition 5th Grade EN; 8-years; Year-by-Year payment - EAN. 979-13-7037-272-9	160	$75.00	35%	$48.75	$7,800.00	$7,800.00
	- Print Student Edition: 3 Number Talks Logbooks, 1 Challenges Logbook, 1 MagicPad Whiteboard	*160*	*$60.00*	*35%*	*$39.00*	*$6,240.00*	*$6,240.00*
	- Student Digital Practice: Atlas Math App License	*160*	*$15.00*	*35%*	*$9.75*	*$1,560.00*	*$1,560.00*
SSUS026ENPE0MCSPS	Math Coach as a Service - Package: S	1	$35,000.00	100%	$0.00	$0.00	$0.00
	- Math Coach as a Service - Package: S	*1*	*$35,000.00*	*100%*	*$0.00*	*$0.00*	*$0.00*

Total (exc. Tax)	**$64,623.00**
Tax Total	$0.00
TOTAL	**$64,623.00**

INNOVAMAT EDUCATION, INC.

3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

customers@innovamat.com

Wire transfer:
Account: 00517779 Routing: 066014069
Account type: Business savings
Bank address: 111 Brickell Avenue, 30th Floor, Miami, FL 33131
Bank: Bank of Sabadell Miami
Check:
Innovamat Education, Inc., 3001 Bridgeway Ste 312
Sausalito, CA 94965

Innovamat Education, Inc.
3001 Bridgeway Ste 312, Sausalito, CA, 94965
United States

Terms and Conditions

Any orders placed by you (hereinafter, the "**Client**") with INNOVAMAT EDUCATION INC (hereinafter, "**INNOVAMAT**") shall be governed, unless otherwise provided in writing, by the following terms and conditions (hereinafter, the "**Terms and Conditions**"), the platform and content use licence agreement (hereinafter, the "**Platform and Content Use Licence Agreement**"), attached herewith as Annex I, and the data protection agreement (the "**DPA**"), attached herewith as **Annex II**.

Therefore, by signing and accepting the quote (hereinafter, the "**Quote**"), you also subscribe to and accept the specific conditions contained in the Terms and Conditions, the Platform and Content Use Licence Agreement and the DPA, which shall be binding and shall be understood to apply jointly with the Quote as if all were a single, indivisible and inseparable document.

Access to INNOVAMAT's curriculum, products and/or services by the Client shall be subject to the acceptance and fulfilment of the Terms and Conditions, the Platform and Content Use Licence Agreement and the DPA.

OBLIGATIONS OF INNOVAMAT:

INNOVAMAT undertakes to provide its services to the Client by means of **DIRECT PURCHASE**.

By virtue of it, INNOVAMAT shall provide the products and/or services contained in the Quote directly to the Client, who shall pay for and receive them in the manner and within the terms and conditions contained in these Terms and Conditions and the Platform and Content Use Licence Agreement.

Specifically, INNOVAMAT undertakes to:

1. Provide its services and products in an optimal manner, with due diligence and sufficient capacity, with its own qualified and suitable personnel and in accordance with the Terms and Conditions, the Platform and Content Use Licence Agreement and, where appropriate, according to the methods it considers appropriate from a technical, operational and/or financial point of view.

   Notwithstanding the above, INNOVAMAT may delegate the execution of all or part of its services to a company of the same group or, as the case may be, over which it has control under the terms established in the applicable legislation. INNOVAMAT shall be authorised to provide said company with all the information necessary for it to provide the services on behalf of the Client.
2. Attend to and respond as quickly as possible to the requests made by the Client in relation to the products and/or services contained in the Quote.
3. Inform the Client in the event that arises a cause that prevents the provision of the service in a timely manner, as soon as it becomes aware of it.

   If INNOVAMAT is unable to perform all or part of the services due to a cause beyond its reasonable control, including the Client's failure to comply with any of its obligations set forth in the preceding clause, INNOVAMAT shall be entitled to payment of the portion of the agreed upon fees equal to the portion of the services actually performed.
4. Ensure the good conduct of the personnel employed to provide the services on the Client's premises.
5. Comply with the obligations assumed in the Terms and Conditions, including Data Protection related provisions hereof, and the obligations set forth in the Platform and Content Use Licence Agreement.

NOTWITHSTANDING THE FOREGOING, INNOVAMAT IS NOT AN INSURER OR GUARANTOR AND DISCLAIMS ALL LIABILITY IN SUCH CAPACITY. NOR DO ITS OFFICERS, EMPLOYEES OR AGENTS ASSUME ANY LIABILITY TO THE CLIENT OR ANY THIRD PARTY FOR ACTS PERFORMED OR NOT PERFORMED ON THE BASIS OF THE PRODUCTS AND, THEREFORE, INNOVAMAT WILL NOT BE LIABLE FOR ANY INDIRECT, INCIDENTAL, SPECIAL, PUNITIVE OR CONSEQUENTIAL DAMAGES ARISING OUT OF ANY PERFORMANCE OF THIS AGREEMENT REGARDLESS OF WHETHER SUCH DAMAGES ARE BASED ON TORT, WARRANTY, CONTRACT OR ANY OTHER LEGAL THEORY.

Further, INNOVAMAT shall have no liability for any claims for loss, damage or expense including warranty terms related claims unless such complaint is brought within ONE (1) year of ***(i)*** the date of performance by INNOVAMAT of the service giving rise to the claim; or ***(ii)*** the

date on which the service was performed, in the case of any alleged failure to perform. Nonetheless, INNOVAMAT is not liable nor is obliged to any sort of replacement or reimbursement in case of Client's improper or unadvisable use of products and/or services considering INNOVAMAT's terms or technical requirements and/or recommendations.

OBLIGATIONS OF THE CLIENT:

1. Ensure that sufficient information, instructions and/or documents are provided in a timely manner to INNOVAMAT in order to facilitate the provision of services and/or delivery of products by you.
2. Pay INNOVAMAT the price and/or fees agreed in the Quote and to do so in the manner and within the time period foreseen in the Terms and Conditions.
3. Carry out all actions necessary to allow INNOVAMAT and its personnel to provide the contracted services, including, but not limited to, facilitating access to INNOVAMAT employees to the facilities where the services are to be provided when necessary.
4. To verify that all necessary measures are taken to ensure proper compliance with legislation.
5. To provide, if applicable, any tax exemption number.
6. To comply with the obligations assumed in the Terms and Conditions, including Data Protection related provisions hereof, and the obligations set forth in the Platform and Content Use Licence Agreement.

Failure by the Client to comply with its obligations shall entitle INNOVAMAT to terminate the relationship unless the same is remedied within THIRTY (30) calendar days following notification of non-compliance by INNOVAMAT.

Likewise, the Client undertakes to guarantee, hold harmless and indemnify INNOVAMAT against all claims (real or alleged) by a third party due to losses, damages or expenses of any nature, including all legal expenses and related costs and arising due to the execution, alleged execution or lack of execution of the services.

TERM:

The Quote signed by the Client is a direct purchase contract subject to the Terms and Conditions, the Platform and Content Use Licence Agreement and the DPA. It shall come into effect from the time of signature (the "**Start Date**") and shall remain in force for the period stated therein. For the sake of clarity, the Quote, the Terms and Conditions, the Platform and Content Use Licence Agreement and the DPA shall be applicable until the end date stated in the Quote (the "**End Date**"). After the End Date, were the case the Client wishes to keep using INNOVAMAT's curriculum, it shall be necessary the subscription of a new Quote and the execution of the Terms and Conditions, the Platform and Content Use Licence Agreement and the DPA which are in force on the new Quote's date.

TERMS AND CONDITIONS OF PAYMENT:

In the event the Quote is for a pilot program for the products and/or services contained in the Quote (hereinafter, the "**Pilot**"), the total price and/or fees agreed in the Quote shall be invoiced and payable upon the conclusion of the Pilot period. If, following the Pilot, the Client elects to implement INNOVAMAT's products and/or services, the Pilot fee may, at the Client's sole discretion, either be: ***(A)*** paid in full according to the Terms and Conditions herein; or ***(B)*** credited against and deducted from the price of the subsequent Quote executed for the full implementation of INNOVAMAT's products or services. If no subsequent contract is executed, Option **(A)** shall apply by default.

For non-Pilot programs, unless otherwise agreed by the Parties, the payment period shall be THIRTY (30) calendar days from the date of issue of the corresponding invoice by INNOVAMAT. Unless otherwise expressly agreed in writing with the Client, INNOVAMAT shall issue the invoice on the dates stated in the Quote, and the invoice shall be paid by the Client by bank transfer or by check. If no date has been included in the Quote, the invoice shall be issued upon delivery of the products and/or start of the provision of services.

If payment is not made on the stipulated date, INNOVAMAT shall carry out up to TWO (2) late payment notices by email to the Client with a minimum difference of SEVEN (7) calendar days between them. If payment is not made after such notices, the Client agrees to pay: ***(i)*** a late payment fee of TEN PERCENT (10%) on the amount of the Quote; and, additionally, ***(ii)*** a late payment interest at the rate of 1.5% per month -or the maximum rate permitted by law- from the due date of the invoice until paid in full. Likewise, in this case, the Client undertakes to pay INNOVAMAT the expenses incurred in relation to the steps and claims arising from the same, including but not limited to legal fees and other costs related to the debt.

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INNOVAMAT reserves the right to invoice the amount contained in the Quote from a third party or another company in the group, if deemed appropriate, without this entailing any additional cost for the Client. Being such the case, INNOVAMAT shall inform the Client in advance.

TAXES:

Client shall be solely responsible for, and pay, all taxes, imposts, privilege, sales, use, excise or other governmental fees and taxes based on the Quote and shall hold INNOVAMAT free and harmless from any liability arising from the same provided, however, that INNOVAMAT shall be responsible for franchise or corporation taxes levied on the Company based on its net income.

PRODUCT DELIVERY:

For Pilot programs, INNOVAMAT shall deliver the products, if applicable, as soon as reasonably practicable following the execution of the Quote.

For non-Pilot programs, unless otherwise agreed by the Parties, INNOVAMAT will deliver the products to the Client yearly and, at least, ONE (1) week before the start of the academic year. Notwithstanding the above, INNOVAMAT reserves the right to deliver them out of such interval in the event that, either due to ***(A)*** business needs; or ***(B)*** force majeure, it is required to do so.

For the purposes of this clause, force majeure shall be understood to exist in the following cases, which are merely illustrative and non-limiting: fire, flood, social disorder, shortage or unavailability of fuel or electrical energy, accident, war (declared or undeclared), embargo, health pandemic, riot, insurrection or governmental disposition. Furthermore, if INNOVAMAT is affected by an event that qualifies as force majeure, it shall not be liable for any consequential damage or loss of profit resulting from this situation, provided that it notifies the other Party in writing immediately after the occurrence of the event in question and makes its best efforts to comply with its obligations.

RETURNS AND EXCHANGES:

For Pilot programs, all sales are final. No returns, exchanges, or reductions shall be permitted, except in the case of verified manufacturing defects reported within the inspection period.

For non-Pilot programs, INNOVAMAT assumes that the amounts expressed in the Quote may undergo variations at the beginning of each academic year due to the number of students considered in the Quote. For this reason, it will accept, free of charge, reductions on the part of the Client of up to TWO PERCENT (2.00%) of the amounts contained in the Quote as long as they are made within a period of THIRTY (30) calendar days from the beginning of each academic year.

Likewise, the Client may exercise the right of return at no cost within a maximum period of FOURTEEN (14) calendar days from the date of signing the Quote to a maximum of up to TWO POINT FIVE PERCENT (2.50%) of the amounts contained in the Quote. The right of return request must be sent by help@innovamat.com, accompanied by the corresponding Quote or invoice number. In the case of amounts partially or totally paid out by the Client, INNOVAMAT undertakes to pay them within a maximum period of THIRTY (30) calendar days from receipt of the waiver request by bank transfer.

In the event of exercising the right of return after the aforementioned period has elapsed, the Client shall NOT receive the refund of any of the amounts paid and/or due.

In the case of the return of paper books, in exercise of the right of return, only products that are sent in their original packaging, in new and complete condition, and provided that the use that has been made of them has been in accordance with their nature, will be accepted. Incomplete, modified or damaged items will not be accepted. After the aforementioned period, no exchanges or returns will be accepted.

In all cases of the returns, exchanges or reductions mentioned herein, the Client shall bear the cost of returning the materials to INNOVAMAT's facilities, which shall include, but not be limited to, the costs of packaging, collection, shipping, transport, customs or any other costs related to sending the product to INNOVAMAT's facilities.

Unless INNOVAMAT and the Client agree otherwise, INNOVAMAT shall manage this return and subsequently charge the corresponding cost to the Client via an invoice, which shall be paid via wire transfer upon receipt. Alternatively, upon the Client's request and with

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INNOVAMAT's express written authorization, the Client may arrange for the return and delivery of the materials in the manner and to the location specified by INNOVAMAT.

FORCE MAJEURE:

INNOVAMAT shall not be liable for failure to perform any obligation under the Quote if and to the extent such failure is due to causes beyond its control, such as, but not limited to, fire, flood, civil disorder, shortage or unavailability of fuel or electric power, accident, war (declared or undeclared), embargo, health pandemic, riot, insurrection or governmental disposition.

It is expressly agreed that if INNOVAMAT is affected by an event that qualifies as force majeure (as defined in the immediately preceding section), INNOVAMAT shall not be liable for any consequential damages or lost profits arising from such situation, provided that INNOVAMAT so notifies the Client in writing immediately after the occurrence of the event in question.

INTELLECTUAL PROPERTY:

All intellectual property rights on the teaching guides, contents, educational materials and other products provided in the packs contemplated in the Quote are owned by INNOVAMAT, including but not limited to any course, language and/or dialect as well as trademarks, copyrights, trade secrets and patents (hereinafter, the "**Materials**"). All the Materials and other elements that are part of INNOVAMAT's curriculum are protected by the Copyright Act as well as by any relevant intellectual and industrial property legislation and by other international treaties regulating these matters.

Consequently, the Client acknowledges and accepts that the Materials are temporarily licensed for the sole purpose of piloting and/or implementing the curriculum and that the acceptance of the Quote and Terms and Conditions does not imply any transfer of title whatsoever, undertaking to respect the intellectual property of the same and to return them or, if applicable, destroy any copies made, within a period of less than THIRTY (30) calendar days after the End Date, provided that the Client does not subscribe a new Quote with INNOVAMAT. As an exception, the manipulatives and the logbooks comprised in INNOVAMAT's curriculum shall be used freely by the Client in spite of not subscribing a new Quote. This exception thus shall not apply in the case of piloting.

PERSONAL DATA:

In accordance with the provisions of the data protection regulations, the data contained in this communication is included in the information systems owned by INNOVAMAT. The purpose of the processing of your data will be the maintenance, development, control and execution of the contractual relationship that, within the framework of the provision of services, you maintain with INNOVAMAT.

Likewise, INNOVAMAT, as data processor, is responsible for implementing the corresponding security measures in accordance with the provisions of current legislation on the protection of personal data, as reflected in the DPA.

INNOVAMAT informs you that the personal data will be processed and kept while the present contractual relationship is in force and, once it has ended, the data will be duly blocked for the sole purpose of attending to any possible legal liabilities that may arise from the relationship maintained and only for the period of limitation of these. You may exercise your rights of access, rectification, opposition and, where appropriate, portability or cancellation, by writing and indicating your personal data to the address rgpd@innovamat.es

APPLICABLE LAW AND JURISDICTION:

Unless otherwise provided, the relationship between the Client and INNOVAMAT resulting from the Quote and these Terms and Conditions shall be governed by the legislation of the State of California. All disputes shall be subject to the exclusive jurisdiction of the ordinary courts of justice of the city and county of San Francisco.

Innovamat

Quote SO-001-26000275

Date: 06/03/2026

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In witness whereof, the parties have caused this Quote with the documents attached to be executed as of the date below written by their respective officers thereunto duly authorized:

Name and surname:

Email:

Title:

Place and date:

Signature: