BOARD OF EDUCATION AGENDA

REGULAR MEETING
June 10, 2025 - 5:30 PM

Alameda City Hall - Council Chambers

2263 Santa Clara Avenue
Alameda, CA 94501

Regular meetings held in Council Chambers will be recorded and broadcast live on Comcast, Channel 15

The Board of Education will meet for Closed Session and to discuss labor negotiations, student discipline, personnel matters, litigation, and other matters as provided under California State law and set forth on the agenda below. Following Closed Session, the Board reconvenes to Public Session. Adjournment of the Public Session will be no later than 10:30 PM for all regular and special meetings, unless extended by a majority vote of the Board.
Writings relating to a board meeting agenda item that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 2060 Challenger Drive, Alameda, CA. Such writings may also be available on the District's website. (Govt Code 54957.5b).
Individuals who require special accommodations (American Sign Language interpreter, accessible seating, documentation in accessible format, etc.) should contact Kerri Lonergan, Assistant to the Superintendent, at 337-7187 no later than 48 hours preceding the meeting.

IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

Please submit a "Request to Address the Board" slip to Kerri Lonergan, Assistant to the Superintendent, prior to the introduction of the item. For meeting facilitation, please submit the slip at your earliest possible convenience. Upon recognition by the President of the Board, please come to the podium and identify yourself prior to speaking. The Board of Education reserves the right to limit speaking time to three (3) minutes or fewer per individual. Speakers are permitted to yield their time to one other speaker, however no one speaker shall have more than four (4) minutes.

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

Non Agenda and Consent Items: may be addressed under Public Comments.

Agenda Items: may be addressed after the conclusion of the staff presentation on the item.

A. CALL TO ORDER

1. Public Comment on Closed Session Topics: The Board will hear public comments on Closed Session agenda items in Council Chambers in City Hall (located at 2263 Santa Clara Avenue). The Board of Education Reserves the Right to Limit Public Comment to 10 Minutes. For members of the public who are unable to log in or attend in person, please send public comments related to Closed Session agenda items to: klonergan@alamedaunified.org. Public comments received prior to 5:00 PM on Monday, June 9, 2025 will be distributed to Board of Education members prior to the meeting.

2. Adjourn to Closed Session - 5:30 PM - Board Members will meet privately in Room 391 at City Hall (2263 Santa Clara Avenue) for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

   Conference with Legal Counsel Regarding Anticipated Litigation (Govt. Code §54956.9, subd. (d) (2) or (3)) District Designated Representative: Lenore Silverman

Student Discipline, Student Suspension, Student Expulsion, or Student Expulsion Readmittance (Govt. Code § 35146, 48912, 48918) (1 case):

1) Student ID #87107

3. **********

Reconvene to Public Session - 6:30 PM - Council Chambers

Alameda Unified School District encourages public participation in person or remotely.

In Person Participation
Meeting locations are listed at the top of the agenda.
A speaker slip must be submitted to speak on any item in person.

Remote Participation via Zoom on a Computer/Smart Phone/Device
Ensure you are using the most current version of the Zoom app or an updated web browser. Certain functionality may be disabled if the app or browser are not updated.

Register using the link below. Click "raise hand" when you wish to speak on an item and click "unmute" once you have been called to speak.

Remote Participation via Standard Telephone Call
Call **669-900-9128** and enter the Meeting ID listed at the top of the agenda. Dial *9 to raise your hand when you wish to speak on an item and dial *6 to unmute once you have been called to speak.
Join Public Board Meeting at 6:30pm (Zoom format):
Zoom Registration Link: https://alamedaca-gov.zoom.us/webinar/register/WN_LxU07bNWRqa7BbaGnCXAsw
For Telephone Participants:
Zoom Phone Number: 669-900-9128
Zoom Meeting ID: 892 1582 9256
****

4. Reconvene to Public Session - 6:30pm - Council Chambers in City Hall (located at 2263 Santa Clara Avenue)

5. Call to Order/Pledge of Allegiance - 6:30pm - Council Chambers in City Hall (located at 2263 Santa Clara Avenue) - Board Vice President Ryan LaLonde will call the meeting to order and he will lead the Pledge of Allegiance

6. Introduction of Board Members and Staff - Board Vice President Ryan LaLonde will call roll

7. Closed Session Action Report

B. MODIFICATION(S) OF THE AGENDA - The Board may change the order of business including, but not limited to, an announcement that an agenda item will be considered out of order, that consideration of an item has been withdrawn, postponed, rescheduled or removed from the Consent Calendar for separate discussion and possible action

C. COMMUNICATIONS

1. Public Comments - This public comment period is for items not listed on the agenda but that are under the Board's jurisdiction. Members of the public can join the meeting in person

or from their computer, tablet or smartphone. Please submit a speaker slip (in person) or use the "raise your hand" feature (Zoom). Once public comments begin, additional speaker slips and raised hands will not be accepted. If we experience technical difficulties or if there is a disruption, the Board may discontinue Zoom public comments at any time. If a member of the public is unable to join the meeting, they may send their comments to: publiccomments@alamedaunified.org.

2. Written Correspondence - Written correspondence regarding an agenda item that is distributed to a majority of Board Members is shared.

3. Report from Employee Organizations - Representatives from the District's employee organizations may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. Alameda Education Association (AEA); California School Employees Association Chapter 27 (CSEA 27); California School Employees Association Chapter 860 (CSEA 860) (5 Mins Each/Information).

4. PTA Council Report - Representatives from the District's PTA Council group may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. (5 Mins/Information)

5. Board Members' Report - Board of Education Members may make announcements or provide information to the Public in the form of an oral report. The Board will not take action on such items. (5 Mins Each/Information)

6. Superintendent's Report - The Superintendent of Schools may make announcements or provide information to the Board and Public in the form of an oral report. The Board will not take action on such items.

D. ADOPTION OF THE CONSENT CALENDAR

1. Certificated Personnel Actions
2. Classified Personnel Actions
3. Approval and Acceptance of Donations
4. Approval of Bill Warrants and Payroll Registers
5. Approval of California Interscholastic Federation Representatives to League for 2025-26 School Year
6. Approval of CSBA Recommended Updates to Board Policies Reviewed at the May 22, 2025 Board Policy Subcommittee Meeting
7. Approval of CSBA Recommended Updates to BP 5125: Student Records, Reviewed at the May 22, 2025 Board Policy Subcommittee Meeting
8. Approval of CSBA Recommended Updates to BP 5145.13: Response to Immigration Enforcement, Reviewed at the May 22, 2025 Board Policy Subcommittee Meeting
9. Approval of District-Wide High School Student Scholarships and Awards
10. Approval of Facilities Bond Measure I and Measure B Contracts (Standing Item)
11. Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies
12. Approval of Memorandum of Understanding with Colleges and Universities for Student Teacher Interns: Reach University with Oversight from Alternatives in Action
13. Approval of Project Award of Encinal Jr & Sr High School New Gymnasium Pursuant to Request for Proposal Dated November 5, 2024

14. Approval of Single Plans for Student Achievement (SPSAs) for 2025-26 School Year

15. Approval of Staff Recommended Updates to BP and AR 3471.1: Citizens' Parcel Tax Oversight Committee, Reviewed at the May 22, 2025 Board Policy Subcommittee Meeting

16. Approval of Updated Course Outlines and CDE Approved List of Courses Offered for the 2025-26 School Year: Alameda Adult School

17. Proclamation: Juneteenth Day

18. Ratification of Contracts Executed Pursuant to Board Policy 3300

19. Resolution No. 2024-2025.73 Annual Signature Authorization for the State of California Department of Rehabilitation Grant Documentation for FY 2025-2026

20. Resolution No. 2024-2025.74 Approval of Budget Transfers, Increases, Decreases

21. Resolution No. 2024-2025.75 Authorization to Dispose of Surplus Property

E. GENERAL BUSINESS – Informational reports and action items are presented under General Business. The public may comment on each item listed under General Business as the item is taken up. The Board reserves the right to limit public comment on General Business items to ten (10) minutes per item. The Board may, with the consent of persons representing both sides of an issue, allocate a block of time to each side to present their issue.

1. Food and Nutrition Services Program Overview (10 Mins/Information)

2. Staff Recommendation and Approval of Early Reading Difficulties Screener (10 Mins/Action)

3. Presentation of 2025-26 Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (20 Mins/Public Hearing/Information)

4. Budget Adoption Process: Public Hearing of Budget Proposal 2025-2026 (10 Mins/Public Hearing/Information)

5. Budget Adoption Process: Public Hearing of 2025-2026 Education Protection Account (EPA) Spending Plan and Draft Resolution (5 Mins/Public Hearing/Information)

F. ADJOURNMENT

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Adjourn to Closed Session - 5:30 PM - Board Members will meet privately in Room 391 in City Hall (2263 Santa Clara Avenue) for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Item Type: Closed Session

Background: Adjourn to Closed Session - 5:30 PM - Board Members will meet privately in Room 391 at City Hall (2263 Santa Clara Avenue) for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

Conference with Legal Counsel Regarding Anticipated Litigation (Govt. Code §54956.9, subd. (d) (2) or (3)) District Designated Representative: Lenore Silverman

Student Discipline, Student Suspension, Student Expulsion, or Student Expulsion Readmittance (Govt. Code § 35146, 48912, 48918) (1 case):

1) Student ID #87107

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle:

Submitted By:

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title:	Certificated Personnel Actions
Item Type:	Consent
Background:	***NOTE: If approved by the Board, personnel reports are uploaded the day after the meeting.***
AUSD LCAP Goals:	
Fund Codes:	
Fiscal Analysis	
Amount (Savings) (Cost):	All positions shown are authorized by the board and are included in the 2025-2026 budget.
Recommendation:	Approve as submitted.
AUSD Guiding Principle:	#6 - Allocation of funds must support our vision, mission, and guiding principles.
Submitted By:	Timothy Erwin, Assistant Superintendent, Human Resources

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ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title:	Classified Personnel Actions
Item Type:	Consent
Background:	***NOTE: If approved by the Board, personnel reports are uploaded the day after the meeting.***
AUSD LCAP Goals:	
Fund Codes:	
Fiscal Analysis	
Amount (Savings) (Cost):	All positions shown are authorized by the board and are included in the 2025-2026 budget.
Recommendation:	Approve as submitted.
AUSD Guiding Principle:	#6 - Allocation of funds must support our vision, mission, and guiding principles.
Submitted By:	Timothy Erwin, Assistant Superintendent, Human Resources

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ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval and Acceptance of Donations

Item Type: Consent

Background: Throughout the school year, donations are routinely accepted by the District. The donations are from various sources and are commonly designated for specific schools or departments, and for specific use.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): Will increase the revenues of the District in the amount of $116,772.39.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

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ATTACHMENTS:

	Description	Upload Date	Type
	Summary Site Donations	6/4/2025	Backup Material

2024-2025
Summary Site Donations
May 19, 2025 - June 2, 2025

Slip Date	Site	Donor	Amount	Site Total	Total Donations
5/15/2025	Alameda HS	Bianca Shelden	$ 26.00		
5/15/2025	Alameda HS	Lucas Ortega	$ 13.00		
5/16/2025	Alameda HS	Lucas Ortega	$ 150.00		
5/20/2025	Alameda HS	Cash	$ 228.00		
				$ 417.00	
5/13/2025	ASTI	ASTI PTA	$ 166.40		
5/13/2025	ASTI	Naranbat Purevdorj	$ 200.00		
				$ 366.40	
5/13/2025	Bay Farm	Bay Farm Elementary PTA	$ 1,359.00		
5/16/2025	Bay Farm	Katie Freed	$ 50.00		
				$ 1,409.00	
5/16/2025	Earhart	Amelia Earhart PTA	$ 86,000.00		
				$ 86,000.00	
5/12/2025	Edison	Branka Tatarevic	$ 30.00		
				$ 30.00	
5/8/2025	Encinal JSHS	Jonathan Adams	$ 65.00		
5/13/2025	Encinal JSHS	Erin Engstrom	$ 65.00		
5/16/2025	Encinal JSHS	Alameda Unified School District	$ 1,500.00		
5/16/2025	Encinal JSHS	Box Tops	$ 4.90		
5/16/2025	Encinal JSHS	BSN Sports	$ 119.67		
5/16/2025	Encinal JSHS	Caroline Yao	$ 1,155.00		
5/16/2025	Encinal JSHS	Cash	$ 1,512.00		
5/16/2025	Encinal JSHS	Encinal HS Boosters	$ 651.00		
5/16/2025	Encinal JSHS	Kalani Otenbriet	$ 462.00		
5/16/2025	Encinal JSHS	Laria and Stephan Pippen	$ 120.00		
5/16/2025	Encinal JSHS	NeedMyTranscript	$ 2.00		
5/16/2025	Encinal JSHS	San Ramon Valley Unified School District	$ 450.00		
				$ 6,106.57	
5/16/2025	Island HS	Tomi Watanabe	$ 38.00		
5/19/2025	Island HS	Arnold Roque	$ 39.73		
				$ 77.73	
5/6/2025	Lincoln MS	Mallory Bickley	$ 147.00		
5/8/2025	Lincoln MS	Madison Jacobi	$ 147.00		
5/8/2025	Lincoln MS	David Lloyd	$ 147.00		
5/8/2025	Lincoln MS	Janet Phung	$ 147.00		
5/10/2025	Lincoln MS	Lua Wenger	$ 147.00		
5/11/2025	Lincoln MS	Avelino da Silva Thiago	$ 147.00		
5/12/2025	Lincoln MS	Meagan Nekimken	$ 147.00		
5/12/2025	Lincoln MS	Michael Krueger	$ 147.00		
5/12/2025	Lincoln MS	Lan Luu	$ 147.00		
5/12/2025	Lincoln MS	Monica Dortch	$ 30.00		
5/12/2025	Lincoln MS	Becky Li	$ 147.00		
5/13/2025	Lincoln MS	Alicia Rivera	$ 147.00		
5/13/2025	Lincoln MS	Dolan Shoblo	$ 50.00		
5/13/2025	Lincoln MS	Frank Krauland/Mary Krauland	$ 147.00		
5/13/2025	Lincoln MS	Mouna Mirat	$ 50.00		
5/13/2025	Lincoln MS	Rui Guan/Vivian Guan	$ 147.00		
5/13/2025	Lincoln MS	Keenan Dmyterko	$ 147.00		
5/13/2025	Lincoln MS	Michael Casey	$ 147.00		
5/13/2025	Lincoln MS	Angie Yu	$ 147.00		

2024-2025
Summary Site Donations
May 19, 2025 - June 2, 2025

5/13/2025	Lincoln MS	Randy Pham	$	147.00		
5/13/2025	Lincoln MS	Leah Mori	$	147.00		
5/13/2025	Lincoln MS	Helena Brantley	$	147.00		
5/13/2025	Lincoln MS	Shalynn Taylor	$	147.00		
5/13/2025	Lincoln MS	Philip Milestone	$	147.00		
5/13/2025	Lincoln MS	Judith Denery	$	147.00		
5/14/2025	Lincoln MS	YaChang Chen	$	147.00		
5/14/2025	Lincoln MS	Angela Tam	$	147.00		
5/14/2025	Lincoln MS	Bradley Clemons	$	147.00		
5/14/2025	Lincoln MS	Helen Kim	$	147.00		
5/14/2025	Lincoln MS	Sabrina Cazarez	$	147.00		
5/14/2025	Lincoln MS	Ben Livsey	$	147.00		
5/14/2025	Lincoln MS	Omar Dawson	$	147.00		
5/14/2025	Lincoln MS	Charm Yuk Lip	$	147.00		
5/14/2025	Lincoln MS	Becky Cusack	$	147.00		
5/14/2025	Lincoln MS	Esperanza Mendez	$	400.00		
5/15/2025	Lincoln MS	Charlotte Perrin	$	147.00		
5/15/2025	Lincoln MS	Karen Lei	$	147.00		
5/15/2025	Lincoln MS	Cheryl Chi	$	147.00		
5/15/2025	Lincoln MS	Cheryl Chi	$	160.00		
5/15/2025	Lincoln MS	Dan Dunham	$	147.00		
5/15/2025	Lincoln MS	Suzanna Barajas	$	147.00		
5/15/2025	Lincoln MS	Mercy Maina	$	147.00		
5/15/2025	Lincoln MS	Veronica Valencia-Corral	$	147.00		
5/15/2025	Lincoln MS	Daniel Roza	$	147.00		
5/15/2025	Lincoln MS	Jasmin Fender	$	147.00		
5/16/2025	Lincoln MS	Mirna Moreno	$	147.00		
5/16/2025	Lincoln MS	Louis Xu	$	147.00		
5/16/2025	Lincoln MS	Carl Valencia	$	147.00		
5/16/2025	Lincoln MS	Erika Buttram	$	147.00		
5/16/2025	Lincoln MS	Paul Jackson	$	147.00		
5/16/2025	Lincoln MS	Graeme Stewart	$	800.00		
5/16/2025	Lincoln MS	Jon Cross	$	147.00		
5/16/2025	Lincoln MS	Jian Lin	$	147.00		
5/16/2025	Lincoln MS	Sarah Song	$	147.00		
5/16/2025	Lincoln MS	Sisi Yu	$	147.00		
5/17/2025	Lincoln MS	Ray Choi	$	147.00		
5/18/2025	Lincoln MS	Tracy W	$	147.00		
5/18/2025	Lincoln MS	Gerlie Groze	$	147.00		
5/19/2025	Lincoln MS	Ilya Shereshevsky	$	147.00		
5/20/2025	Lincoln MS	Roy Min	$	147.00		
5/20/2025	Lincoln MS	Ingrid Llewellyn	$	147.00		
5/21/2025	Lincoln MS	Sara Wielandt	$	30.00		
5/21/2025	Lincoln MS	Sheryaz Michelle Lobo	$	147.00		
5/22/2025	Lincoln MS	Sara Lopez	$	147.00		
					$	9,899.00
5/13/2025	Otis	William Wood/Jit Selena Soni Wood	$	1,225.00		
5/23/2025	Otis	Philip Seibert	$	5,338.00		
					$	6,563.00
5/21/2025	Paden	Box Tops	$	11.50		
5/21/2025	Paden	Dorian Artistry	$	124.02		
5/21/2025	Paden	Paden Elementary PTA	$	2,647.37		
					$	2,782.89

2024-2025
Summary Site Donations
May 19, 2025 - June 2, 2025

5/13/2025	Wood MS	Wood Middle School PTA	$	64.80		
5/14/2025	Wood MS	Trang Huynh	$	6.00		
5/17/2025	Wood MS	Wood MS PTA	$	1,125.00		
5/23/2025	Wood MS	Wood MS PTA	$	1,925.00		
					$ 3,120.80	
						$ 116,772.39

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Bill Warrants and Payroll Registers

Item Type: Consent

Background: Education Code 42631 requires the Board of Education to review and approve all payments from district funds.

The attached register contains all bills and warrants from May 16 to May 27, 2025 except for *two (2)* redactions where posting that information would violate confidentiality.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): Will reduce the available funds of each respective site/department budget by $2,536,615.37.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

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ATTACHMENTS:

	Description	Upload Date	Type
	Summary of Register	6/4/2025	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of California Interscholastic Federation Representatives to League for 2025-26 School Year

Item Type: Consent

Background: The California Interscholastic Federation (CIF) has a legal requirement to obtain a district governing board's approved list of representatives to the league. Education Code gives the authority for high school administrators to join high school governing boards. The Education Code also requires that the boards, after joining CIF, designate their representatives to CIF leagues (Ed Code 33353 (a)(1)).

Tonight staff seek approval of AUSD's CIF representatives from Alameda High School and Encinal Jr./Sr. High School for the 2025-26 school year .

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

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ATTACHMENTS:

Description	Upload Date	Type
2025-26 CIF_AHS	5/14/2025	Backup Material
2025-26 CIF_ENC	5/14/2025	Backup Material

TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: RON NOCETTI, EXECUTIVE DIRECTOR

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: March 10, 2025

Enclosed is a form upon which to record your district and/or school representatives to leagues for the **2025-2026 school year**. It is a form sent annually to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by the school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We request that, following action by your governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that only the designated representatives of the boards will vote on issues at the league and section level that impact athletics.
If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p. 18) for the affected schools.

At the State Federated Council level, we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools, and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 27, 2025, directly to your CIF Section Office.

2025-2026 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE no later than June 27, 2025.**

Alameda Unified School District/Governing Board at its June 10, 2025 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2025-2026 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Alameda High School
NAME OF REPRESENTATIVE Angela Barrett POSITION Principal
ADDRESS 2200 Central Ave CITY Alameda ZIP 94501
PHONE 510.337.7022 FAX E-MAIL abarrett@alamedaunified.org
****
NAME OF SCHOOL Alameda High School
NAME OF REPRESENTATIVE Michael Lee POSITION Assistant Principal
ADDRESS 2200 Central Ave CITY Alameda ZIP 94501
PHONE 510.337.7022 FAX E-MAIL milee@alamedaunified.org
****
NAME OF SCHOOL Alameda High School
NAME OF REPRESENTATIVE TBD POSITION Athletic Director
ADDRESS 2200 Central Ave CITY Alameda ZIP 94501
PHONE 510.337.7022 FAX E-MAIL TBD
****
NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Pasquale Scuderi Signature

Address 2060 Challenger Drive City Alameda Zip 94501

Phone 510.337.7000 Fax

PLEASE **RETURN** THIS FORM DIRECTLY TO THE **CIF** SECTION OFFICE

TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: RON NOCETTI, EXECUTIVE DIRECTOR

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: March 10, 2025

Enclosed is a form upon which to record your district and/or school representatives to leagues for the **2025-2026 school year**. It is a form sent annually to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by the school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We request that, following action by your governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that only the designated representatives of the boards will vote on issues at the league and section level that impact athletics.
If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p. 18) for the affected schools.

At the State Federated Council level, we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools, and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 27, 2025, directly to your CIF Section Office.

2025-2026 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE no later than June 27, 2025.**

Alameda Unified School District/Governing Board at its June 10, 2025 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2025-2026 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Encinal High School
NAME OF REPRESENTATIVE Kristin Snyder POSITION Principal
ADDRESS 210 Central Avenue CITY Alameda ZIP 94501
PHONE 510.748.4023 FAX E-MAIL ksnyder@alamedaunified.org
****
NAME OF SCHOOL Encinal High School
NAME OF REPRESENTATIVE Kevin Gorham POSITION Athletic Director
ADDRESS 210 Central Avenue CITY Alameda ZIP 94501
PHONE 510.748.4023 FAX E-MAIL kgorham@alamedaunified.org
****
NAME OF SCHOOL Encinal High School
NAME OF REPRESENTATIVE Juanita Lyons POSITION Athletic Director
ADDRESS 210 Central Avenue CITY Alameda ZIP 94501
PHONE 510.748.4023 FAX E-MAIL jlyons@alamedaunified.org
****
NAME OF SCHOOL Encinal High School
NAME OF REPRESENTATIVE Melissa Sackett POSITION Assistant Principal
ADDRESS 210 Central Avenue CITY Alameda ZIP 94501
PHONE 510.748.4023 FAX E-MAIL msackett@alamedaunified.org

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Pasquale Scuderi Signature

Address 2060 Challenger Drive City Alameda Zip 94501

Phone 510.337.7000 Fax

PLEASE **RETURN** THIS FORM DIRECTLY TO THE **CIF** SECTION OFFICE

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of CSBA Recommended Updates to Board Policies Reviewed at the May 22, 2025 Board Policy Subcommittee Meeting

Item Type: Consent

Background: Updates to Board Policies, Administrative Regulations, and Board Bylaws are provided by the California School Boards Association (CSBA) four times a year: March, June, September, and December. These recommendations are reviewed by Cabinet members prior to being presented to the Board Policy Subcommittee for approval.

The Board Policy Subcommittee can direct staff to:

1. Bring the item(s) back to the subcommittee with suggested edits for further review.
2. Present the item(s) to the full Board for discussion at a regular Board of Education meeting.
3. Add the item(s) for approval by the Board of Education at a regularly scheduled public Board meeting.

The following policies were reviewed at the Board Policy Subcommittee meeting on May 22nd and are being recommended for approval by the full Board with a minor edit to BP 5131 Conduct as noted below.

- BB 9224 Oath for Affirmation
- BB 9260 Legal Protection
- BB 9270 Conflict of Interest
- BP 1312.2 Complaints Concerning Instructional Materials
- BP 1340 Access to District Records
- BP 4151/4251/4351 Employee Compensation
- BP 4158/4258/4358 Employee Security
- BP 5131* Conduct
- BP 5131.6 Alcohol and Other Drugs
- BP 5144.1 Suspension/Expulsion Due Process
- BP 6142.93 Science Instruction
- BP 6142.94 History Social Science Instruction
- BP 6159 Individualized Education Program
- BP 6159.2 Nonpublic/Nonsecterian School and Agency Services for Special Education

**** The words "gang-related apparel" were removed from #11 as this is already covered in AUSD's Dress Code Policy - BP 5132 Dress and Grooming.***

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 3. Support parent/guardian development as knowledgeable partners and effective

advocates for student success.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.| #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	BP 1312.2_Complaints Concerning Instructional Materials	5/30/2025	Backup Material
🗋	BP 1340_Access to District Records	5/15/2025	Backup Material
🗋	BP 4151_4251_4351_Employee Compensation	5/15/2025	Backup Material
🗋	BP 4158_4258_4358_Employee Security	5/15/2025	Backup Material
🗋	BP 5131_Conduct	5/28/2025	Backup Material
🗋	BP 5131.6_Alcohol and Other Drugs	5/15/2025	Backup Material
🗋	BP 5144.1_Suspension and Expusion_Due Process	5/15/2025	Backup Material
🗋	BP 6142.93_Science Instruction	5/15/2025	Backup Material
🗋	BP 6142.94_History Social Science Instruction	5/15/2025	Backup Material
🗋	BP 6159_Individualized Education Program	5/15/2025	Backup Material
🗋	BP 6159.2_Nonpublic_Nonsectarian School and Agency	5/15/2025	Backup Material

Policy 1312.2: Complaints Concerning Instructional Materials

Status: ADOPTED

Original Adopted Date: ~~08/25/2009~~09/01/1988 | **Last Revised Date:** 03/01/~~09/2024~~2025 | **Last Reviewed Date:** 03/01/~~09/2024~~2025

The Governing Board uses a comprehensive process to adopt district instructional materials that is based on selection criteria established by law and Board policy and includes opportunities for the involvement of district staff, parents/guardians, and community members, and, as appropriate, students. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures.

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their ~~child's~~student's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the accompanying administrative regulation and exhibit.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of ~~children~~students enrolled in a district school.~~–~~ (Education Code 35160)

However, a complaint related to the use or prohibited use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library that alleges unlawful discrimination based on a violation of Education Code 243 or 244 shall be filed, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

When deliberating upon challenged materials, the Superintendent, or any designee or committee established by the Superintendent to review the materials, shall consider the degree to which the materials ~~aligned~~align with the criteria for instructional materials as specified in law, Board policy, and administrative regulation. In addition, such deliberations may consider the educational philosophy and vision of the district; the educational suitability of the materials including the manner in which the materials support the curriculum and appropriateness for the student's age; the professional opinions of teachers of the subject and of other competent authorities and/or experts; reviews of the materials by reputable bodies; the stated objectives in using the materials; community standards; the allegations in ~~-~~the complaint, including the extent to which the objections are based on the dislike of ideas contained in the materials; and the impact that keeping or removing the materials would have on student well-being.

The Superintendent, or any designee or committee established by the Superintendent to review the materials, shall not prohibit the continued use of an appropriately adopted textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library on the basis that it contains inclusive and/or diverse perspectives, as specified in Education Code 243.

Additionally, the Superintendent, or any designee or committee established by the Superintendent to review the materials, shall not authorize the continued use of an adopted textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use would subject a student to unlawful discrimination pursuant to Education Code 220.

If the complainant finds the Superintendent's or review committee's decision unsatisfactory, the complainant may appeal the decision to the Board.

Any challenged instructional material that is reviewed by the district shall not be subject to further reconsideration for 12 months, unless required by law.

Complaints related to the sufficiency of textbooks or instructional materials shall be resolved as specified in Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the ~~Governing Board~~board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 1240	County superintendent of schools; duties
Ed. Code 18111	Exclusion of books by Governing board that are sectarian, partisan, or denominational character
Ed. Code 220	Prohibition of discrimination
Ed. Code 240-244	Prohibition of discrimination; instructional materials
Ed. Code 35010	Control of district; prescription and enforcement of rules
Ed. Code 35160	Powers and duties of school boards
Ed. Code 35186	Williams uniform complaint procedures
Ed. Code 44805	Teacher enforcement of course of studies; use of textbooks, rules and regulations

Policy 1312.2: Complaints Concerning Instructional Materials

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** | **Last Reviewed Date:**

The Governing Board uses a comprehensive process to adopt district instructional materials that is based on selection criteria established by law and Board policy and includes opportunities for the involvement of district staff, parents/guardians, and community members, and, as appropriate, students. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures.

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their student's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the accompanying administrative regulation and exhibit.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of students enrolled in a district school. (Education Code 35160)

However, a complaint related to the use or prohibited use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library that alleges unlawful discrimination based on a violation of Education Code 243 or 244 shall be filed, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

When deliberating upon challenged materials, the Superintendent, or any designee or committee established by the Superintendent to review the materials, shall consider the degree to which the materials align with the criteria for instructional materials as specified in law, Board policy, and administrative regulation. In addition, such deliberations may consider the educational philosophy and vision of the district; the educational suitability of the materials including the manner in which the materials support the curriculum and appropriateness for the student's age; the professional opinions of teachers of the subject and of other competent authorities and/or experts; reviews of the materials by reputable bodies; the stated objectives in using the materials; community standards; the allegations in the complaint, including the extent to which the objections are based on the dislike of ideas contained in the materials; and the impact that keeping or removing the materials would have on student well-being.

The Superintendent, or any designee or committee established by the Superintendent to review the materials, shall not prohibit the continued use of an appropriately adopted textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library on the basis that it contains inclusive and/or diverse perspectives, as specified in Education Code 243.

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material, supplemental instructional material, or curriculum for classroom instruction if the use would subject a student to unlawful discrimination pursuant to Education Code 220.

If the complainant finds the Superintendent's or review committee's decision unsatisfactory, the complainant may appeal the decision to the Board.

Any challenged instructional material that is reviewed by the district shall not be subject to further reconsideration for 12 months, unless required by law.

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Ed. Code 35186	Williams uniform complaint procedures
Ed. Code 44805	Teacher enforcement of course of studies; use of textbooks, rules and regulations
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 51204.5	Social sciences instruction; contributions of specified groups
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 51511	Religious matters properly included in courses of study
Ed. Code 51933	Sexual health education and HIV prevention materials

Policy 1340: Access To District Records

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** 03/22/2022 | **Last Reviewed Date:** 03/22/2022

The Governing Board recognizes the right of members of the public to have access to public records of the district. The district shall provide any person reasonable access to the public records of the schools and district during normal business hours and within the requirements of law. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

The district may charge for copies of public records or other materials requested by individuals or groups, ~~unless they are using their own personal equipment to reproduce the record. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee and as specified in~~ in accordance with law and as specified in the accompanying administrative regulation.

In some cases, in order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 430-438	Individual student records
CA Constitution Article 1, Section 3	Right of access to governmental information
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 35145	Public meetings
Ed. Code 35170	Authority to secure copyrights
Ed. Code 35250	Duty to keep certain records and reports
Ed. Code 35266	Cybersecurity

Policy 1340: Access To District Records

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** | **Last Reviewed Date:**

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Ed. Code 35170	Authority to secure copyrights
Ed. Code 35250	Duty to keep certain records and reports
Ed. Code 35266	Cybersecurity
Ed. Code 41020	Requirement for annual audit
Ed. Code 42103	Budget notification

Policy 4151: Employee Compensation

Status: ADOPTED

Original Adopted Date: ~~08/25/2009~~02/01/1997 | **Last Revised Date:** ~~08/13/2024~~03/01/2025 | **Last Reviewed Date:** ~~08/13/2024~~03/01/2025

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package ~~which~~that includes salaries and health and welfare benefits.

~~This policy shall only apply to Administrative and Supervisory Employees, Confidential Employees and Licensed Personnel.~~

~~For purposes of this Employee Compensation policy, the following definitions shall apply:~~

1. ~~Administrative and Supervisory Employee shall mean the following:~~

   a. ~~A certificated or classified employee in a position with responsibilities as defined in Government Code 3540.1(m) and who is not subject to the district's collective bargaining agreements~~

   b. ~~A certificated or classified employee in a management position with responsibilities pursuant to Government Code 3540.1(g)~~

2. ~~Confidential Employee shall mean an employee in a position with responsibilities as defined in Section 3540.1(c) of the California Government Code.~~

3. ~~Licensed Personnel shall mean an employee in the positions of psychologist, behavioral therapist or occupational therapist and who is not subject to the district's collective bargaining agreements.~~

4. ~~Full Time Employee shall mean an employee who is regularly assigned to work five (5) days per week, seven (7) to eight (8) hours a day, 35 (thirty-five) to 40 (forty) hours per week, and who is employed for either the fiscal or academic year.~~

The Board shall adopt separate salary schedules for ~~Administrative and Supervisory Employees, Confidential and Licensed Personnel. These schedules shall~~certificated, classified, and supervisory and administrative personnel that comply with law and ~~be determined by the Board at the recommendation of the Superintendent or designee.~~applicable collective bargaining agreements. (Education Code 45022, ~~45023,~~ 45160, 45162, 45268)

~~Employees shall be placed~~ Each certificated employee, except an employee in an administrative or

supervisory position, shall be classified on the ~~appropriate~~ salary schedule ~~in accordance with~~on the ~~following: the number~~basis of ~~verified~~uniform allowance for education level and years of ~~management~~ experience~~.~~

~~If any~~ , unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

Salary schedules for staff who are not a part of a bargaining unit ~~in the district receives a compensation increase, the~~shall be determined by the Board at the recommendation of the Superintendent or designee.

The salary schedules ~~of Administrative and Supervisory Employees, Confidential and Licensed Personnel shall receive the same increase.~~

~~The~~ adopted by the Board shall be printed and made available for review at the district office. (Education Code 45023)

Additionally, by January 31, 2026, and annually thereafter, the Superintendent or designee shall ~~ensure that the district's payroll system complies with all applicable laws including, but not limited to, timelines regarding payment of compensation.~~

~~In extraordinary circumstances or emergency situations, the Board may determine to continue to compensate employees during periods of extended closure or disruption of normal~~ complete the Salary and Benefit Schedule for Bargaining Units (Form J-90) for classified and certificated staff assigned to a district ~~operations when permitted by law~~school site and report the Form J-90 to the California Department of Education. (Education Code 42238.016)

Unless otherwise provided for in any applicable collective bargaining agreement, district employees shall be paid *(insert frequency)* and ~~consistent with collective bargaining agreements~~in _____ equal payments over the year. However, if the district participates in the Classified School Employee Summer Assistance Program, eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and ~~memoranda of understanding.~~paid out during the summer recess in either one or two payments. (Education Code 45038, 45039, 45048, 45165, 45500)

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

~~**Work Year**~~

~~The length of the work year and the required number of workdays for each position is identified on the applicable salary schedule.~~

~~Administrative and Supervisory, Confidential and Licensed Personnel shall submit their annual work~~

~~calendar for the following school year to their immediate supervisor no later than June 15 or within 10 days of the date of hire.~~

~~Requests to modify the work calendar shall be submitted in writing to the employee's immediate supervisor as soon as the employee has reason to know that a modification is necessary.~~

~~**On Duty Schedule**~~

~~Site administrators shall be on duty when school is in session, at least one week prior to the commencement of school, and one week after the end of the school year. Work days shall be Monday through Friday.~~

~~Subject to approval by the Superintendent, site administrators may designate as work days up to 5 weekend days where a site administrator is required to be present for an official school function. Other exceptions to the on-duty schedule may be approved by the Superintendent in extraordinary circumstances.~~

~~Certificated Administrative and Supervisory Employees and certificated Licensed Personnel are expected to designate district holidays as non-work days in accordance with Board Policy 4361 - Leaves. In the event a certificated employee believes it is necessary to schedule a district holiday as a workday, the employee shall obtain approval from his/her immediate supervisor in advance.~~

~~Employees are entitled to personal holidays each fiscal year in accordance with Board Policy 4361. Personal holidays may only be observed during the Thanksgiving, winter, spring, and/or Presidents week school recesses and shall be designated by the employee on their annual work calendar.~~

~~**Additional Work Days**~~

~~The Superintendent may approve additional work days where an employee is expected to perform work beyond the agreed-upon work year.~~

~~**Overtime Compensation**~~**Overtime Compensation**

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day and/or 40 hours in one work week~~, or twice their regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive day of work.~~. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules.~~–~~ (Education Code 45128, 45130; 29 USC 213; 29 CFR 541.~~0-~~204, 541.~~710~~303, 541.600 , 553.27, 553.32)

If the district requires a classified employee in an exempt position to work on a holiday designated in law or by the Board, the employee shall be paid the regular pay for that day plus compensation or compensatory time off at a rate not less than the employee's normal rate of pay. (Education Code 45130)

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar months ~~after making~~following the ~~request~~month the overtime was worked if the use of the compensatory time does not unduly disrupt district operations. (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

Wage Overpayment

If the district determines an employee has been overpaid, the district shall notify the employee in writing of the overpayment, afford the employee an opportunity to respond before commencing any recoupment actions, and inform the employee of the employee's rights to dispute the existence or amount of the claimed overpayment. If the employee agrees there was an overpayment in the claimed amount, reimbursement shall be made to the district through one of the methods described in Education Code 44042.5, as mutually agreed upon by the employee and the district. (Education Code 44042.5)

If a mutual agreement on a method of reimbursement is not reached, within 30 days of the employee verifying the overpayment amount, the district shall recoup the overpayment through payroll deductions in accordance with Education Code 44042.5.

If the employee does not respond or disputes the existence or amount of the district's claimed overpayment, the district ~~shall, with board approval, initiate a legal action to~~may only recover the overpayment~~.~~ after pursuing appropriate legal action. (Education Code 44042.5)

If the employee separates from the district before the overpayment is fully repaid, the district shall withhold the remaining balance due from any money owed to the employee upon separation, provided that the state minimum wage is still paid to the employee as required by Education Code 44042.5. The Superintendent or designee may consult with legal counsel to calculate the amount to withhold.

If an outstanding overpayment balance still remains, the district ~~shall, with Board approval,~~may exercise any legal means to recover the remaining amount owed by the employee. (Education Code 44042.5)

Legal action to recover any overpayment under this policy shall be initiated within three years from the date of the overpayment, which for leave credits is the date that the employee receives compensation in exchange for leave erroneously credited to the employee. (Education Code 44042.5)

Policy 4151: Employee Compensation

Status: ADOPTED

Original Adopted Date: 08/25/2009 **| Last Revised Date:** **| Last Reviewed Date:**

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package that includes salaries and health and welfare benefits.

This policy shall only apply to Administrative and Supervisory Employees, Confidential Employees and Licensed Personnel.

For purposes of this Employee Compensation policy, the following definitions shall apply:

1. Administrative and Supervisory Employee shall mean the following:
    a. A certificated or classified employee in a position with responsibilities as defined in Government Code 3540.1(m) and who is not subject to the district's collective bargaining agreements
    b. A certificated or classified employee in a management position with responsibilities pursuant to Government Code 3540.1(g)
2. Confidential Employee shall mean an employee in a position with responsibilities as defined in Section 3540.1(c) of the California Government Code.
3. Licensed Personnel shall mean an employee in the positions of psychologist, behavioral therapist or occupational therapist and who is not subject to the district's collective bargaining agreements.
4. Full Time Employee shall mean an employee who is regularly assigned to work five (5) days per week, seven (7) to eight (8) hours a day, 35 (thirty-five) to 40 (forty) hours per week, and who is employed for either the fiscal or academic year.

The Board shall adopt separate salary schedules for Administrative and Supervisory Employees, Confidential and Licensed Personnel. These schedules shall comply with law and be determined by the Board at the recommendation of the Superintendent or designee. (Education Code 45022, 45023, 45160, 45162, 45268)

Employees shall be placed on the appropriate salary schedule in accordance with the following: the number of verified years of management experience.

If any bargaining unit in the district receives a compensation increase, the salary schedules of Administrative and Supervisory Employees, Confidential and Licensed Personnel shall receive the same increase.

The Superintendent or designee shall complete the Salary and Benefit Schedule for Bargaining Units (Form J-90) for classified and certificated staff assigned to a district school site and report the Form J-90 to the California Department of Education. (Education Code 42238.016)

Unless otherwise provided for in any applicable collective bargaining agreement, district employees shall be paid monthly and in 10, 11, or 12 equal payments over the year. However, if the district participates in the Classified School Employee Summer Assistance Program, eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid

out during the summer recess in either one or two payments. (Education Code 45038, 45039, 45048, 45165, 45500)

In extraordinary circumstances or emergency situations, the Board may determine to continue to compensate employees during periods of extended closure or disruption of normal district operations when permitted by law and consistent with collective bargaining agreements and memoranda of understanding.

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Work Year

The length of the work year and the required number of workdays for each position is identified on the applicable salary schedule.

Administrative and Supervisory, Confidential and Licensed Personnel shall submit their annual work calendar for the following school year to their immediate supervisor no later than June 15 or within 10 days of the date of hire.

Requests to modify the work calendar shall be submitted in writing to the employee's immediate supervisor as soon as the employee has reason to know that a modification is necessary.

On Duty Schedule

Site administrators shall be on duty when school is in session, at least one week prior to the commencement of school, and one week after the end of the school year. Workdays shall be Monday through Friday.

Subject to approval by the Superintendent, site administrators may designate as workdays up to 5 weekend days where a site administrator is required to be present for an official school function. Other exceptions to the on-duty schedule may be approved by the Superintendent in extraordinary circumstances.

Certificated Administrative and Supervisory Employees and certificated Licensed Personnel are expected to designate district holidays as non-workdays in accordance with Board Policy 4361 - Leaves. In the event a certificated employee believes it is necessary to schedule a district holiday as a workday, the employee shall obtain approval from his/her immediate supervisor in advance.

Employees are entitled to personal holidays each fiscal year in accordance with Board Policy 4361. Personal holidays may only be observed during the Thanksgiving, winter, spring, and/or Presidents week school recesses and shall be designated by the employee on their annual work calendar.

Additional Work Days

The Superintendent may approve additional work days where an employee is expected to perform work beyond the agreed-upon work year.

Overtime Compensation

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day and/or 40 hours in one work week. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules. (Education Code 45128, 45130; 29 USC 213; 29 CFR 541.204, 541.303, 541.600 , 553.27, 553.32)

If the district requires a classified employee in an exempt position to work on a holiday designated in law or by the Board, the employee shall be paid the regular pay for that day plus compensation or compensatory time off at a rate not less than the employee's normal rate of pay. (Education Code 45130)

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar months following the month the overtime was worked if the use of the compensatory time does not unduly disrupt district operations. (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

Wage Overpayment

If the district determines an employee has been overpaid, the district shall notify the employee in writing of the overpayment, afford the employee an opportunity to respond before commencing any recoupment actions, and inform the employee of the employee's rights to dispute the existence or amount of the claimed overpayment. If the employee agrees there was an overpayment in the claimed amount, reimbursement shall be made to the district through one of the methods described in Education Code 44042.5, as mutually agreed upon by the employee and the district. (Education Code 44042.5)

If a mutual agreement on a method of reimbursement is not reached, within 30 days of the employee verifying the overpayment amount, the district shall recoup the overpayment through payroll deductions in accordance with Education Code 44042.5.

If the employee does not respond or disputes the existence or amount of the district's claimed overpayment, the district may only recover the overpayment after pursuing appropriate legal action. (Education Code 44042.5)

If the employee separates from the district before the overpayment is fully repaid, the district shall withhold the remaining balance due from any money owed to the employee upon separation, provided that the state minimum wage is still paid to the employee as required by Education Code 44042.5. The Superintendent or designee may consult with legal counsel to calculate the amount to withhold.

If an outstanding overpayment balance still remains, the district may exercise any legal means to recover the remaining amount owed by the employee. (Education Code 44042.5)

Legal action to recover any overpayment under this policy shall be initiated within three years from the date of the overpayment, which for leave credits is the date that the employee receives compensation in exchange for leave erroneously credited to the employee. (Education Code 44042.5)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description

Policy 4251: Employee Compensation

Status: ADOPTED

Original Adopted Date: ~~08/25/2009~~02/01/1997 | **Last Revised Date:** ~~08/13/2024~~03/01/2025 | **Last Reviewed Date:** ~~08/13/2024~~03/01/2025

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package ~~which~~that includes salaries and health and welfare benefits.

~~This policy shall only apply to Administrative and Supervisory Employees, Confidential Employees and Licensed Personnel.~~

~~For purposes of this Employee Compensation policy, the following definitions shall apply:~~

1. ~~Administrative and Supervisory Employee shall mean the following:~~

   a. ~~A certificated or classified employee in a position with responsibilities as defined in Government Code 3540.1(m) and who is not subject to the district's collective bargaining agreements~~

   b. ~~A certificated or classified employee in a management position with responsibilities pursuant to Government Code 3540.1(g)~~

2. ~~Confidential Employee shall mean an employee in a position with responsibilities as defined in Section 3540.1(c) of the California Government Code.~~

3. ~~Licensed Personnel shall mean an employee in the positions of psychologist, behavioral therapist or occupational therapist and who is not subject to the district's collective bargaining agreements.~~

4. ~~Full Time Employee shall mean an employee who is regularly assigned to work five (5) days per week, seven (7) to eight (8) hours a day, 35 (thirty-five) to 40 (forty) hours per week, and who is employed for either the fiscal or academic year.~~

The Board shall adopt separate salary schedules for ~~Administrative and Supervisory Employees, Confidential and Licensed Personnel. These schedules shall~~certificated, classified, and supervisory and administrative personnel that comply with law and ~~be determined by the Board at the recommendation of the Superintendent or designee.~~applicable collective bargaining agreements. (Education Code 45022, ~~45023,~~ 45160, 45162, 45268)

~~Employees shall be placed~~ Each certificated employee, except an employee in an administrative or

supervisory position, shall be classified on the ~~appropriate~~ salary schedule ~~in accordance with~~on the ~~following: the number~~basis of ~~verified~~uniform allowance for education level and years of ~~management~~ experience~~.~~

~~If any~~ , unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

Salary schedules for staff who are not a part of a bargaining unit ~~in the district receives a compensation increase, the~~shall be determined by the Board at the recommendation of the Superintendent or designee.

The salary schedules ~~of Administrative and Supervisory Employees, Confidential and Licensed Personnel shall receive the same increase.~~

~~The~~ adopted by the Board shall be printed and made available for review at the district office. (Education Code 45023)

Additionally, by January 31, 2026, and annually thereafter, the Superintendent or designee shall ~~ensure that the district's payroll system complies with all applicable laws including, but not limited to, timelines regarding payment of compensation.~~

~~In extraordinary circumstances or emergency situations, the Board may determine to continue to compensate employees during periods of extended closure or disruption of normal~~ complete the Salary and Benefit Schedule for Bargaining Units (Form J-90) for classified and certificated staff assigned to a district ~~operations when permitted by law~~school site and report the Form J-90 to the California Department of Education. (Education Code 42238.016)

Unless otherwise provided for in any applicable collective bargaining agreement, district employees shall be paid *(insert frequency)* and ~~consistent with collective bargaining agreements~~in_____equal payments over the year. However, if the district participates in the Classified School Employee Summer Assistance Program, eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and ~~memoranda of understanding.~~paid out during the summer recess in either one or two payments. (Education Code 45038, 45039, 45048, 45165, 45500)

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

~~**Work Year**~~

~~The length of the work year and the required number of workdays for each position is identified on the applicable salary schedule.~~

~~Administrative and Supervisory, Confidential and Licensed Personnel shall submit their annual work~~

~~calendar for the following school year to their immediate supervisor no later than June 15 or within 10 days of the date of hire.~~

~~Requests to modify the work calendar shall be submitted in writing to the employee's immediate supervisor as soon as the employee has reason to know that a modification is necessary.~~

~~**On Duty Schedule**~~

~~Site administrators shall be on duty when school is in session, at least one week prior to the commencement of school, and one week after the end of the school year. Work days shall be Monday through Friday.~~

~~Subject to approval by the Superintendent, site administrators may designate as work days up to 5 weekend days where a site administrator is required to be present for an official school function. Other exceptions to the on-duty schedule may be approved by the Superintendent in extraordinary circumstances.~~

~~Certificated Administrative and Supervisory Employees and certificated Licensed Personnel are expected to designate district holidays as non-work days in accordance with Board Policy 4361 - Leaves. In the event a certificated employee believes it is necessary to schedule a district holiday as a workday, the employee shall obtain approval from his/her immediate supervisor in advance.~~

~~Employees are entitled to personal holidays each fiscal year in accordance with Board Policy 4361. Personal holidays may only be observed during the Thanksgiving, winter, spring, and/or Presidents week school recesses and shall be designated by the employee on their annual work calendar.~~

~~**Additional Work Days**~~

~~The Superintendent may approve additional work days where an employee is expected to perform work beyond the agreed-upon work year.~~

~~**Overtime Compensation**~~**Overtime Compensation**

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day and/or 40 hours in one work week~~, or twice their regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive day of work.~~. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules.~~–~~ (Education Code 45128, 45130; 29 USC 213; 29 CFR 541.~~0-~~204, 541.~~710~~303, 541.600 , 553.27, 553.32)

If the district requires a classified employee in an exempt position to work on a holiday designated in law or by the Board, the employee shall be paid the regular pay for that day plus compensation or compensatory time off at a rate not less than the employee's normal rate of pay. (Education Code 45130)

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar months ~~after making~~following the ~~request~~month the overtime was worked if the use of the compensatory time does not unduly disrupt district operations.~~–~~ (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

Wage Overpayment

If the district determines an employee has been overpaid, the district shall notify the employee in writing of the overpayment, afford the employee an opportunity to respond before commencing any recoupment actions, and inform the employee of the employee's rights to dispute the existence or amount of the claimed overpayment. If the employee agrees there was an overpayment in the claimed amount, reimbursement shall be made to the district through one of the methods described in Education Code 44042.5, as mutually agreed upon by the employee and the district.~~–~~ (Education Code 44042.5)

If a mutual agreement on a method of reimbursement is not reached, within 30 days of the employee verifying the overpayment amount, the district shall recoup the overpayment through payroll deductions in accordance with Education Code 44042.5.

If the employee does not respond or disputes the existence or amount of the district's claimed overpayment, the district ~~shall, with board approval, initiate a legal action to~~may only recover the overpayment~~.~~ after pursuing appropriate legal action. (Education Code 44042.5)

If the employee separates from the district before the overpayment is fully repaid, the district shall withhold the remaining balance due from any money owed to the employee upon separation, provided that the state minimum wage is still paid to the employee as required by Education Code 44042.5. The Superintendent or designee may consult with legal counsel to calculate the amount to withhold.

If an outstanding overpayment balance still remains, the district ~~shall, with Board approval,~~may exercise any legal means to recover the remaining amount owed by the employee.~~–~~ (Education Code 44042.5)

Legal action to recover any overpayment under this policy shall be initiated within three years from the date of the overpayment, which for leave credits is the date that the employee receives compensation in exchange for leave erroneously credited to the employee.~~–~~ (Education Code 44042.5)

Policy 4251: Employee Compensation

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** | **Last Reviewed Date:**

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package that includes salaries and health and welfare benefits.

This policy shall only apply to Administrative and Supervisory Employees, Confidential Employees and Licensed Personnel.

For purposes of this Employee Compensation policy, the following definitions shall apply:

1. Administrative and Supervisory Employee shall mean the following:
    a. A certificated or classified employee in a position with responsibilities as defined in Government Code 3540.1(m) and who is not subject to the district's collective bargaining agreements
    b. A certificated or classified employee in a management position with responsibilities pursuant to Government Code 3540.1(g)
2. Confidential Employee shall mean an employee in a position with responsibilities as defined in Section 3540.1(c) of the California Government Code.
3. Licensed Personnel shall mean an employee in the positions of psychologist, behavioral therapist or occupational therapist and who is not subject to the district's collective bargaining agreements.
4. Full Time Employee shall mean an employee who is regularly assigned to work five (5) days per week, seven (7) to eight (8) hours a day, 35 (thirty-five) to 40 (forty) hours per week, and who is employed for either the fiscal or academic year.

The Board shall adopt separate salary schedules for Administrative and Supervisory Employees, Confidential and Licensed Personnel. These schedules shall comply with law and be determined by the Board at the recommendation of the Superintendent or designee. (Education Code 45022, 45023, 45160, 45162, 45268)

Employees shall be placed on the appropriate salary schedule in accordance with the following: the number of verified years of management experience.

If any bargaining unit in the district receives a compensation increase, the salary schedules of Administrative and Supervisory Employees, Confidential and Licensed Personnel shall receive the same increase.

The Superintendent or designee shall complete the Salary and Benefit Schedule for Bargaining Units (Form J-90) for classified and certificated staff assigned to a district school site and report the Form J-90 to the California Department of Education. (Education Code 42238.016)

Unless otherwise provided for in any applicable collective bargaining agreement, district employees shall be paid monthly and in 10, 11, or 12 equal payments over the year. However, if the district participates in the Classified School Employee Summer Assistance Program, eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid out during the summer recess in either one or two payments. (Education Code 45038, 45039,

45048, 45165, 45500)

In extraordinary circumstances or emergency situations, the Board may determine to continue to compensate employees during periods of extended closure or disruption of normal district operations when permitted by law and consistent with collective bargaining agreements and memoranda of understanding.

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Work Year

The length of the work year and the required number of workdays for each position is identified on the applicable salary schedule.

Administrative and Supervisory, Confidential and Licensed Personnel shall submit their annual work calendar for the following school year to their immediate supervisor no later than June 15 or within 10 days of the date of hire.

Requests to modify the work calendar shall be submitted in writing to the employee's immediate supervisor as soon as the employee has reason to know that a modification is necessary.

On Duty Schedule

Site administrators shall be on duty when school is in session, at least one week prior to the commencement of school, and one week after the end of the school year. Work days shall be Monday through Friday.

Subject to approval by the Superintendent, site administrators may designate as work days up to 5 weekend days where a site administrator is required to be present for an official school function. Other exceptions to the on-duty schedule may be approved by the Superintendent in extraordinary circumstances.

Certificated Administrative and Supervisory Employees and certificated Licensed Personnel are expected to designate district holidays as non-work days in accordance with Board Policy 4361 - Leaves. In the event a certificated employee believes it is necessary to schedule a district holiday as a workday, the employee shall obtain approval from his/her immediate supervisor in advance.

Employees are entitled to personal holidays each fiscal year in accordance with Board Policy 4361. Personal holidays may only be observed during the Thanksgiving, winter, spring, and/or Presidents week school recesses and shall be designated by the employee on their annual work calendar.

Additional Work Days

The Superintendent may approve additional work days where an employee is expected to perform work beyond the agreed-upon work year.

Overtime Compensation

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day and/or 40 hours in one work week. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules. (Education Code 45128, 45130; 29 USC 213; 29 CFR 541.204, 541.303, 541.600 , 553.27, 553.32)

If the district requires a classified employee in an exempt position to work on a holiday designated in law or by the Board, the employee shall be paid the regular pay for that day plus compensation or compensatory time off at a rate not less than the employee's normal rate of pay. (Education Code 45130)

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar months following the month the overtime was worked if the use of the compensatory time does not unduly disrupt district operations. (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

Wage Overpayment

If the district determines an employee has been overpaid, the district shall notify the employee in writing of the overpayment, afford the employee an opportunity to respond before commencing any recoupment actions, and inform the employee of the employee's rights to dispute the existence or amount of the claimed overpayment. If the employee agrees there was an overpayment in the claimed amount, reimbursement shall be made to the district through one of the methods described in Education Code 44042.5, as mutually agreed upon by the employee and the district. (Education Code 44042.5)

If a mutual agreement on a method of reimbursement is not reached, within 30 days of the employee verifying the overpayment amount, the district shall recoup the overpayment through payroll deductions in accordance with Education Code 44042.5.

If the employee does not respond or disputes the existence or amount of the district's claimed overpayment, the district may only recover the overpayment after pursuing appropriate legal action. (Education Code 44042.5)

If the employee separates from the district before the overpayment is fully repaid, the district shall withhold the remaining balance due from any money owed to the employee upon separation, provided that the state minimum wage is still paid to the employee as required by Education Code 44042.5. The Superintendent or designee may consult with legal counsel to calculate the amount to withhold.

If an outstanding overpayment balance still remains, the district may exercise any legal means to recover the remaining amount owed by the employee. (Education Code 44042.5)

Legal action to recover any overpayment under this policy shall be initiated within three years from the date of the overpayment, which for leave credits is the date that the employee receives compensation in exchange for leave erroneously credited to the employee. (Education Code 44042.5)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description

Policy 4351: Employee Compensation

Status: ADOPTED

Original Adopted Date: ~~08/25/2009~~02/01/1997 | **Last Revised Date:** ~~08/13/2024~~03/01/2025 | **Last Reviewed Date:** ~~08/13/2024~~03/01/2025

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package ~~which~~that includes salaries and health and welfare benefits.

~~This policy shall only apply to Administrative and Supervisory Employees, Confidential Employees and Licensed Personnel.~~

~~For purposes of this Employee Compensation policy, the following definitions shall apply:~~

1. ~~Administrative and Supervisory Employee shall mean the following:~~

   a. ~~A certificated or classified employee in a position with responsibilities as defined in Government Code 3540.1(m) and who is not subject to the district's collective bargaining agreements~~

   b. ~~A certificated or classified employee in a management position with responsibilities pursuant to Government Code 3540.1(g)~~

2. ~~Confidential Employee shall mean an employee in a position with responsibilities as defined in Section 3540.1(c) of the California Government Code.~~

3. ~~Licensed Personnel shall mean an employee in the positions of psychologist, behavioral therapist or occupational therapist and who is not subject to the district's collective bargaining agreements.~~

4. ~~Full Time Employee shall mean an employee who is regularly assigned to work five (5) days per week, seven (7) to eight (8) hours a day, 35 (thirty-five) to 40 (forty) hours per week, and who is employed for either the fiscal or academic year.~~

The Board shall adopt separate salary schedules for ~~Administrative and Supervisory Employees, Confidential and Licensed Personnel. These schedules shall~~certificated, classified, and supervisory and administrative personnel that comply with law and ~~be determined by the Board at the recommendation of the Superintendent or designee.~~applicable collective bargaining agreements. (Education Code 45022, ~~45023,~~ 45160, 45162, 45268)

~~Employees shall be placed~~ Each certificated employee, except an employee in an administrative or

supervisory position, shall be classified on the ~~appropriate~~ salary schedule ~~in accordance with~~on the ~~following: the number~~basis of ~~verified~~uniform allowance for education level and years of ~~management~~ experience~~.~~

~~If any~~ , unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

Salary schedules for staff who are not a part of a bargaining unit ~~in the district receives a compensation increase, the~~shall be determined by the Board at the recommendation of the Superintendent or designee.

The salary schedules ~~of Administrative and Supervisory Employees, Confidential and Licensed Personnel shall receive the same increase.~~

~~The~~ adopted by the Board shall be printed and made available for review at the district office. (Education Code 45023)

Additionally, by January 31, 2026, and annually thereafter, the Superintendent or designee shall ~~ensure that the district's payroll system complies with all applicable laws including, but not limited to, timelines regarding payment of compensation.~~

~~In extraordinary circumstances or emergency situations, the Board may determine to continue to compensate employees during periods of extended closure or disruption of normal~~ complete the Salary and Benefit Schedule for Bargaining Units (Form J-90) for classified and certificated staff assigned to a district ~~operations when permitted by law~~school site and report the Form J-90 to the California Department of Education. (Education Code 42238.016)

Unless otherwise provided for in any applicable collective bargaining agreement, district employees shall be paid *(insert frequency)* and ~~consistent with collective bargaining agreements~~in_____equal payments over the year. However, if the district participates in the Classified School Employee Summer Assistance Program, eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and ~~memoranda of understanding.~~paid out during the summer recess in either one or two payments. (Education Code 45038, 45039, 45048, 45165, 45500)

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

~~**Work Year**~~

~~The length of the work year and the required number of workdays for each position is identified on the applicable salary schedule.~~

~~Administrative and Supervisory, Confidential and Licensed Personnel shall submit their annual work~~

~~calendar for the following school year to their immediate supervisor no later than June 15 or within 10 days of the date of hire.~~

~~Requests to modify the work calendar shall be submitted in writing to the employee's immediate supervisor as soon as the employee has reason to know that a modification is necessary.~~

~~**On Duty Schedule**~~

~~Site administrators shall be on duty when school is in session, at least one week prior to the commencement of school, and one week after the end of the school year. Work days shall be Monday through Friday.~~

~~Subject to approval by the Superintendent, site administrators may designate as work days up to 5 weekend days where a site administrator is required to be present for an official school function. Other exceptions to the on-duty schedule may be approved by the Superintendent in extraordinary circumstances.~~

~~Certificated Administrative and Supervisory Employees and certificated Licensed Personnel are expected to designate district holidays as non-work days in accordance with Board Policy 4361 - Leaves. In the event a certificated employee believes it is necessary to schedule a district holiday as a workday, the employee shall obtain approval from his/her immediate supervisor in advance.~~

~~Employees are entitled to personal holidays each fiscal year in accordance with Board Policy 4361. Personal holidays may only be observed during the Thanksgiving, winter, spring, and/or Presidents week school recesses and shall be designated by the employee on their annual work calendar.~~

~~**Additional Work Days**~~

~~The Superintendent may approve additional work days where an employee is expected to perform work beyond the agreed-upon work year.~~

~~**Overtime Compensation**~~**Overtime Compensation**

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day and/or 40 hours in one work week~~, or twice their regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive day of work.~~. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules.~~–~~ (Education Code 45128, 45130; 29 USC 213; 29 CFR 541.~~0~~-204, 541.~~710~~303, 541.600 , 553.27, 553.32)

If the district requires a classified employee in an exempt position to work on a holiday designated in law or by the Board, the employee shall be paid the regular pay for that day plus compensation or compensatory time off at a rate not less than the employee's normal rate of pay. (Education Code 45130)

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar months ~~after making~~following the ~~request~~month the overtime was worked if the use of the compensatory time does not unduly disrupt district operations.~~–~~ (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

Wage Overpayment

If the district determines an employee has been overpaid, the district shall notify the employee in writing of the overpayment, afford the employee an opportunity to respond before commencing any recoupment actions, and inform the employee of the employee's rights to dispute the existence or amount of the claimed overpayment. If the employee agrees there was an overpayment in the claimed amount, reimbursement shall be made to the district through one of the methods described in Education Code 44042.5, as mutually agreed upon by the employee and the district.~~–~~ (Education Code 44042.5)

If a mutual agreement on a method of reimbursement is not reached, within 30 days of the employee verifying the overpayment amount, the district shall recoup the overpayment through payroll deductions in accordance with Education Code 44042.5.

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If the employee separates from the district before the overpayment is fully repaid, the district shall withhold the remaining balance due from any money owed to the employee upon separation, provided that the state minimum wage is still paid to the employee as required by Education Code 44042.5. The Superintendent or designee may consult with legal counsel to calculate the amount to withhold.

If an outstanding overpayment balance still remains, the district ~~shall, with Board approval,~~may exercise any legal means to recover the remaining amount owed by the employee.~~–~~ (Education Code 44042.5)

Legal action to recover any overpayment under this policy shall be initiated within three years from the date of the overpayment, which for leave credits is the date that the employee receives compensation in exchange for leave erroneously credited to the employee.~~–~~ (Education Code 44042.5)

Policy 4351: Employee Compensation

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** | **Last Reviewed Date:**

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package that includes salaries and health and welfare benefits.

This policy shall only apply to Administrative and Supervisory Employees, Confidential Employees and Licensed Personnel.

For purposes of this Employee Compensation policy, the following definitions shall apply:

1. Administrative and Supervisory Employee shall mean the following:
    a. A certificated or classified employee in a position with responsibilities as defined in Government Code 3540.1(m) and who is not subject to the district's collective bargaining agreements
    b. A certificated or classified employee in a management position with responsibilities pursuant to Government Code 3540.1(g)
2. Confidential Employee shall mean an employee in a position with responsibilities as defined in Section 3540.1(c) of the California Government Code.
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4. Full Time Employee shall mean an employee who is regularly assigned to work five (5) days per week, seven (7) to eight (8) hours a day, 35 (thirty-five) to 40 (forty) hours per week, and who is employed for either the fiscal or academic year.

The Board shall adopt separate salary schedules for Administrative and Supervisory Employees, Confidential and Licensed Personnel. These schedules shall comply with law and applicable collective bargaining agreements. (Education Code 45022, 45023, 45160, 45162, 45268)

Employees shall be placed on the appropriate salary schedule in accordance with the following: the number of verified years of management experience.

If any bargaining unit in the district receives a compensation increase, the salary schedules of Administrative and Supervisory Employees, Confidential and Licensed Personnel shall receive the same increase.

The Superintendent or designee shall complete the Salary and Benefit Schedule for Bargaining Units (Form J-90) for classified and certificated staff assigned to a district school site and report the Form J-90 to the California Department of Education. (Education Code 42238.016)

Unless otherwise provided for in any applicable collective bargaining agreement, district employees shall be paid monthly and in 10, 11, or 12 equal payments over the year. However, if the district participates in the Classified School Employee Summer Assistance Program, eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid out during the summer recess in either one or two payments. (Education Code 45038, 45039, 45048, 45165, 45500)

In extraordinary circumstances or emergency situations, the Board may determine to continue to compensate employees during periods of extended closure or disruption of normal district operations when permitted by law and consistent with collective bargaining agreements and memoranda of understanding.

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Work Year

The length of the work year and the required number of workdays for each position is identified on the applicable salary schedule.

Administrative and Supervisory, Confidential and Licensed Personnel shall submit their annual work calendar for the following school year to their immediate supervisor no later than June 15 or within 10 days of the date of hire.

Requests to modify the work calendar shall be submitted in writing to the employee's immediate supervisor as soon as the employee has reason to know that a modification is necessary.

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Certificated Administrative and Supervisory Employees and certificated Licensed Personnel are expected to designate district holidays as non-work days in accordance with Board Policy 4361 - Leaves. In the event a certificated employee believes it is necessary to schedule a district holiday as a workday, the employee shall obtain approval from his/her immediate supervisor in advance.

Employees are entitled to personal holidays each fiscal year in accordance with Board Policy 4361. Personal holidays may only be observed during the Thanksgiving, winter, spring, and/or Presidents week school recesses and shall be designated by the employee on their annual work calendar.

Additional Work Days

The Superintendent may approve additional work days where an employee is expected to perform work beyond the agreed-upon work year.

Overtime Compensation

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day and/or 40 hours in one work week. However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules. (Education Code 45128, 45130; 29 USC 213; 29 CFR 541.204, 541.303, 541.600 , 553.27, 553.32)

If the district requires a classified employee in an exempt position to work on a holiday designated in law or by the Board, the employee shall be paid the regular pay for that day plus compensation

or compensatory time off at a rate not less than the employee's normal rate of pay. (Education Code 45130)

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar months following the month the overtime was worked if the use of the compensatory time does not unduly disrupt district operations. (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

Wage Overpayment

If the district determines an employee has been overpaid, the district shall notify the employee in writing of the overpayment, afford the employee an opportunity to respond before commencing any recoupment actions, and inform the employee of the employee's rights to dispute the existence or amount of the claimed overpayment. If the employee agrees there was an overpayment in the claimed amount, reimbursement shall be made to the district through one of the methods described in Education Code 44042.5, as mutually agreed upon by the employee and the district. (Education Code 44042.5)

If a mutual agreement on a method of reimbursement is not reached, within 30 days of the employee verifying the overpayment amount, the district shall recoup the overpayment through payroll deductions in accordance with Education Code 44042.5.

If the employee does not respond or disputes the existence or amount of the district's claimed overpayment, the district may only recover the overpayment after pursuing appropriate legal action. (Education Code 44042.5)

If the employee separates from the district before the overpayment is fully repaid, the district shall withhold the remaining balance due from any money owed to the employee upon separation, provided that the state minimum wage is still paid to the employee as required by Education Code 44042.5. The Superintendent or designee may consult with legal counsel to calculate the amount to withhold.

If an outstanding overpayment balance still remains, the district may exercise any legal means to recover the remaining amount owed by the employee. (Education Code 44042.5)

Legal action to recover any overpayment under this policy shall be initiated within three years from the date of the overpayment, which for leave credits is the date that the employee receives compensation in exchange for leave erroneously credited to the employee. (Education Code 44042.5)

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State	Description

Policy 4158: Employee Security

Status: ADOPTED

Original Adopted Date: ~~09/13/2011~~07/01/2001 | **Last Revised Date:** ~~10/11/2022~~03/01/2025 | **Last Reviewed Date:** ~~10/11/2022~~03/01/2025

The Governing Board desires to provide a safe and orderly work environment for all employees. ~~-~~As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with ~~AR~~Administrative Regulation 3515.2 - Disruptions.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.~~-~~ Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with ~~Labor~~Government Code ~~230-230.1~~12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties.~~–~~ (Education Code 48904, 48905)

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom.~~-~~ (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. ~~-~~When allowed, an employee may only possess pepper spray in accordance with Board policy, administrative ~~regulations~~regulation, and Penal Code 22810. ~~-~~Any employee authorized to carry or possess pepper spray on school property who is negligent or careless in the possession or handling of pepper spray is acting outside of the scope of employment and shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on ~~school grounds~~district property or at a ~~school-~~district related or school-sponsored activity.

Employees shall exercise their best judgment as to the potential danger involved and ~~shall~~ do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal or supervisor, who shall take appropriate action
3. Immediately call 911 and the principal or supervisor

When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

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State	Description
Civ. Code 51.7	Freedom from violence or intimidation

Policy 4158: Employee Security

Status: ADOPTED

Original Adopted Date: 09/13/2011 | **Last Revised Date:** | **Last Reviewed Date:**

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with Administrative Regulation 3515.2 - Disruptions.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

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The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties. (Education Code 48904, 48905)

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Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48900-48926	Suspension and expulsion

Policy 4258: Employee Security

Status: ADOPTED

Original Adopted Date: ~~09/13/2011~~07/01/2001 | **Last Revised Date:** ~~10/11/2022~~03/01/2025 | **Last Reviewed Date:** ~~10/11/2022~~03/01/2025

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State	Description
Civ. Code 51.7	Freedom from violence or intimidation

Policy 4258: Employee Security

Status: ADOPTED

Original Adopted Date: 09/13/2011 | **Last Revised Date:** | **Last Reviewed Date:**

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Ed. Code 48900-48926	Suspension and expulsion

Policy 4358: Employee Security

Status: ADOPTED

Original Adopted Date: ~~09/13/2011~~07/01/2001 | **Last Revised Date:** ~~10/11/2022~~03/01/2025 | **Last Reviewed Date:** ~~10/11/2022~~03/01/2025

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State	Description
Civ. Code 51.7	Freedom from violence or intimidation

Policy 4358: Employee Security

Status: ADOPTED

Original Adopted Date: 09/13/2011 | **Last Revised Date:** | **Last Reviewed Date:**

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Policy 5131: Conduct

Status: ADOPTED

Original Adopted Date: ~~08/10~~03/01/2010 | **Last Revised Date:** 03/~~22/2022~~01/2025 | **Last Reviewed Date:** 03/~~22/2022~~01/2025

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

~~*(cf. 0450 - Comprehensive Safety Plan)*~~
~~*(cf. 5131.1 - Bus Conduct)*~~
~~*(cf. 5137 - Positive School Climate)*~~
~~*(cf. 6145.2 - Athletic Competition)*~~

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

~~1.~~

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

   ~~*(cf. 5131.7 - Weapons and Dangerous Instruments)*~~
   ~~*(cf. 5142 - Safety)*~~

   ~~2.~~
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program

   ~~*(cf. 5131.2 - Bullying)*~~
3. ~~*(cf. 5145.3 - Nondiscrimination/Harassment)*~~
   ~~*(cf. 5145.7 - Sexual Harassment)*~~
   ~~*(cf. 5145.9 - Hate-Motivated Behavior)*~~

   ~~3.~~ Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 -
4. *Student Disturbances)*

4. Willful defiance of staff's authority

5.
5. Damage to or theft of property belonging to students, staff, or the district

(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 5131.5 - Vandalism and Graffiti)

6.
6. Obscene acts or use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

7.
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 -
8. *Tobacco)*
(cf. 5131.63 - Steroids)

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)

9.
9. Use of a *cell phone, smart watch, pager,*smartphone or other mobile communication device *during instructional time or* in an unauthorized manner *in violation of district policy*

(cf. 5131.8 -

10. *Mobile Communication Devices)*
(cf. 6163.4 - Student Use of Technology)

10. Plagiarism or dishonesty on school work or tests

(cf. 5131.9 -
11. *Academic Honesty)*
(cf. 6162.54 - Test Integrity/Test Preparation)
(cf. 6162.6 - Use of Copyrighted Materials)

11. Wearing of any attire that violates district or school dress codes, *including gang-related apparel*

(cf. 5132 - Dress and Grooming)
(cf. 5136 -
12. *Gangs)*

12. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5113.11 -
13. *Attendance Supervision)*
(cf. 5113.12 - District School Attendance Review Board)

13. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 -
14. Other conduct prohibited by Education Code 48900-48915-48915

Open/Closed Campus)

Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to appropriately intervene, or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/ARBoard Policy and Administrative Regulation 5145.12 - Search and Seizure.

(cf. 5145.12 - Search and Seizure)
When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 5138 - The Superintendent or designee shall notify local law enforcement as appropriate.
Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6020 - Parent Involvement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

Students also may be subject to discipline, in accordance with law, Board policy, or administrative

regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the ~~Governing Board~~board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 300-307	Duties of students
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Ed. Code 200-270	Prohibition of discrimination
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35181	Governing board authority to set policy on responsibilities of students
Ed. Code 35291-35291.5	Rules
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48900-48925	Suspension and expulsion
Ed. Code 51512	Prohibition against electronic listening or recording device in classroom without permission
Pen. Code 288.2	Harmful matter with intent to seduce
Pen. Code 313	Harmful matter
Pen. Code 417.25-417.27	Laser scope or laser pointer
Pen. Code 647	Use of camera or other instrument to invade person's privacy; misdemeanor
Pen. Code 653.2	Electronic communication devices; threats to safety
Veh. Code 23123-23124	Prohibitions against use of electronic devices while driving

Federal	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex

Management Resources	Description
California Department of Education Publication	Bullying at School, 2003

Policy 5131: Conduct

Status: ADOPTED

Original Adopted Date: 08/10/2010 | **Last Revised Date:** | **Last Reviewed Date:**

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)
9. Use of a smartphone or other mobile communication device in an unauthorized manner
10. Plagiarism or dishonesty on schoolwork or tests
11. Wearing of any attire that violates district or school dress codes
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

14. Other conduct prohibited by Education Code 48900-48915-48915

Employees are expected to enforce standards of conduct and when they observe or receive a report of a violation of these standards, to appropriately intervene, or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with Board Policy and Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 300-307	Duties of students
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Ed. Code 200-270	Prohibition of discrimination
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35181	Governing board authority to set policy on responsibilities of students
Ed. Code 35291-35291.5	Rules
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48900-48925	Suspension and expulsion
Ed. Code 51512	Prohibition against electronic listening or recording device in classroom without permission

Policy 5131.6: Alcohol And Other Drugs

Status: ADOPTED

Original Adopted Date: ~~08/25/2009~~02/01/1996 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** ~~08/25/2009~~03/01/2025

The Governing Board ~~of Education~~ believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. ~~The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning.~~The Superintendent or designee shall develop comprehensive programs and activities to foster safe, healthy, and drug-free environments that support academic achievement.

The district's alcohol and drug prevention and intervention programs shall be coordinated with other school and community-based services and programs and shall promote the involvement of parents/guardians. The Superintendent or designee may collaborate with the county office of education, community-based organizations, health providers, law enforcement agencies, local child welfare agencies, postsecondary institutions, businesses, and other public and private entities in program planning, implementation, and evaluation.

Prevention and intervention programs and activities may include, but are not limited to: (20 USC 7118)

~~The Superintendent or designee shall develop, implement and evaluate a comprehensive prevention and intervention program that is coordinated with other school and community-based services and programs. The district's program shall be scientifically based and designed to prevent or reduce alcohol or other drug use and the possession and distribution of illegal drugs. It shall include primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians and coordination with appropriate community agencies and organizations.~~

~~The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's program in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.~~

~~The Superintendent or designee shall consult with principals, teachers, other school personnel, students and parents/guardians when developing the district's program.~~

~~The Superintendent or designee shall clearly communicate to all students, staff and parents/guardians the district's policies, regulations and school rules related to the use of alcohol~~

~~and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely distributed in the community.~~

~~Staff should encourage students to participate as responsible partners in efforts to maintain a safe, constructive school climate.~~

~~The Board encourages the establishment of site-level advisory groups to assist in promoting alcohol- and drug-free schools.~~

~~The district's drug education program shall augment county drug education services, if any. District staff shall take every opportunity to cooperate with county and county office of education staff in planning and implementing collaborative alcohol and drug prevention programs.~~

1. Evidence-based drug and violence prevention activities and programs that educate students against the use of alcohol, tobacco, cannabis, smokeless tobacco products, and electronic cigarettes

2. Professional development and training for school staff, specialized instructional support personnel, and interested community members on drug prevention, education, early identification, intervention mentoring, recovery support services, and, where appropriate, rehabilitation referral

3. School-based mental health services, including early identification of drug use and referrals to counseling services, and/or partnerships with public or private health care entities that have qualified mental and behavioral health professionals

4. Programs and activities that provide mentoring and school counseling to all students, including students who are at risk of drug use and abuse

Instruction

and Notification

The district shall provide science-based preventative instruction, consistent with law, the accompanying administrative regulation, and Board Policy 5141.52 - Suicide Prevention, which has been proven effective in helping students avoid the use of alcohol and other drugs.

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is ~~wrong and harmful.~~prohibited. Instruction shall not include ~~the concept of~~ any message on responsible use of drugs or alcohol when such use ~~of drugs or alcohol when such use~~ is illegal. ~~(20 USC 7114, 7162;~~ (Health and Safety Code 11999.2)

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

The district shall annually inform parents/guardians at the beginning of the first semester or quarter of the regular school year about the dangers associated with the use of synthetic drugs that are not prescribed by a physician, such as fentanyl, the possibility that dangerous drugs can be found in

counterfeit pills, and the risks of social media being used as a way to market and sell synthetic drugs. Additionally, the district, and each school that maintains its own website, shall post such information on its website. (Education Code 48985.5)

Intervention, Referral, and Student Assistance Programs

~~School~~

The Superintendent or designee shall inform school staff, students, and parents/guardians ~~shall be informed~~ about early warning signs, which may indicate alcohol and other drug use, and about appropriate agencies offering intervention programs, counseling, referral, and other student assistance programs.

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with ~~his/her~~the student's parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use~~.~~

~~**Enforcement/Discipline**~~

~~The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs~~ , including that, in accordance with Education Code 48900, students who voluntarily disclose their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended.

Opioid Antagonists

Students in middle school, junior high school, high school, or adult school, may carry fentanyl test strips or a federally approved opioid antagonist for the emergency treatment of persons suffering, or reasonably believed to be suffering, from an opioid overdose, while on a school site or participating in a school activity. (Education Code 49414.6)

Additionally, students 12 years of age or older, while on a school site or participating in school activities, may carry and administer a naloxone hydrochloride nasal spray or any other opioid overdose reversal medication that is federally approved for over-the counter nonprescription use for the purpose of providing emergency treatment to persons who are suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.35)

Enforcement and Discipline

Unless otherwise authorized by law, students shall not possess, use, or sell alcohol or other drugs and related paraphernalia on school grounds or at school-sponsored activities.

~~Students possessing, using or~~

The Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the district's policies, regulations, and school rules related to the use of alcohol and other drugs.

Any student found by the Board to be selling ~~alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or~~ a controlled substance listed in Health and Safety Code 11053-11058 shall be recommended for expulsion ~~and/or referral to law enforcement~~ in accordance with ~~law,~~ Board ~~policy and administrative regulation. In addition, such students may~~ Policy/Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process. A student found to have committed another drug or alcohol offense, including possession or intoxication, shall be referred to ~~an appropriate counseling program, transferred~~appropriate behavioral interventions or student assistance programs, and may be subject to discipline on a case-by-case basis.

The district may use alternatives to ~~an~~ the referral of a student to a law enforcement agency in response to an incident involving the student's misuse of an opioid, to the extent any alternative ~~placement, and/or be restricted from extracurricular~~utilized is not in conflict with any law requiring that referral. (Education Code 49414.4)

Program Evaluation

The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of district programs in reducing drug and alcohol use. The Superintendent or designee shall periodically report to the Board on the effectiveness of district activities~~, including athletics.~~ in achieving identified objectives and outcomes. (20 USC 7116)

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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the ~~Governing Board~~board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Bus. Code 25608	Alcohol on school property; use in connection with instruction
Ed. Code 32282	School safety plans
Ed. Code 44049	Known or suspected alcohol or drug abuse by student
Ed. Code 44645	In-service training anabolic steroids
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48900.5	Suspension, limitation on imposition; exception
Ed. Code 48901	Smoking or use of tobacco prohibited
Ed. Code 48901.5	Prohibition of electronic signaling devices

Policy 5131.6: Alcohol And Other Drugs

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** | **Reviewed Date:**

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Superintendent or designee shall develop comprehensive programs and activities to foster safe, healthy, and drug-free environments that support academic achievement.

The district's alcohol and drug prevention and intervention programs shall be coordinated with other school and community-based services and programs and shall promote the involvement of parents/guardians. The Superintendent or designee may collaborate with the county office of education, community-based organizations, health providers, law enforcement agencies, local child welfare agencies, postsecondary institutions, businesses, and other public and private entities in program planning, implementation, and evaluation.

Prevention and intervention programs and activities may include, but are not limited to: (20 USC 7118)

1. Evidence-based drug and violence prevention activities and programs that educate students against the use of alcohol, tobacco, cannabis, smokeless tobacco products, and electronic cigarettes

2. Professional development and training for school staff, specialized instructional support personnel, and interested community members on drug prevention, education, early identification, intervention mentoring, recovery support services, and, where appropriate, rehabilitation referral

3. School-based mental health services, including early identification of drug use and referrals to counseling services, and/or partnerships with public or private health care entities that have qualified mental and behavioral health professionals

4. Programs and activities that provide mentoring and school counseling to all students, including students who are at risk of drug use and abuse

Instruction and Notification

The district shall provide science-based preventative instruction, consistent with law, the accompanying administrative regulation, and Board Policy 5141.52 - Suicide Prevention, which has been proven effective in helping students avoid the use of alcohol and other drugs.

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is prohibited. Instruction shall not include any message on responsible use of drugs or alcohol when such use is illegal. (Health and Safety Code 11999.2)

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

The district shall annually inform parents/guardians at the beginning of the first semester or quarter of the regular school year about the dangers associated with the use of synthetic drugs that are not prescribed by a physician, such as fentanyl, the possibility that dangerous drugs can be found in

counterfeit pills, and the risks of social media being used as a way to market and sell synthetic drugs. Additionally, the district, and each school that maintains its own website, shall post such information on its website. (Education Code 48985.5)

Intervention, Referral, and Student Assistance Programs

The Superintendent or designee shall inform school staff, students, and parents/guardians about early warning signs, which may indicate alcohol and other drug use, and about appropriate agencies offering intervention programs, counseling, referral, and other student assistance programs.

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with the student's parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use, including that, in accordance with Education Code 48900, students who voluntarily disclose their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended.

Opioid Antagonists

Students in middle school, junior high school, high school, or adult school, may carry fentanyl test strips or a federally approved opioid antagonist for the emergency treatment of persons suffering, or reasonably believed to be suffering, from an opioid overdose, while on a school site or participating in a school activity. (Education Code 49414.6)

Additionally, students 12 years of age or older, while on a school site or participating in school activities, may carry and administer a naloxone hydrochloride nasal spray or any other opioid overdose reversal medication that is federally approved for over-the counter nonprescription use for the purpose of providing emergency treatment to persons who are suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.35)

Enforcement and Discipline

Unless otherwise authorized by law, students shall not possess, use, or sell alcohol or other drugs and related paraphernalia on school grounds or at school-sponsored activities.

The Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the district's policies, regulations, and school rules related to the use of alcohol and other drugs.

Any student found by the Board to be selling a controlled substance listed in Health and Safety Code 11053-11058 shall be recommended for expulsion in accordance with Board Policy/Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process. A student found to have committed another drug or alcohol offense, including possession or intoxication, shall be referred to appropriate behavioral interventions or student assistance programs, and may be subject to discipline on a case-by-case basis.

The district may use alternatives to the referral of a student to a law enforcement agency in response to an incident involving the student's misuse of an opioid, to the extent any alternative utilized is not in conflict with any law requiring that referral. (Education Code 49414.4)

Program Evaluation

The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of district programs in reducing drug and alcohol use. The Superintendent or designee shall periodically report to the Board on the effectiveness of district activities in achieving identified objectives and outcomes. (20 USC 7116)

Policy 5144.1: Suspension And Expulsion/Due Process

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** 04/23/2019 | **Last Reviewed Date:** 04/23/2019

The Governing Board desires to provide district students access to educational opportunities in ~~a positive~~ an orderly school environment that protects their safety and security, ensures their welfare and well-being and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The Board does not support a zero tolerance approach to discipline. The Board recognizes the importance of providing school-wide positive supports, using discipline strategies and practices that keep students in school and in the classroom, and supporting students in learning to behave appropriately and solve conflicts in a peaceful way.

In response to serious or repeated violations of established policies and standards, it may be necessary to suspend or expel a student from regular classroom instruction.

Before subjecting a student to disciplinary sanctions that result in a loss of instructional time, the Superintendent or designee shall, to the extent allowed by law, first use alternative strategies as described in AR 5144 - Discipline. Except where suspension for a first offense is permitted by 48900.5, as further described in AR 5144.1, in-school and out-of-school suspension shall be imposed only when other means of correction fail to bring about proper conduct or the student's presence causes a danger to persons. (Education Code 48900.5) Expulsion is an action taken by the Board only for severe breaches of discipline by a student.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when ~~his/her~~ the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

Effective July 1, 2019, no student enrolled in grades T-Kindergarten through twelve (TK-12) grades may be suspended or expelled for disrupting school activities or willfully defying the authority of school personnel. The Board will review data regarding suspensions for defiance in Grades 4 through 12 in August and January. If based on review of the data it appears further steps should be undertaken to meet the goal of eliminating suspensions for disruption and willful defiance by July 1, 2019, the Board will direct the Superintendent to implement such additional measures to achieve the goal of no suspensions for disruption and willful defiance by July 1, 2020.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be specified by administrative regulation and must be consistent with the requirements set forth here.

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities. Student may lose privileges or be placed on exclusion lists for extracurricular activities for poor attendance.

A teacher may suspend any pupil from class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing, ~~as~~ a firearm whish is not an imitation firearm as verified by a ~~district~~ certificated employee, ~~selling, or otherwise furnishing a firearm,~~ unless the student had obtained prior written permission to possess the ~~firearm~~ item from a certificated school employee, with the principal or designee's concurrence

   ~~Possession of an imitation firearm, as defined in Education Code 48900(m), shall not be~~

~~regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion. However, an administrator shall have discretion on a case-by-case basis to recommend expulsion for the possession of an imitation firearm.~~

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, ~~288a~~, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative ~~regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12,"~~ the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student (final action) shall be taken in an open session of a Board meeting. (Education Code ~~35146~~48918(i)).) However, any consideration by the Board of disciplinary action against a student shall be conducted in closed session unless otherwise requested by the pupil and/or the pupil's guardian as specified in Education Code 35146 and 48912.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording ~~them their~~ the students due process rights under the law. ~~The~~

The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Expansion of Restorative Practices, Positive Behavior Intervention Supports, and other restorative and youth development approaches

The Board recognizes that the District has made progress toward creating a positive school culture through various means, including through the use of Restorative Practices and Positive Behavioral

Interventions and Supports. The Board believes that the continued expansion of such programs is central to the creation of safe, healthy, and supportive school environments for all students in the District. The Board supports and will prioritize funding for Restorative Practices and PBIS programs to successfully implement these practices at all school sites across the district.

On-Campus Suspension

On-campus suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law and administrative regulation. (Education Code 48917)

Expungement of Student Disciplinary Records

As provided in Board Policy 5144.3, a student, parent, guardian, appointed advocate on behalf of the student, or Superintendent on behalf of a student may apply for expungement of student disciplines record which meet the criteria set forth in BP 5144.3.

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Policy 5144.1: Suspension And Expulsion/Due Process

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** 04/23/2019 | **Last Reviewed Date:** 04/23/2019

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The Board does not support a zero tolerance approach to discipline. The Board recognizes the importance of providing school-wide positive supports, using discipline strategies and practices that keep students in school and in the classroom, and supporting students in learning to behave appropriately and solve conflicts in a peaceful way.

In response to serious or repeated violations of established policies and standards, it may be necessary to suspend or expel a student from regular classroom instruction.

Before subjecting a student to disciplinary sanctions that result in a loss of instructional time, the Superintendent or designee shall, to the extent allowed by law, first use alternative strategies as described in AR 5144 - Discipline. Except where suspension for a first offense is permitted by 48900.5, as further described in AR 5144.1, in-school and out-of-school suspension shall be imposed only when other means of correction fail to bring about proper conduct or the student's presence causes a danger to persons. (Education Code 48900.5) Expulsion is an action taken by the Board only for severe breaches of discipline by a student.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing, a firearm whish is not an imitation firearm as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, , or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student (final action) shall be taken in an open session of a Board meeting. (Education Code 48918(i)).)

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law.

The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Expansion of Restorative Practices, Positive Behavior Intervention Supports, and other restorative and youth development approaches

The Board recognizes that the District has made progress toward creating a positive school culture through various means, including through the use of Restorative Practices and Positive Behavioral Interventions and Supports. The Board believes that the continued expansion of such programs is central to the creation of safe, healthy, and supportive school environments for all students in the District. The Board supports and will prioritize funding for Restorative Practices and PBIS programs to successfully implement these practices at all school sites across the district.

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Policy 6142.93: Science Instruction

Status: ADOPTED

Original Adopted Date: ~~11/26/1996~~10/01/1995 | **Last Revised Date:** ~~11/14/2017~~03/01/2025 | **Last Reviewed Date:** ~~11/14/2017~~03/01/2025

The Governing Board believes that science education should focus on giving students an understanding of the biological and physical aspects of science, including the place of humans in ecological systems, the causes and effects of climate change and the methods to mitigate and adapt to climate change, key scientific concepts, and methods of scientific inquiry and investigation through experiments and other activities that foster critical thinking. Students should become familiar with the natural world and the interrelationship of science, mathematics, technology, and engineering. As part of science instruction, students should learn how to apply scientific knowledge and reasoning.

Philosophical and religious theories that are based, at least in part, on faith and are not subject to scientific test and refutation shall not be discussed during science instruction.

The ~~district's~~Board shall adopt academic standards for science ~~instruction shall~~that meet or exceed the California Next Generation Science Standards (CA-NGSS~~),~~) and describe the knowledge and skills students are expected to possess at each grade level, with an instructional focus on understanding the process of science, the fundamental ideas within each discipline of science, and underlying themes that are common to all sciences. The Superintendent or designee shall ensure that curricula used in district schools are aligned with these standards and the state curriculum framework.

The Superintendent or designee shall ensure that students have access to and are enrolled in a broad course of study including science courses.

The Superintendent or designee shall provide certificated staff with opportunities to participate in professional development activities designed to enhance their knowledge of district-adopted academic standards, instructional strategies for teaching science, and changes in scientific theories.

The Superintendent or designee shall develop and implement appropriate safety measures for

science laboratory classes in accordance with Administrative Regulation 5142 - Safety, including, but not limited to, staff and student safety training, use of eye safety devices, hearing protection, first aid procedures, regular equipment maintenance, safe use of heat sources, safe use and disposal of hazardous chemicals, proper ventilation, prevention of exposure to bloodborne pathogens from sharp instruments, fire prevention and control, an emergency response plan, and evacuation procedures. Parents/guardians shall be informed of the types of science laboratory activities that will be conducted and encouraged to sign consent forms for their child's participation.

The Superintendent or designee shall regularly report to the Board regarding the implementation and effectiveness of the science curriculum at each grade level. At a minimum, each report shall address the extent to which the program is aligned with the CA-NGSS, any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the ~~Governing Board~~board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 14030	Preliminary procedure, planning and approval of school facilities
8 CCR 5191	Chemical hygiene plan
Ed. Code 32030-32034	Eye safety
Ed. Code 32255-32255.6	Student's right to refrain from harmful or destructive use of animals
Ed. Code 33475-33475.5	Model curriculum on stem cell science
Ed. Code 33548	Media and artificial intelligence literacy
Ed. Code 49340-49341	Hazardous substances education
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51210.3	Elementary science coach
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 51225.3	High school graduation requirements
Ed. Code 52059.5-52077	Local control and accountability plan
Ed. Code 60640-60648.5	California Assessment of Student Performance and Progress

Policy 6142.93: Science Instruction

Status: ADOPTED

Original Adopted Date: 11/26/1996 **| Last Revised Date: | Last Reviewed Date:**

The Governing Board believes that science education should focus on giving students an understanding of the biological and physical aspects of science, including the place of humans in ecological systems, the causes and effects of climate change and the methods to mitigate and adapt to climate change, key scientific concepts, and methods of scientific inquiry and investigation through experiments and other activities that foster critical thinking. Students should become familiar with the natural world and the interrelationship of science, mathematics, technology, and engineering. As part of science instruction, students should learn how to apply scientific knowledge and reasoning.

Philosophical and religious theories that are based, at least in part, on faith and are not subject to scientific test and refutation shall not be discussed during science instruction.

The Board shall adopt academic standards for science that meet or exceed the California Next Generation Science Standards (CA-NGSS) and describe the knowledge and skills students are expected to possess at each grade level, with an instructional focus on understanding the process of science, the fundamental ideas within each discipline of science, and underlying themes that are common to all sciences. The Superintendent or designee shall ensure that curricula used in district schools are aligned with these standards and the state curriculum framework.

The Superintendent or designee shall ensure that students have access to and are enrolled in a broad course of study including science courses.

The Superintendent or designee shall provide certificated staff with opportunities to participate in professional development activities designed to enhance their knowledge of district-adopted academic standards, instructional strategies for teaching science, and changes in scientific theories.

The Superintendent or designee shall develop and implement appropriate safety measures for science laboratory classes in accordance with Administrative Regulation 5142 - Safety, including, but not limited to, staff and student safety training, use of eye safety devices, hearing protection, first aid procedures, regular equipment maintenance, safe use of heat sources, safe use and disposal of hazardous chemicals, proper ventilation, prevention of exposure to bloodborne pathogens from sharp instruments, fire prevention and control, an emergency response plan, and evacuation procedures. Parents/guardians shall be informed of the types of science laboratory activities that will be conducted and encouraged to sign consent forms for their child's participation.

The Superintendent or designee shall regularly report to the Board regarding the implementation and effectiveness of the science curriculum at each grade level. At a minimum, each report shall address the extent to which the program is aligned with the CA-NGSS, any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

Policy 6142.94: History-Social Science Instruction

Status: ADOPTED

Original Adopted Date: ~~11/14/2017~~07/01/2009 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** ~~11/14/2017~~03/01/2025

The Governing Board believes that the study of history and other social sciences is essential to prepare students to engage in responsible citizenship, comprehend complex global interrelationships, and understand the vital connections among the past, present, and future~~.~~, as well as to establish a foundation for the appreciation of different ethnicities, the wise use of natural resources, and the responsible management of personal finance. The district's history-social science education program shall include, at appropriate grade levels, instruction in American and world history, geography, economics, political science, anthropology, psychology, and sociology.

The Board shall adopt academic standards for history-social science which meet or exceed state content standards and describe the knowledge and skills students are expected to possess at each grade level.

The Superintendent or designee shall develop and submit to the Board for approval a comprehensive, sequential curriculum aligned with the district standards and consistent with the state's curriculum framework for history-social science. The curriculum shall be designed to develop students' core knowledge in history and social science and their skills in chronological and spatial thinking, research, and historical interpretation. History-social science instruction shall also include an explicit focus on developing students' literacy in reading, writing, speaking, listening, and other language skills.

The Board shall adopt standards-aligned instructional materials for history-social science in accordance with applicable law, Board policy, and administrative regulation. ~~In addition~~Additionally, teachers are encouraged to supplement the curriculum, in accordance with Board Policy 6161.11 - Supplementary Instructional Materials, by using biographies, original documents, diaries, letters, legends, speeches, other narrative artifacts, and literature from and about the period being studied.

Personal testimony from persons who can provide first-hand accounts of significant historical events is encouraged and may be provided through oral histories, videos, or other multimedia formats. If oral history is used for instruction related to the role of Americans in World War II or the Vietnam War, such testimony shall exemplify the personal sacrifice and courage of the wide range

of ordinary citizens who were called upon to participate in the war, provide views and comments concerning reasons for participating in the war, and provide commentary on the aftermath of the war in Eastern Europe and the former Soviet Union. ~~(Education Code 51221.3, 51221.4)~~

(Education Code 51221.3, 51221.4)

District high schools shall annually observe, during the week that includes April 28, "Workplace Readiness Week" by providing information to students on their rights as workers, including topics specified in Education Code 49110.5. For students in grades 11 and 12, the "Workplace Readiness Week" observances shall be integrated into the regular school program, consistent with the history-social science framework. (Education Code 49110.5)

The Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of adopted instructional materials and instructional strategies for teaching history-social science.

The Superintendent or designee shall regularly evaluate and report to the Board regarding the implementation and effectiveness of the history-social science curriculum at each grade level, including, but not limited to, the extent to which the program is aligned with state standards, any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the ~~Governing Board~~board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 33540	History-social science framework course requirements
Ed. Code 33540.2	Model curriculum related to Vietnamese American refugee experience
Ed. Code 33540.4	Model curriculum related to Cambodian American history and heritage
Ed. Code 33540.6	Model curriculum related to Hmong history and cultural studies
Ed. Code 33548	Media literacy and artificial intelligence literacy curriculum frameworks
Ed. Code 49110.5	Workplace readiness week
Ed. Code 51008-51009	Instruction on farm labor movement

Policy 6142.94: History-Social Science Instruction

Status: ADOPTED

Original Adopted Date: 11/14/2017 **| Last Revised Date: | Reviewed Date:**

The Governing Board believes that the study of history and other social sciences is essential to prepare students to engage in responsible citizenship, comprehend complex global interrelationships, and understand the vital connections among the past, present, and future, as well as to establish a foundation for the appreciation of different ethnicities, the wise use of natural resources, and the responsible management of personal finance. The district's history-social science education program shall include, at appropriate grade levels, instruction in American and world history, geography, economics, political science, anthropology, psychology, and sociology.

The Board shall adopt academic standards for history-social science which meet or exceed state content standards and describe the knowledge and skills students are expected to possess at each grade level.

The Superintendent or designee shall develop and submit to the Board for approval a comprehensive, sequential curriculum aligned with the district standards and consistent with the state's curriculum framework for history-social science. The curriculum shall be designed to develop students' core knowledge in history and social science and their skills in chronological and spatial thinking, research, and historical interpretation. History-social science instruction shall also include an explicit focus on developing students' literacy in reading, writing, speaking, listening, and other language skills.

The Board shall adopt standards-aligned instructional materials for history-social science in accordance with applicable law, Board policy, and administrative regulation. Additionally, teachers are encouraged to supplement the curriculum, in accordance with Board Policy 6161.11 - Supplementary Instructional Materials, by using biographies, original documents, diaries, letters, legends, speeches, other narrative artifacts, and literature from and about the period being studied.

Personal testimony from persons who can provide first-hand accounts of significant historical events is encouraged and may be provided through oral histories, videos, or other multimedia formats. If oral history is used for instruction related to the role of Americans in World War II or the Vietnam War, such testimony shall exemplify the personal sacrifice and courage of the wide range of ordinary citizens who were called upon to participate in the war, provide views and comments concerning reasons for participating in the war, and provide commentary on the aftermath of the war in Eastern Europe and the former Soviet Union. (Education Code 51221.3, 51221.4)

District high schools shall annually observe, during the week that includes April 28, "Workplace Readiness Week" by providing information to students on their rights as workers, including topics specified in Education Code 49110.5. For students in grades 11 and 12, the "Workplace Readiness Week" observances shall be integrated into the regular school program, consistent with the history-social science framework. (Education Code 49110.5)

The Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of adopted instructional materials and instructional strategies for teaching history-social science.

The Superintendent or designee shall regularly evaluate and report to the Board regarding the implementation and effectiveness of the history-social science curriculum at each grade level, including, but not limited to, the extent to which the program is aligned with state standards, any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

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State	Description
Ed. Code 33540	History-social science framework course requirements
Ed. Code 33540.2	Model curriculum related to Vietnamese American refugee experience
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Ed. Code 33540.6	Model curriculum related to Hmong history and cultural studies
Ed. Code 33548	Media literacy and artificial intelligence literacy curriculum frameworks
Ed. Code 49110.5	Workplace readiness week
Ed. Code 51008-51009	Instruction on farm labor movement
Ed. Code 51204	Course of study designed for student's needs
Ed. Code 51204.5	History of California; contributions of specified groups
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 51220.2	Instruction in legal system; teen or peer court programs
Ed. Code 51221	Social science course of study; inclusion of instruction in use of natural resources
Ed. Code 51221.1	California Teachers Collaborative for Holocaust and Genocide Education
Ed. Code 51221.3-51221.4	Instruction on World War II and Vietnam War; use of oral histories

Policy 6159: Individualized Education Program

Status: ADOPTED

Original Adopted Date: ~~08/25/2009~~03/01/2003 | **Last Revised Date:** ~~08/22/2023~~03/01/2025 | **Last Reviewed Date:** ~~08/22/2023~~03/01/2025

~~The Governing Board recognizes its responsibility to provide a free appropriate public education to students with disabilities in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet student needs consistent with the comprehensive local plan of the Special Education Local Plan Area.~~

~~Prior to entering into a contract to place any student in an NPS/A, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with disabilities and complies with staff training requirements in accordance with Education Code 56366 and 56366.1. In addition, the Superintendent or designee shall monitor, on an ongoing basis, the certification of any NPS/A with which the district has a contract to ensure that the certification has not expired.~~

~~No district student with a disability shall be referred to, or placed in, an NPS/A unless the student's individualized education program (IEP) team has determined that the placement is appropriate for the student. (Education Code 56342.1)~~

~~The district shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with disabilities who are enrolled in programs or receiving services provided by the NPS/A pursuant to the contract. (Education Code 56365)~~

~~In accordance with law, any student with disabilities placed in an NPS/A shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, procedural safeguards, due process rights, and periodic review of the student's IEP.~~

~~During the period when any student with disabilities is placed in an NPS/A, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in the IEP.~~

~~The Superintendent or designee shall ensure that any contract with an NPS/A contains a requirement for the NPS/A to comply with district policy, procedures, and practices related to student rights, health, and safety, including the use of seclusion and restraint. All NPS/A staff that serve district students shall be made aware of, and trained in such policies, procedures, and practices.~~

~~The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.~~

~~The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, and 56366.6. (Education Code 56366.2)~~

The Governing Board desires to provide full educational opportunities to all students with exceptional needs. Students with exceptional needs shall receive a free appropriate public education (FAPE) and, to the maximum extent possible, shall be educated in the least restrictive environment with nondisabled students.

For each student with exceptional needs, an individualized education program (IEP) shall be developed which identifies the special education instruction and related services to be provided to the student. The Superintendent or designee shall develop administrative regulations regarding the membership of the IEP team, the team's responsibility to develop and regularly review the IEP, the contents of the IEP, and the development, review, and revision processes.

The district shall make FAPE available to individuals with disabilities ages 3-21 who reside in the district, including: (Education Code 56040; 20 USC 1412; 34 CFR 300.17, 300.101, 300.104)

1. Students who have been suspended or expelled from school
2. Students who are placed by the district in a nonpublic, nonsectarian school
3. Individuals age 18-21 years who are incarcerated in an adult correctional facility and were identified as being an individual with disabilities or had an IEP in their prior educational placement

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Policy Reference Disclaimer:
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State	Description
5 CCR 3021-3029	Identification, referral and assessment
5 CCR 3040-3043	Instructional planning and the individualized education program
5 CCR 3051-3053	Implementation of the individualized education program
5 CCR 853-853.5	State assessments; accommodations
Ed. Code 46392	Emergencies
Ed. Code 48853.5	Students in foster care
Ed. Code 51225.3	High school graduation requirements
Ed. Code 56040.3	Availability of assistive technology device
Ed. Code 56040.6	Deaf and hard of hearing supports
Ed. Code 56043	Transition plans
Ed. Code 56049.1	Data related to least restrictive environment

Policy 6159: Individualized Education Program

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** | **Last Reviewed Date:**

The Governing Board desires to provide full educational opportunities to all students with exceptional needs. Students with exceptional needs shall receive a free appropriate public education (FAPE) and, to the maximum extent possible, shall be educated in the least restrictive environment with nondisabled students.

For each student with exceptional needs, an individualized education program (IEP) shall be developed which identifies the special education instruction and related services to be provided to the student. The Superintendent or designee shall develop administrative regulations regarding the membership of the IEP team, the team's responsibility to develop and regularly review the IEP, the contents of the IEP, and the development, review, and revision processes.

The district shall make FAPE available to individuals with disabilities ages 3-21 who reside in the district, including: (Education Code 56040; 20 USC 1412; 34 CFR 300.17, 300.101, 300.104)

1. Students who have been suspended or expelled from school
2. Students who are placed by the district in a nonpublic, nonsectarian school
3. Individuals aged 18-21 years who are incarcerated in an adult correctional facility and were identified as being an individual with disabilities or had an IEP in their prior educational placement

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State	Description
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5 CCR 3040-3043	Instructional planning and the individualized education program
5 CCR 3051-3053	Implementation of the individualized education program
5 CCR 853-853.5	State assessments; accommodations
Ed. Code 46392	Emergencies
Ed. Code 48853.5	Students in foster care
Ed. Code 51225.3	High school graduation requirements

Policy 6159.2: Nonpublic, Nonsectarian School And Agency Services For Special Education

Status: ADOPTED

Original Adopted Date: ~~08/25/2009~~06/01/1995 | **Last Revised Date:** ~~05/11/2021~~03/01/2025 | **Last Reviewed Date:** ~~05/11/2021~~03/01/2025

The Governing Board recognizes its responsibility to provide a free appropriate public education to students with ~~disabilities~~exceptional needs in accordance with law. ~~-~~When the district is unable to provide direct special education and/or related services to students with ~~disabilities~~exceptional needs, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet student needs consistent with the comprehensive local plan of the Special Education Local Plan Area.

Prior to entering into a contract to place any student in an NPS/A, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with ~~disabilities~~exceptional needs and complies with staff training requirements in accordance with Education Code 56366 and 56366.1.~~ In addition~~

Additionally, the Superintendent or designee, such as the district's liaison for foster youth, shall verify that for any student served by an NPS/A who is a foster youth, the NPS/A agrees to serve as the school of origin of the foster youth and allow the foster youth to continue the foster youth's education in the NPS/A in accordance with Education Code 56366.1.

The Superintendent or designee shall monitor, on an ongoing basis, the certification of any NPS/A with which the district has a contract to ensure that the certification has not expired.

Within 14 days of becoming aware of any change to the certification status of an NPS/A, including, but not limited to, receiving notification of a determination to suspend or revoke the certification of the NPS/A pursuant to Education Code 56366.4, the district shall notify, through email or regular mail, the parents/guardians of any district student who attends the NPS/A of the change in certification status, which includes a copy of procedural safeguards. The district shall maintain a record of such notice and make the notice available for inspection upon request by the California Department of Education. (Education Code 56366.45)

No district student with exceptional needs shall be referred to, or placed in, an NPS/A unless the student's individualized education program (IEP) team has determined that ~~an appropriate public education alternative does not exist and that the~~ the placement is appropriate for the student.~~–~~ (Education Code 56342.1)

The district shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with ~~disabilities~~exceptional needs who are enrolled in programs or receiving services provided by the NPS/A~~.~~ pursuant to the contract. (Education Code 56365)

In accordance with law, any student with ~~disabilities~~exceptional needs placed in an NPS/A shall have all the rights and protections to which students with ~~disabilities~~exceptional needs are generally entitled, including, but not limited to, procedural safeguards, due process rights, and periodic review of the student's IEP.

During the period when any student with ~~disabilities~~exceptional needs is placed in an NPS/A, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in the IEP.

The Superintendent or designee shall ensure that any contract with an NPS/A contains a requirement for the NPS/A to comply with district policy, procedures, and practices related to student rights, health, and safety, including the use of seclusion and restraint. All NPS/A staff that serve district students shall be made aware of, and trained in such policies, procedures, and practices.

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, and 56366.6. (Education Code 56366.2)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 3001	Definitions
5 CCR 3051-3051.24	Special education; standards for related services and staff qualifications
5 CCR 3060-3070	Nonpublic, nonsectarian school and agency services
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.31-51225.32	Graduation exemption for students with exceptional needs
Ed. Code 56034-56035	Definitions of nonpublic, nonsectarian school and agency
Ed. Code 56042	Placement not to be recommended by attorney or advocate with conflict of interest

Policy 6159.2: Nonpublic, Nonsectarian School And Agency Services For Special Education

Status: ADOPTED

Original Adopted Date: 08/25/2009 | **Last Revised Date:** | **Last Reviewed Date:**

The Governing Board recognizes its responsibility to provide a free appropriate public education to students with exceptional needs in accordance with law. When the district is unable to provide direct special education and/or related services to students with exceptional needs, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet student needs consistent with the comprehensive local plan of the Special Education Local Plan Area.

Prior to entering into a contract to place any student in an NPS/A, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with exceptional needs and complies with staff training requirements in accordance with Education Code 56366 and 56366.1.

Additionally, the Superintendent or designee, such as the district's liaison for foster youth, shall verify that for any student served by an NPS/A who is a foster youth, the NPS/A agrees to serve as the school of origin of the foster youth and allow the foster youth to continue the foster youth's education in the NPS/A in accordance with Education Code 56366.1.

The Superintendent or designee shall monitor, on an ongoing basis, the certification of any NPS/A with which the district has a contract to ensure that the certification has not expired.

Within 14 days of becoming aware of any change to the certification status of an NPS/A, including, but not limited to, receiving notification of a determination to suspend or revoke the certification of the NPS/A pursuant to Education Code 56366.4, the district shall notify, through email or regular mail, the parents/guardians of any district student who attends the NPS/A of the change in certification status, which includes a copy of procedural safeguards. The district shall maintain a record of such notice and make the notice available for inspection upon request by the California Department of Education. (Education Code 56366.45)

No district student with exceptional needs shall be referred to, or placed in, an NPS/A unless the student's individualized education program (IEP) team has determined that the placement is appropriate for the student. (Education Code 56342.1)

The district shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with exceptional needs who are enrolled in programs or receiving services provided by the NPS/A pursuant to the contract. (Education Code 56365)

In accordance with law, any student with exceptional needs placed in an NPS/A shall have all the rights and protections to which students with exceptional needs are generally entitled, including, but not limited to, procedural safeguards, due process rights, and periodic review of the student's IEP.

During the period when any student with exceptional needs is placed in an NPS/A, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in the IEP.

The Superintendent or designee shall ensure that any contract with an NPS/A contains a requirement for the NPS/A to comply with district policy, procedures, and practices related to student rights, health, and safety, including the use of seclusion and restraint. All NPS/A staff that serve district students shall be made aware of, and trained in such policies, procedures, and practices.

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, and 56366.6. (Education Code 56366.2)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 3001	Definitions
5 CCR 3051-3051.24	Special education; standards for related services and staff qualifications
5 CCR 3060-3070	Nonpublic, nonsectarian school and agency services
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.31-51225.32	Graduation exemption for students with exceptional needs
Ed. Code 56034-56035	Definitions of nonpublic, nonsectarian school and agency
Ed. Code 56042	Placement not to be recommended by attorney or advocate with conflict of interest
Ed. Code 56101	Waivers
Ed. Code 56163	Certification
Ed. Code 56168	Responsibility for education of student in hospital or health facility school
Ed. Code 56195.8	Adoption of policies
Ed. Code 56342.1	Individualized education program; placement

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of CSBA Recommended Updates to BP 5125: Student Records, Reviewed at the May 22, 2025 Board Policy Subcommittee Meeting

Item Type: Action

Background: ***BP 5125 Student Records:*** This policy was part of the March 2025 CSBA Policy Update packet. It was presented to the Board Policy Subcommitte on May 22nd for review and discussion.

- BP 5125 Student Records

After discussion, staff were directed to add the policy for approval by the full Board at a regularly scheduled public Board meeting as a stand-along item.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation: Approve as submitted.

AUSD Guiding Principle:

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

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ATTACHMENTS:

	Description	Upload Date	Type
	BP 5125_Student Records	5/28/2025	Backup Material

Policy 5125: Student Records

Status: ADOPTED

Original Adopted Date: 01/23/2001 | **Last Revised Date:** 10/09/2018 | **Last Reviewed Date:** 10/09/2018

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, disclosure and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records ~~consistent~~ in accordance with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the Superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. (Business and Professions Code 22584)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information, including which information should not be solicited.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. ~~The~~ In accordance with board Policy 5145.13 – Response to Immigrant Enforcement, the Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena/warrant. If a district employee receives such a request, ~~he/she~~ the employee shall ~~immediately report the request~~ respond in accordance with Board Policy 5145.13 – Response to ~~the Superintendent~~Immigrant Enforcement. The Superintendent shall report the request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

The ~~Superintendent or designee~~ district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, ~~nor shall he/she~~ or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. ~~Such~~ This prohibition does not apply to ~~information may only be compiled or exchanged with other local,~~

~~state, or federal agencies if the~~ information that is aggregated and is not personally identifiable. (Government Code 8310.3)

The Superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Student Records from Social Media

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

~~Contract for Digital Storage, Management~~ Retention, Disclosure, and ~~Retrieval~~ Security of Student Records

The Superintendent or designee shall ensure the confidentiality of student records as required by law and shall establish processes and procedures to safeguard data against damage, loss, or theft, including damage, loss, or theft, which may be caused by the use of technology, including artificial intelligence and breaches to the district's digital infrastructure, in the retention or disclosure of student records. Additionally, in accordance with Board Policy 5145.13 – Response to Immigration Enforcement, all district staff shall avoid the disclosure of information that may indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by law.

The Superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 16020-16027	Destruction of records of school districts
5 CCR 430-438	Individual student records
Bus. and Prof. Code 22580-22582	Privacy rights for California minors in the digital world

Policy 5125: Student Records

Status: ADOPTED

Original Adopted Date: 01/23/2001 **| Last Revised Date:** **| Last Reviewed Date:**

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, disclosure and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records in accordance with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the Superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. (Business and Professions Code 22584)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information, including which information should not be solicited.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. In accordance with board Policy 5145.13 – Response to Immigrant Enforcement, the Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena/warrant. If a district employee receives such a request, the employee shall respond in accordance with Board Policy 5145.13 – Response to Immigrant Enforcement. The Superintendent shall report the request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)

The Superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Student Records from Social Media

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Retention, Disclosure, and Security of Student Records

The Superintendent or designee shall ensure the confidentiality of student records as required by law and shall establish processes and procedures to safeguard data against damage, loss, or theft, including damage, loss, or theft, which may be caused by the use of technology, including artificial intelligence and breaches to the district's digital infrastructure, in the retention or disclosure of student records. Additionally, in accordance with Board Policy 5145.13 – Response to Immigration Enforcement, all district staff shall avoid the disclosure of information that may indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by law.

The Superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third-party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 16020-16027	Destruction of records of school districts
5 CCR 430-438	Individual student records
Bus. and Prof. Code 22580-22582	Privacy rights for California minors in the digital world
Bus. and Prof. Code 22584-22585	K-12 Pupil Online Personal Information Protection Act
Bus. and Prof. Code 22586-22587	Early Learning Personal Information Protection Act

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of CSBA Recommended Updates to BP 5145.13: Response to Immigration Enforcement, Reviewed at the May 22, 2025 Board Policy Subcommittee Meeting

Item Type: Action

Background: ***BP 5145.13 Response to Immigration Enforcement:*** This policy was part of the March 2025 CSBA Policy Update packet. It was presented at the May 22nd Board Policy Subcommittee meeting for review and discussion.

- BP 5145.13 Response to Immigration Enforcement

After discussion, staff were directed to add the policy for approval by the full Board at a regularly scheduled public Board meeting as a stand-alone item.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation: Approve as submitted.

AUSD Guiding Principle:

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

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ATTACHMENTS:

	Description	Upload Date	Type
	BP 5145.13_Response to Immigration Enforcement	5/20/2025	Backup Material

Policy 5145.13: Response To Immigration Enforcement

Status: ADOPTED

Original Adopted Date: ~~07/06~~05/01/2018 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** ~~07/06/2018~~03/01/2025

The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents, and shall not seek or require information or documents to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of ~~students~~a student or ~~their~~the student's family members ~~or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law.~~. (Education Code 234.7)

~~No~~

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of ~~his/her immigration status. (Education Code 200, 220, 234.1)~~

the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

~~Consistent with requirements of the California Office of the Attorney General, the~~

The Superintendent or designee shall develop procedures for addressing any immigration-related requests by a law enforcement officer for access to district records, school sites, or students ~~for the purpose of immigration enforcement.~~

~~Teachers, school administrators, and other school staff shall receive~~.

The Superintendent or designee may provide training to staff regarding immigration issues, including information on responding to a request from ~~an immigration~~a law enforcement officer to visit a school site or to have access to a student.

The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site by ~~an officer or employee of~~ a law enforcement ~~agency~~officer for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 220	Prohibition of discrimination
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 48204.4	Evidence of residency for school enrollment
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 627-627.10	Access to school premises

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's

Policy 5145.13: Response To Immigration Enforcement

Status: ADOPTED

Original Adopted Date: 07/06/2018 **| Last Revised Date: | Reviewed Date:**

The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents, and shall not seek or require information or documents to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members. (Education Code 234.7)

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

The Superintendent or designee shall develop procedures for addressing any immigration-related requests by a law enforcement officer for access to district records, school sites, or students.

The Superintendent or designee may provide training to staff regarding immigration issues, including information on responding to a request from a law enforcement officer to visit a school site or to have access to a student.

The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site by a law enforcement officer for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of District-Wide High School Student Scholarships and Awards

Item Type: Consent

Background: The district is the trustee of various scholarship funds that benefit graduating students. These scholarship funds are not part of AUSD financials and are Fund 73 - Foundation Private Purpose Trust Fund, to track principal and interest.
Additionally,

Encinal Junior and Senior High School, Alameda High School, and Island High School have presented outstanding graduating seniors with District scholarships and awards. Award recipients were determined by selection committees at each site, and selected students met the award criteria as determined when established by the Board.

Education Code 44015 states that the Board of Education must expressly approve individual awards of $200.00 or more.

This year, numerous scholarships and awards were presented as follows:

- Lou Allen Scholarship - $500.00 - Awarded to Aria Wienskowski (Encinal)
- Susan Scott Scholarship - $1,000.00 - Awarded to Vy Luan (Encinal)
- Florinda Bartalini Scholarship - $1,000.00 - Awarded to Cynthia Liu (Encinal)
- Paul Hardy Parker Scholarship - $5,000.00 - Awarded to Astrid Heifner (Encinal)
- Paul Hardy Parker Scholarship - $5,000.00 - Awarded to Ain Chong (AHS)
- Marlene and Steve Kofman Scholarship - $3,000.00 - Awarded to Sydney Mersch (AHS)
- Abraham and Sarah Kofman Scholarship - $500.00 – Jacob Benaquista (Encinal)
- Abraham and Sarah Kofman Scholarship - $500.00 – Carter Babbitt (AHS)
- Cox/Hollywood Scholarship - $500.00 - Awarded to Jackson Babbitt (AHS)
- Steven Sizer Scholarship - $1,000.00 - Awarded to Mikaela Fitz (AHS)
- Sally Gallagher Scholarship -$1,500.00 - Awarded to Ain Chong (AHS)
- Beatrice B. Barrett Scholarship - $1,000.00 - Awarded to Madeleine Kim (AHS)
- Faculty Choice Award - $200.00 - Awarded to Melissa Cleveland (IHS)
- Kathy Duncan Memorial Art Award - $200.00 - Awarded to Alexa Lorraine Navidad (IHS)
- Larry Church Award - $200.00 - Awarded to Jonathan Villegas (IHS)
- Rey Cruz Award - $200.00 - Awarded to Carlos Leslie (IHS)
- Ted Anderson Award - $200.00 - Awarded to Breanna McMilian (IHS)

The following award was presented to staff:

- Irene Wyman MacDonald Award - $1,000.00 – Awarded to Emella Canlas (AHS)

Thank you to the donors of these awards and congratulations to these recipients and all graduating seniors!

AUSD LCAP Goals:	2a. Support all students in becoming college and career ready.
Fund Codes:	73 Scholarship Fund
Fiscal Analysis	
Amount (Savings) (Cost):	
Recommendation:	Approve as submitted.
AUSD Guiding Principle:	#1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.
Submitted By:	Shariq Khan, Assistant Superintendent of Business Services

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ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Facilities Bond Measure I and Measure B Contracts (Standing Item)

Item Type: Consent

Background: In November 2014, Alameda voters approved Facilities Bond Measure I, and in June 2022, they approved Facilities Bond Measure B.

According to the bond schedules, various contracts will be presented to the Board for approval. These contracts may include construction bid contracts, addenda to architectural services agreements, specialist and consultant agreements, and more. To streamline this process, staff has established a standing board item to separately track and manage contracts related to Measure I and Measure B, distinct from other district contracts.

1. (Fund 21, Measure B) Amendment No. 2 to Professional Services Agreement between AUSD and Terracon Consultants for an increase of $65,000 and an amended total of $145,000.00. (Wood MS)
2. (Fund 21, Measure B) Professional Services Agreement between AUSD and Eichler Associates, Inc. for services not to exceed $50,000.00. (Otis)
3. (Fund 21, Measure B) Professional Services Agreement between AUSD and Eichler Associates, Inc. for services not to exceed $50,000.00. (Wood MS)
4. (Fund 21, Measure B) Professional Services Agreement between AUSD and School Facility Consultants for a proposed monthly fee of $8,750 and a total of $105,000.00. (Various)
5. (Fund 21, Measure B) Transformer Capacity Utilization Agreement between AUSD and Alameda Municipal Power with a deposit of $43,000 with a refund to AUSD upon meeting utilized demand. (Otis)
6. (Fund 21, Measure B) Printing Services Agreement between AUSD and East Bay Blue Print & Supply Co. for an annual total not to exceed $10,000.00. (Various)
7. (Fund 21, Measure B) Project Addendum No. 2107.4 to Agreement for Architectural Services for Measure B Bond Projects between AUSD and Quattrocchi Kwok Architects, Inc. for an increase of $6,680 and an amended total of $3,285,089.00. (Otis)
8. (Fund 21, Measure B) Amendment No. 4 to Master Facilities Lease (Lease Leaseback Contract) between AUSD and Lathrop Construction Associates for an increase of $46,959 and an amended total of $3,492,782.00. (Kofman)
9. (Fund 21, Measure B) Amendment No. 7 to Master Facilities Lease (Lease Leaseback Contract) between AUSD and Alten Construction, LLC for an increase of $798,728.00 and an amended total of $17,214,249.00. (AHS Swim)
10. (Fund 21, Measure B) Professional Services Agreement between AUSD and Apodaca Mechanical and Consulting, Inc. for an hourly rate of $185.00 and a total not to exceed $27,525.00. (Wood MS)

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 21 Building – Bond Fund

Fiscal Analysis

Amount (Savings) (Cost): See attached contract(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

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ATTACHMENTS:

Description	Upload Date	Type
Terracon Consultants	6/4/2025	Backup Material
Eichler Associates, Inc. (Otis)	6/4/2025	Backup Material
Eichler Associates, Inc. (Wood)	6/4/2025	Backup Material
School Facilities Consultants	6/4/2025	Backup Material
Alameda Municipal Power	6/4/2025	Backup Material
East Bay Blue Print & Supply	6/4/2025	Backup Material
QKA 2107.4	6/4/2025	Backup Material
Lathrop Construction Associates	6/4/2025	Backup Material
Alten Construction, Inc.	6/4/2025	Backup Material
Apodaca Mechanical Consulting	6/4/2025	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies

Item Type: Consent

Background: Each year, Alameda Unified School District's Special Education Department executes a Nonpublic, Nonsectarian School/Agency Services Master Contract "Master Contract" with Non-Public Schools and Non-Public Agencies to support Special Education students. Through the year, Individual Service Agreements (ISAs) are entered into under the terms and conditions of the Master Contracts which allocate funds for services required to provide support to individual student needs in accordance with the Individuals with Disabilities in Education Act (IDEA).

Below are details of ISAs executed and attached to this agenda item.

(Fund 01) Nineteen (21) Individual Services Agreement between AUSD and Pine Health for Paraprofessionals for ESY 2025 for a total value of $106,880.00.

ISAs uploaded to this item have been redacted to maintain student confidentiality.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): See attached redacted contract(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	ISAs_Pine Health_Paras_ESY	6/4/2025	Backup Material

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 6/13/25, and services may only begin following the date of the final authorized signature. This agreement terminates at 5:00 P.M. on 7/16/25 unless sooner terminated as provided in the Master Contract and by applicable law.

LEA - Alameda Unified School District	(NPA) Pine Health
2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 2999 N 44th St., Suite 220, Phoenix
Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 5
	(Name(s) of Individual Assigned) Lucy Wald

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)				
Behavior Intervention Services (535)	4	64	50	5120
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

TOTAL ESTIMATED COSTS NOT TO EXCEED $ 5,120.00

Additional services or service hours must be processed as an Amendment to this ISA

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Pine Health
(Name of Nonpublic Agency)

(Signature) 6/3/25 (Date)

Adam Boxberger SVP of Operations
(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/04/2025 13:55 PDT) 06/04/2025
(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 6/13/25, and services may only begin following the date of the final authorized signature. This agreement terminates at 5:00 P.M. on 7/16/25 unless sooner terminated as provided in the Master Contract and by applicable law.

LEA - Alameda Unified School District	(NPA) Pine Health
2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 2999 N 44th St., Suite 220, Phoenix, AZ 85018
Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 5
	(Name(s) of Individual Assigned) Brissa Nolasco

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)				
Behavior Intervention Services (535)	4	64	50	5120
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

TOTAL ESTIMATED COSTS NOT TO EXCEED $ 5,120.00

Additional services or service hours must be processed as an Amendment to this ISA

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Pine Health
(Name of Nonpublic Agency)

(Signature) 6/3/25 (Date)

Adam Boxberger SVP of operations
(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/04/2025 13:55 PDT) 06/04/2025
(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

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LEA - Alameda Unified School District	(NPA) Pine Health
2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 2999 N 44th St., Suite 220, Phoenix, AZ 85018
Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 5
	(Name(s) of Individual Assigned) Kayla Morales

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)				
Behavior Intervention Services (535)	4	64	20	5120
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

TOTAL ESTIMATED COSTS NOT TO EXCEED $ 5,120.00

Additional services or service hours must be processed as an Amendment to this ISA

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Pine Health

(Name of Nonpublic Agency)

6/2/25

(Signature) (Date)

Adam Boxberger SVP of Operations

(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:41 PDT) 06/03/2025

(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

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Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 5
	(Name(s) of Individual Assigned) Joel Huey

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)				
Behavior Intervention Services (535)	4	64	20	5120
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

TOTAL ESTIMATED COSTS NOT TO EXCEED $ 5,120.00

Additional services or service hours must be processed as an Amendment to this ISA

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Pine Health
(Name of Nonpublic Agency)

(Signature) 6/2/25 (Date)

Adam Boxberger SVP of operations
(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:43 PDT) 06/03/2025
(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

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2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 2999 N. 44th St., Suite 220, Phoenix, AZ 85018
Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 5
	(Name(s) of Individual Assigned) Rachel Rabago

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)				
Behavior Intervention Services (535)	4	64	20	5120
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

TOTAL ESTIMATED COSTS NOT TO EXCEED $ 5,120.00

Additional services or service hours must be processed as an Amendment to this ISA

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Pine Health

(Name of Nonpublic Agency)

(Signature) 6/2/25 (Date)

Adam Boxberger SVP of Operations

(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:41 PDT) 06/03/2025

(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

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LEA - Alameda Unified School District	(NPA) Pine Health
2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 2999 N. 44th St., Suite 220, Phoenix, AZ 85018
Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 4
	(Name(s) of Individual Assigned) Austin Singh

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)				
Behavior Intervention Services (535)				
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional	4	56	20	4480.00

TOTAL ESTIMATED COSTS NOT TO EXCEED $ 4,480.00

Additional services or service hours must be processed as an Amendment to this ISA

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Pine Health
(Name of Nonpublic Agency)

6/2/25
(Signature) (Date)

Adam Boxberger, SVP of Operations
(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:41 PDT) 06/03/2025
(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

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LEA - Alameda Unified School District	(NPA) Pine Health
2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 2999 N. 44th St., Suite 220, Phoenix, AZ 85018
Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 5
	(Name(s) of Individual Assigned) Narda Escobedo

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)				
Behavior Intervention Services (535)	4	64	20	5120
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

TOTAL ESTIMATED COSTS NOT TO EXCEED $ 5,120.00

Additional services or service hours must be processed as an Amendment to this ISA

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Pine Health

(Name of Nonpublic Agency)

(Signature) 6/2/25 (Date)

Adam Boxberger SVP of Operations

(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:43 PDT) 06/03/2025

(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

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2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 2999 N. 44th St., Suite 220, Phoenix, AZ 85018
Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 5
	(Name(s) of Individual Assigned) James Colston Jr.

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
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Social Work Services (525)				
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Specialized Services for Low Incidence Disabilities (610)				
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SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
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Specialized Orthopedic Service (740)				
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Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

TOTAL ESTIMATED COSTS NOT TO EXCEED $ 5,120.00

Additional services or service hours must be processed as an Amendment to this ISA

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Pine Health

(Name of Nonpublic Agency)

(Signature) 6/2/25 (Date)

Adam Boxberger SVP of Operations

(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:43 PDT) 06/03/2025

(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

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Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 5
	(Name(s) of Individual Assigned) Amaiya Marsh

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
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Social Work Services (525)				
Psychological Services (530)				
Behavior Intervention Services (535)	4	64	20	5120
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Specialized Deaf and Hard of Hearing Services (710)				
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Audiological Services (720)				
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SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

TOTAL ESTIMATED COSTS NOT TO EXCEED $ 5,120.00

Additional services or service hours must be processed as an Amendment to this ISA

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Pine Health

(Name of Nonpublic Agency)

6/2/25

(Signature) (Date)

Adam Boxberger SVP of Operations

(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:43 PDT)

06/03/2025

(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

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2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 2999 N. 44th St.,Suite 220, Phoenix, AZ 85018
Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 5
	(Name(s) of Individual Assigned) Sandra Evans

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)				
Behavior Intervention Services (535)	4	64	20	5120
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

TOTAL ESTIMATED COSTS NOT TO EXCEED $ 5,120.00

Additional services or service hours must be processed as an Amendment to this ISA

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Pine Health
(Name of Nonpublic Agency)

6/2/25
(Signature) (Date)

Adam Boxberger SVP of Operations
(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:41 PDT) 06/03/2025
(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 6/13/25, and services may only begin following the date of the final authorized signature. This agreement terminates at 5:00 P.M. on 7/16/25 unless sooner terminated as provided in the Master Contract and by applicable law.

LEA - Alameda Unified School District	(NPA) Pine Health
2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 2999 N. 44th St., Suite 220, Phoenix, AZ 85018
Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 5
	(Name(s) of Individual Assigned) Dy Daffon

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)				
Behavior Intervention Services (535)	4	64	20	5120
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
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Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

TOTAL ESTIMATED COSTS NOT TO EXCEED $ 5,120.00

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-CONTRACTOR-

Pine Health

(Name of Nonpublic Agency)

(Signature) 6/2/25 (Date)

Adam Boxberger SVP of Operations

(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:43 PDT) 06/03/2025

(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

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Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Positions)) Para 5
	(Name(s) of Individual Assigned) Kathleen Harrison

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)				
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Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
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Audiological Services (720)				
Specialized Vision Services (725)				

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Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
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Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

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-CONTRACTOR-

Pine Health

(Name of Nonpublic Agency)

6/2/25

(Signature) (Date)

Adam Boxberger SVP of Operations

(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:41 PDT)

06/03/2025

(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

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2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 2999 N. 44th St., Suite 220, Phoenix, AZ 85018
Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 5
	(Name(s) of Individual Assigned) Clara Yoo

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
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Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

TOTAL ESTIMATED COSTS NOT TO EXCEED $ 5,120.00

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-CONTRACTOR-

Pine Health
(Name of Nonpublic Agency)

6/2/25
(Signature) (Date)

Adam Boxberger SVP of Operations
(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:41 PDT) 06/03/2025
(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

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2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 2999 N. 44th St., Suite 220, Phoenix, AZ 85018
Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 5
	(Name(s) of Individual Assigned) Amber Hill

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
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Adapted Physical Ed. (425)				
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Health and Nursing Services: Other (436)				
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Note Taking Services (750)				
Transcription Services (755)				
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Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

TOTAL ESTIMATED COSTS NOT TO EXCEED $ 5,120.00

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-CONTRACTOR-

Pine Health

(Name of Nonpublic Agency)

6/2/25

(Signature) (Date)

Adam Boxberger SVP of Operations

(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:43 PDT)

06/03/2025

(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

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2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 2999 N. 44th St., Suite 220, Phoenix, AZ 85018
Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 5
	(Name(s) of Individual Assigned) Leo Yamasato

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)				
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Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

TOTAL ESTIMATED COSTS NOT TO EXCEED $ 5,120.00

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The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Pine Health

(Name of Nonpublic Agency)

6/2/25

(Signature) (Date)

Adam Boxberger SVP of Operations

(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:41 PDT)

06/03/2025

(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

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Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contract) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 5
	(Name(s) of Individual Assigned) Luz Hernandez

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
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Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

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-CONTRACTOR-

Pine Health

(Name of Nonpublic Agency)

6/2/25

(Signature) (Date)

Adam Barberger SVP of Operations

(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:43 PDT)

06/03/2025

(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

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President, Board of Education (Date)
Alameda Unified School District

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Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 5
	(Name(s) of Individual Assigned) Cheri Brubeck

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
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Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

TOTAL ESTIMATED COSTS NOT TO EXCEED $ 5,120.00

Additional services or service hours must be processed as an Amendment to this ISA

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-CONTRACTOR-

Pine Health

(Name of Nonpublic Agency)

6/2/25

(Signature) (Date)

Adam Boxberger SVP of Operations

(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:41 PDT)

06/03/2025

(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

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Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
[redacted]	(Title of Position(s)) Para 5
[redacted]	(Name(s) of Individual Assigned) Jeff King

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
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Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

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-CONTRACTOR-

Pine Health

(Name of Nonpublic Agency)

6/2/25

(Signature) (Date)

Adam Boxberger SVP of operations

(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:43 PDT)

06/03/2025

(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC AGENCY SERVICES

(Education Code Sections 56365 et seq.)

This agreement is effective on 6/13/25, and services may only begin following the date of the final authorized signature. This agreement terminates at 5:00 P.M. on 7/16/25 unless sooner terminated as provided in the Master Contract and by applicable law.

LEA - Alameda Unified School District	(NPA) Pine Health
2060 Challenger Drive Alameda, CA 94501	(Address) (City, State, Zip) 2999 N. 44th St., Suite 220, Phoenix, AZ 85018
Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 5
	(Name(s) of Individual Assigned) Terian Valentine

The CONTRACTOR shall provide educational services as specified in the IEP and paid as specified below.

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Intensive Individual Services (340)				
Language/Speech Therapy (415)				
Adapted Physical Ed. (425)				
Health and Nursing: Specialized Physical Health Care (435)				
Health and Nursing Services: Other (436)				
Assistive Technology Services (445)				
Occupational Therapy (450)				
Physical Therapy (460)				
Individual Counseling (510)				
Counseling and guidance (515).				
Social Work Services (525)				
Psychological Services (530)				
Behavior Intervention Services (535)	4	64	20	5120
Specialized Services for Low Incidence Disabilities (610)				
Specialized Deaf and Hard of Hearing Services (710)				
Interpreter Services (715)				
Audiological Services (720)				
Specialized Vision Services (725)				

SERVICE	# of Hours or Sessions	Cost per Hourly Rate or Session	Maximum Number of Hours or Sessions	Estimated Maximum Total Cost for Contracted Period
Orientation and Mobility (730)				
Braille Transcription (735)				
Specialized Orthopedic Service (740)				
Reader Services (745)				
Note Taking Services (750)				
Transcription Services (755)				
Recreation Services (760)				
College Awareness Preparation (820)				
Vocational Assessment, Counseling, Guidance and Career Assessment (830)				
Career Awareness (840)				
Work Experience Education (850)				
Mentoring (860)				
Agency Linkages (865)				
Other Transition Services (890)				
Other Paraprofessional				

TOTAL ESTIMATED COSTS NOT TO EXCEED $ 5,120.00

Additional services or service hours must be processed as an Amendment to this ISA

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

Pine Health

(Name of Nonpublic Agency)

(Signature) 6/2/25 (Date)

Adam Boxberger SVP of Operations

(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:43 PDT) 06/03/2025

(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

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Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
[redacted]	(Title of Position(s)) Para 5
[redacted]	(Name(s) of Individual Assigned) Hoang Kim Nguyen

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-CONTRACTOR-

Pine Health

(Name of Nonpublic Agency)

6/2/25

(Signature) (Date)

Adam Boxberger SVP of Operations

(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:43 PDT)

06/03/2025

(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

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President, Board of Education (Date)
Alameda Unified School District

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Julie Venuto, Coordinator jvenuto@alamedaunified.org **Emily Langworth, Contracts/Billing** elangworth@alamedaunified.org	(Rep/Contact) Adam Boxberger
[redacted]	(CDE Cert #) 9903791
	(Title of Position(s)) Para 5
	(Name(s) of Individual Assigned) Thomas Johnson

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(Name of Nonpublic Agency)

(Signature) 6/2/25 (Date)

Adam Boxberger SVP of Operations

(Name and Title)

-LEA-

ALAMEDA UNIFIED SCHOOL DISTRICT

Kirsten Zazo (06/03/2025 10:41 PDT) 06/03/2025

(Signature) (Date)

Kirsten Zazo, Assistant Superintendent of Educational Services

(CONTRACTS EXCEEDING $114,800 ARE NOT APPROVED NOR AUTHORIZED TO BEGIN WITHOUT SIGNATURE OF THE BOARD PRESIDENT)

President, Board of Education (Date)
Alameda Unified School District

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Memorandum of Understanding with Colleges and Universities for Student Teacher Interns: Reach University with Oversight from Alternatives in Action

Item Type: Consent

Background: The District enters into yearly contracts and partnerships with Universities' Departments of Education to provide a professional preparation program for student teachers and intern candidates. These programs are a benefit to the District and enable student teachers and intern candidates to continue vital training. The programs which seek to establish partnerships are:

- Reach University with Oversight from Alternatives in Action

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle:

Submitted By: Timothy Erwin, Assistant Superintendent, Human Resources

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	Reach University MOU for Student Teacher Interns	6/4/2025	Backup Material

Reach University
Local Education Agency Agreement
Intern/M.A.T. Program

Local Education Agency (LEA): **Alameda Unified School District**

Date:

Reach University is a non-profit university accredited by the WASC Senior College & University Commission (WSCUC). In addition to delivering undergraduate and graduate apprenticeship degrees, Reach University partners with Alternatives in Action (AIA) to prepare educators through Intern, Induction, and Administrative Services credential pathways. Alternatives in Action (AIA) is accredited by the California Commission on Teacher Credentialing (CCTC) to offer educator preparation programs.

Learn more at reach.edu

1. Parties, Recitals & Purpose

This Agreement is entered into on July 1, 2025, between Alameda Unified School District (hereinafter "Local Education Agency") and Reach University (hereinafter "Reach University") with oversight from Alternatives in Action (hereinafter "AIA") for the joint exercise of their powers.

The purpose of this Agreement is to address the Local Education Agency's workforce needs and provide opportunities for Reach University and Alternatives in Action candidates to complete job-embedded graduate degree or credentialing programs. Reach University's graduate programs include, but are not limited to: (a) the Intern Teacher Credential and Master of Arts in Teaching (M.A.T.) Program and (b) the Teacher Induction Program. Both programs offer an Early Completion Option (ECO) for qualified candidates. This agreement applies exclusively to the Intern Teacher Credential and the Master of Arts in Teaching (M.A.T.) Program.

NOW, THEREFORE, in consideration of the mutual promises contained in this Agreement, the parties agree as follows:

2. Definitions

- Reach University: Reach University is a non-profit university accredited by the WASC Senior College & University Commission (WSCUC). In addition to delivering undergraduate and graduate apprenticeship degrees, Reach University partners with AIA to prepare educators through Intern, Induction, and Administrative Services credential pathways.
- AIA: Alternatives in Action is accredited by the California Commission on Teacher Credentialing (CCTC) to offer state-authorized educator preparation (certification) programs in California. AIA partners with Reach University to deliver credential pathway programming. AIA provides program oversight for Reach University's credential programming and recommends eligible candidates for the appropriate credentials.
- Program(s): Refers to all degree programs and the CCTC-authorized educator preparation programs, including California Preliminary Single-Subject and Multiple-Subject Teaching Credential programs and/or Induction, the Clear Teaching Credential program.
- Intern Program: An alternative certification program. Intern teachers are employed as the teacher of record in a classroom while concurrently enrolled in the credential program.
- M.A.T.: Master of Arts in Teaching, a graduate degree that emphasizes both practical teaching skills and in-depth subject matter knowledge.
- TIP: Teacher Induction Program, a two-year job-embedded individualized induction program that is focused on assisting new teachers in transitioning into the profession and obtaining their California Clear Credential.
- Apprentice or Candidate: An individual enrolled in a degree or educator preparation program.

- ILP: Individual Learning Plan, a personalized plan designed to guide the professional growth and development of a candidate. The ILP addresses the California Standards for the Teaching Profession (CSTPs), the Teacher Performance Expectations (TPEs), as well as the California Professional Standards for Education Leaders (CPSELs), and provides a roadmap for the candidate's work in their respective program. This plan is intended to be a living document, with opportunities to develop professional goals and measurable outcomes, plan, reflect on progress, and modify as needed in response to the authentic needs of the individual. The ILP is designed and implemented solely for the professional growth and development of the individual and not for evaluation for employment purposes.
- LEA-Appointed University Contact: (e.g., site principal or manager) Acts as a liaison to Alternatives in Action and the Reach Teachers College Division of Graduate Studies. This representative is required to meet regularly with Program staff to address candidate needs.
- Local Education Agency Designee: The primary contact responsible for facilitating communication between the Local Education Agency and Reach University.

3. Graduate Program

INTERN TEACHER CREDENTIAL AND MASTER OF ARTS IN TEACHING PROGRAM

Description: Candidates work as intern teachers while pursuing a Preliminary California Teaching Credential and M.A.T. degree.

Intern candidates are novice teachers. They are employed as teachers of record while pursuing preliminary credentials. Each week, interns attend synchronous classes and engage in approximately 10 hours of independent studies, including academic coursework and job-embedded practice. Intern candidates engage in at least 5 hours of supervision with an onsite mentor/district-employed supervisor each week, and engage in biweekly one-on-one coaching with a Reach University-provided field supervisor. They also complete two cycles of the CalTPA, the state teaching performance assessment.

Participation in the Intern and M.A.T. Program is a significant workload beyond the responsibilities of a typical credentialed teacher. Employers are responsible for ensuring that candidates are supported to be successful both in the classroom and in their graduate credentialing coursework.

Program Components:

- Preservice: Candidates must complete Preservice in order to be eligible for an intern credential. At Reach University, Preservice is a three-unit (135 hour) graduate-level course. Once granted, intern credentials may be backdated by 90 calendar days (current CTC policy). Preservice for Single-Subject and Multiple-Subject candidates must include: General pedagogy including classroom management and planning, reading/language arts, subject-specific pedagogy, human development, and specific content regarding the teaching of English Learners, pursuant to California Code of Regulations §80033.
- Fieldwork: Employment as a teacher of record, where field work, practice, support and supervision, and application of coursework to teaching take place. The Local Education

Agency ensures candidates are placed in teaching assignments that match the credentials and subject areas in which the candidates are seeking their credentials for a minimum of 600 hours per year. A candidate's teaching position and intern programming go hand in hand. Any changes to their employment status may affect their program status, and vice versa.

- Onsite Mentor: Intern candidates must be assigned a district-employed supervisor, a role that supports intern candidates and referred to at AIA and Reach University as the onsite mentor. Onsite mentors must hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The onsite mentor must have demonstrated exemplary teaching practices as determined by the employer and the Program. Matching a candidate and an onsite mentor must be a collaborative process between the Local Education Agency and the Program. The Program provides onsite mentors with a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The Program ensures that onsite mentors remain current in the knowledge and skills for candidate supervision and program expectations. At a minimum, the onsite mentors provide five hours of support and guidance per week.
- Support and supervision are shared responsibilities between the Local Education Agency and the Program. Pursuant to California Code of Regulations §80033, participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners. These hours are completed through a combination of support and supervision with the onsite mentor and the field supervisor.
- California Teaching Performance Assessment (CalTPA) support is provided by Reach University and is supplemented by onsite employer support. Passing the CalTPA is required in order for a candidate to be recommended for a preliminary teaching credential.
- Coursework: Key elements within the programs curriculum include typical and atypical child and adolescent growth and development; human learning theory; social, cultural, philosophical and historical foundations of education; subject-specific pedagogy; designing and implementing curriculum and assessments; understanding and analyzing student achievement outcomes to improve instruction; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; knowledge of the range of positive behavioral supports for students; and effective literacy instruction for all students. The program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential. The program's coursework provides multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments.

- M.A.T. candidates in the two-year pathway take two additional elective courses to obtain a master's degree.

Degree Earned: M.A. in Teaching

Credential Earned: CA Intern Teaching Credential and California Preliminary Single-Subject and Multiple-Subject Teaching Credential (upon successful completion of the Intern Teacher Credential Program and credentialing requirements).

Program Duration: Two years. Accepts up to 9 transfer credits.

Program Eligibility: The Intern Teacher Credential Program leads to a California Preliminary Single-Subject and Multiple-Subject Teaching Credential. WSCUC accredits the concurrent Master of Arts in Teaching Program. Admissions requirements can be found on Reach University's website.

To be recommended for an intern credential, and prior to enrolling in the Intern Teacher Credential Program, candidates must:

- Hold a baccalaureate degree or higher from a regionally accredited institution of higher education. Pursuant to Education Code Sections 44325, 44326, 44453.
- Demonstrate subject matter competence prior to being recommended for the intern credential.
- Provide all required enrollment documents established by the CCTC and by the Intern Teacher Credential Program.
- Complete the requisite hours of pre-service preparation established by the CCTC (the Reach 210 course meets this requirement).
- Have a qualified onsite mentor identified who meets the CCTC criteria for mentor eligibility.

Reach University, with oversight from AIA, reserves the right to determine admissions and continued enrollment. Once admitted, all two-year pathway candidates are eligible for Reach University's concurrent Master of Arts in Teaching Program.

4. *Collective Responsibilities*

LOCAL EDUCATION AGENCY OBLIGATIONS

Pursuant to the terms of this agreement, the Local Education Agency shall:

1. Identify a Local Education Agency Designee who will verify the employment of candidates enrolled in Reach University Programs each term.
2. Assign an LEA-appointed University Contact (e.g., site principal or manager) to act as a liaison to AIA and Reach University. This representative is required to meet regularly with credential and degree program staff to address candidate needs.
3. Select placement sites that demonstrate commitment to collaborative evidence-based practices and continuous improvement, have partnerships with educational, social, and community entities that support teaching and learning, place students with disabilities in

the Least Restrictive Environment (LRE), provide robust Programs and support for English learners.

4. Permit video capture for candidate field supervision, coursework, reflection and state performance tasks such as the California Teacher Performance Assessment (TPA) completion and the Literacy Performance Assessment (LPA), including but not limited to having a recording policy in place to accommodate TPA video assessment.
5. Ensure and verify all intern candidates are placed in a classroom designed to provide candidates with the most comprehensive clinical practice experiences possible with regard to literacy instruction for all students. Placements should provide candidates with opportunities to work with other education professionals and veteran practitioners as they work with students at risk for or with dyslexia or other literacy-related disabilities. Intern candidates must be at sites that allow the candidate to practice and implement screening and diagnostic techniques that inform teaching and assessment, and early intervention techniques.
6. Ensure and verify that intern candidates are placed in sites that provide ample opportunity to practice a strong literature, language, and comprehension component with a balance of oral and written literacy skills and the additional cross-cutting themes in literacy, especially in the literacy areas of making meaning, language development, and effective expression.
7. Site administrators who have mentors and/or candidates on staff, should be informed about program processes and materials and stay current with changing program requirements, including program alignment to the Literacy Standards and Teaching Performance Expectations (TPEs) in the Intern Program.
8. Local Education Agencies may also choose to contribute towards the tuition for candidates enrolled in any other Reach University Programs. To commit to paying part or all of other Programs' tuition, Local Education Agencies must inform Reach University. All Local Education Agencies that pay some or all tuition agree to pay invoices in accordance with the terms set forth by Reach University. Invoices will be sent via email, and payment is due within 30 days of the invoice date.
9. Coordinate recruitment efforts with Reach University in order to refer prospective candidates to Reach University Programs. This includes, but is not limited to, the following collaborative recruitment strategies:
    a. Share a list of eligible prospective candidates with Reach University at least once per year.
    b. Promote Reach University Programs by posting/distributing fliers, sharing Program information via email, and informing employees about virtual Information Sessions presented by Reach University.

REACH UNIVERSITY OBLIGATIONS

Pursuant to this Agreement, Reach University shall:

1. Comply and submit reports or other information on matters related to accreditation or program information related to program requirements and activities to AIA, the California

Commission on Teacher Credentialing (CCTC), the California Department of Education (CDE), and Western Association of Schools and Colleges (WASC), as required.

2. Solicit feedback from stakeholders to guide the development and continuous improvement of processes and systems.
3. Facilitate program-specific advisory councils.
4. Share verifying information/recommendation with AIA on behalf of the candidate; AIA will recommend eligible candidates for the applicable CA Credential.
5. Establish effective and ongoing communication between the Local Education Agency or LEA-Appointed University Contact and Reach University to promote this agreement.
6. Provide orientation, professional development and ongoing support for field supervisors, coaches, and mentors.
7. Communicate with candidates, LEA-Appointed University Contact, mentors, and program staff in a timely manner.
8. Communicate with AIA as needed, who will verify that the candidate has successfully completed all program and credential requirements.
9. Provide all CCTC required coursework aligned with the California Teaching Performance Expectations (TPEs) for the Intern Program. Ensure intern candidates are prepared to teach and assess literacy skills (foundational, written, and oral) and work with students needing intervention when available.
10. Establishes a Partnership Advisory Committee, consisting of the superintendent or their designee from each partnering Local Education Agency, along with Reach University's Program Director. Additional key stakeholders, including faculty/staff from other institutions of higher education and TK-12 practitioners, may also participate in meetings to provide leadership and oversight. The committee will convene regularly to gather feedback and insights for enhancing processes and systems within each Program, and to contribute to the development and oversight of new Programs.
11. Provide updated applicant and enrollment data information to partners consistent with the guidelines established by the Family Educational Rights and Privacy Act.

MUTUAL OBLIGATIONS

Pursuant to this Agreement, the parties shall each, in good faith:

1. Coordinate recruitment efforts in order to refer prospective candidates to Reach University Programs.
2. Actively participate in shared leadership for the collaboration by attending scheduled meetings to discuss recruitment, candidate success, program evaluation, and continuous improvement.
3. Local Education Agency and Reach University shall each, in good faith, direct respective employees to perform the obligations under this Agreement.

5. Terms

CONFIDENTIALITY

Reach University acknowledges that during the course of any placement, an Local Education Agency may have access to candidate education records, personally identifiable information, or other data that is protected under the Family Educational Rights and Privacy Act (FERPA). Reach University and the Local Education Agency agree to maintain the confidentiality of all such information and to use it solely for educational purposes as directed by the supervising teacher or school administration, and shall not disclose any candidate information to unauthorized individuals or entities and must adhere strictly to all applicable FERPA regulations.

INSURANCE

During the term of this Agreement, Reach University shall maintain insurance policies, including a standard comprehensive general liability insurance policy with the following coverage: $1 million general liability, $1 million personal injury, and $2 million general aggregate; and educator's legal liability of $1 million per occurrence and $2 million aggregate. Reach University shall provide a certificate of policy evidencing its comprehensive and general liability insurance coverage with endorsement naming the Local Education Agency by name as an additional insured

NAME AND LIKENESS

Reach University has the right to take photographs and make audio/video recordings of Reach University candidates at the Local Education Agency (LEA) school site(s) for educational and training purposes. Such photographs and recordings may include Local Education Agency school site identification, Reach University candidates, faculty, and staff. No child's image or likeness will be used without explicit prior consent in accordance with the LEA's policies. Reach University shall work with the LEA to ensure full compliance with all applicable privacy regulations and parental consent requirements.

When recording for observation purposes, candidates and instructors will focus on their own instructional practice and licensure assessment purposes. If any students appear in video recordings, their images and likenesses will not be shared publicly and will only be used for internal instructional purposes. No child's image or likeness will be used without explicit prior consent in accordance with the LEA's policies. Reach University shall work with the LEA to ensure full compliance with all applicable privacy regulations and parental consent requirements.

TERMINATION

Except as otherwise provided, this Agreement may only be terminated by written notification from either party at least two months prior to the termination date. The parties agree to make their best efforts to ensure enough time for candidates enrolled in the teacher education program to graduate before the effective termination date. Upon termination, unless otherwise expressly provided, any property purchased in relation to this Agreement shall remain the property of the party that made the purchase.

6. Requirements

EMPLOYEE VERIFICATION

Each Program will verify employment during the enrollment process. Local Education Agencies agree to share the following information with Reach University to support this process:

- Site Administrator Name
- Title
- Work Phone
- Email Address

TUITION AND PAYMENT

A candidate's tuition can be paid by the candidate themselves, or any other party. If there are any changes in the payment arrangements, please contact the Reach Bursar Office at bursar@reach.edu. If someone other than the candidate will be covering full or partial tuition, the Reach Bursar Office will need the following information:

- Billing Contact Person Name
- Billing Contact Email Address
- Billing Contact Phone Number
- Candidates' Name and Email Address
- Amount of tuition to be covered per candidate per term

7. Signatures

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document and engage in the activities outlined herein.

LOCAL EDUCATION AGENCY:

The signature below must be completed by the Local Education Agency representative authorized to sign this agreement on behalf of the Local Education Agency.

Local Education Agency (LEA)	
Authorized Representative	
Title	

Work Phone	
Email Address	
Signature	
Date	

Local Education Agency Primary Point of Contact (if different than above):

Name	
Title	
Work Phone	
Email Address	

ALTERNATIVES IN ACTION (AIA):

Authorized Representative	Daniel Zarazua
Title	Executive Director
Work Phone	(510) 748-4314
Email Address	dzarazua@alternativesinaction.org
Signature	
Date	

REACH UNIVERSITY:

Authorized Representative	Kiko Suarez
Title	Chief Impact Officer
Work Phone	(650) 204-1615
Email Address	ksuarez@reach.edu
Signature	
Date	

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Project Award of Encinal Jr & Sr High School New Gymnasium Pursuant to Request for Proposal Dated November 5, 2024

Item Type: Action

Background: Pursuant to Education Code section 17406, school districts must award lease-leaseback contracts based on a competitive solicitation process, to the proposer providing the best value to the district. On June 13, 2023, the Board of Trustees approved Resolution No. 2022-2023.61 which adopted the procedures for evaluating qualifications of lease leaseback contractors to create a pool of qualified contractors for upcoming District Measure B projects. As part of that process, on March 17, 2023, the District issued RFQ #23-01 Request for Qualifications for Construction Services (Lease-Leaseback) for District Projects ("RFQ"). The District's intent was to create a pool of qualified contractors from which proposals on Measure B bond projects would be solicited.

District staff advertised and issued the RFQ, which identified all criteria that the District would consider in evaluating the proposals and qualifications of the proposers. A total of thirteen firms submitted a Statement of Qualifications (SOQ). Their submissions were scored and based on the results of the District's Best Value Selection Process seven of the firms qualified to be placed in the pool of qualified contractors.

On April 23, 2025, the District issued a Request for Proposals to the pool of qualified contractors for the Encinal Jr & Sr High School New Gymnasium Project. On May 16, 2025, five of the qualified contractors submitted proposals for Encinal Jr & Sr High School New Gymnasium Project. Based upon the scoring for best value of the submitted proposals of the five firms, it was determined that Alten Construction, LLC provided the best value for the Encinal Jr & Sr High School New Gymnasium Project. Staff recommend awarding the Project to Alten Construction, LLC.

Because the Encinal Jr & Sr High School New Gymnasium Project is in the preconstruction phase, the price criteria component of the award of this project is based upon the proposing contractor's cost of performing services. When the preconstruction work has reached the point where a Guaranteed Project Cost ("GPC") is negotiated, the final agreement for the Project will be approved by the Board. In the event agreement on a GPC cannot be reached, then, as required by the Education Code, the District will then enter negotiations to perform the construction of that project with the second highest ranked contractor.

The lease-leaseback contract will come back to the Board for ratification at a future meeting.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 21 Building – Bond Fund

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle: #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	Request for Proposal_EJSHS Gym	6/3/2025	Backup Material

Alameda Unified School District
2060 Challenger Drive
Alameda, California 94501

April 23, 2025

REQUEST FOR PROPOSALS
FOR PRELIMINARY AND CONSTRUCTION SERVICES (LEASE-LEASEBACK)
FOR ENCINAL JR/SR HIGH SCHOOL NEW GYMNASIUM

Your firm is part of the Alameda Unified School District's ("**District**") pool of contractors qualified pursuant to the District's Request to Prequalify and Qualifications to Perform Preliminary and Construction Services (Lease-Leaseback) for certain district projects dated March 17, 2023 (the "**RFQ**"). As indicated in the RFQ, the District intends to award the District's Encinal Jr/Sr High School New Gymnasium Project as further described in **Attachment 1** attached hereto and incorporated herein by reference ("**Project**") utilizing the lease-leaseback delivery method. (Ed. Code, § 17406.)

The District issues this Request for Proposals to ("**RFP**") to request that the contractors the District qualified ("**Contractor(s)**") submit proposals to perform preliminary and construction services for the Project ("**Proposal(s)**"). Proposals shall include price information that are consistent with the Contractor's Response to the RFQ and this RFP ("**RFP**").

MEP Prequalification. Subcontractors with the following license classifications (C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and/or C-46) ("**MEP Subcontractors**") **shall not** be required to prequalify at this specific time. At the conclusion of Preliminary Services, **prior to the** District and Contractor negotiating final pricing, MEP Subcontractors performing work on the Project under one of those licenses must prequalify with the District to be eligible to be included in the Contractor's final pricing. MEP Subcontracts may prequalify by submitting the MEP Subcontractor Prequalification Questionnaire attached hereto as **Attachment 3** ("**Prequalification Questionnaire**"). **MEP Subcontractors that have prequalified with the District in the last year and are in good standing with the District need not submit a Prequalification Questionnaire.**

Skilled and Trained Workforce Notice. These projects will be subject to the skilled and trained workforce requirements pursuant to Public Contract Code section 2600, et seq. and Education Code section 17407.5 ("**SWF Statutes**"). **By submitting a Proposal, Contractors agree to be bound by the District's Project Labor Agreement attached to the Contract (defined below) as Exhibit M.**

Proposal. Each Proposal must be submitted by the date indicated in the RFP Schedule and must include one (1) original and six (6) copies of requested materials as well as one (1) electronic copy, in PDF format with bookmarks on a thumb drive to: **Alameda Unified School District; 2060 Challenger Drive, Alameda, CA 94501; Attn: Monty Patterson; Telephone: 510-337-7020.**

Questions. Questions regarding this RFP must be submitted by the date indicated in the RFP Schedule and must be in writing and directed only to **Monty Patterson at construction@alamedaunified.org**. **Any attempt by a Contractor to visit this the Project site or contact any other employee, agent, or board member of the District, other than the person identified here, may result in a Proposal being deemed nonresponsive and rejected.**

Mandatory Site Visit. There is a **mandatory** site visit for the Project on the date and at the time indicated in the RFP Schedule. All Contractors that intend to submit a Proposal must attend the site visit. **The failure of any Contractor to attend the mandatory site visit shall be grounds for the District to deem the Contractor's Proposal non-responsive.**

List of Attachments. The following attachments are part of this RFP:

Attachment 1	Description of Project and Construction Schedule

Attachment 2	Contractor's Cost Proposal Form
Attachment 3	Subcontractor Prequalification Form
Attachment 4	Form Lease-Leaseback Contract

RFP Schedule. Below is the anticipated RFP Schedule. The District reserves the right to modify this RFP Schedule via an addendum.

Event / Occurrence	Time / Date / Deadline
District Issues RFP	April 23, 2025
Mandatory Site Visit	**May 1, 2025 at 1:00 pm @ 210 Central Avenue**
Deadline for Contractors to submit questions regarding this RFP	May 2, 2025
District to respond to Contractors' questions regarding this RFP	May 9, 2025
DEADLINE FOR CONTRACTORS TO SUBMIT PROPOSALS	**May 16, 2025 @ 5 pm**
District to interview some or all Contractors **(at discretion of District)**	May 22, 2025
District to award Project	June 10, 2025

The District reserves the right to reject Contractor's Proposal. The District also reserves the right to amend this RFP as necessary. The Proposal and attachments submitted to the District in response to this RFP shall remain property of the District.

Thank you for your interest in working with the Alameda Unified School District.

1. **Contractor's Proposal.** Contractor shall provide the information requested below. The Proposal must include the following:

1.1. **Preliminary Services Costs.** State on the Cost Proposal Form attached to this RFP in **Attachment 2** as a **lump sum** what Contractor will charge to provide the Preliminary Phase Services as identified in the Contract attached hereto as **Attachment 4** to this RFP, which is based on **either** identified hourly fees, or for specific sums for identified tasks.

1.2. **Detailed Guaranteed Project Cost.** Utilizing the table in the Cost Proposal Form attach to the RFP in Attachment 2, provide the Firm's charges for the items identified therein for this Project. **These percentages shall be fixed through the Contractor's tenure on the Project and will not be subject to negotiation**.

1.3. **Financing Charges.** Utilizing the table in the Cost Proposal Form attach to the RFP in Attachment 2, provide the Firm's financing charge for this Project.

1.4. **General Conditions**.

1.4.1. **Components.** Provide a detailed list of **ALL** items that Contractor would include in its general conditions or general requirements on the Project for the District.

1.4.2. **Amount.** Indicate as a percentage of direct construction costs, the amount that the Contractor would charge on the Project for the District.

1.5. **Contractor's Personnel.** In Contractor's RFQ, Contractor identified key personnel who would be performing services for the District's Projects. The District expects that the same personnel identified in the Contractor's RFQ shall be assigned to the Project upon award. Contractor shall again identify Contractor's personnel, along with their resumes, who will be assigned to the Project. **Contractor must note any changes to the key personnel identified in Contractor's Response to the RFQ.**

1.6. **Construction Schedule.** Discuss the Contractor's ability to meet the construction schedule for the Project set forth in **Attachment 1**.

1.7. **Work Commitments.** Please specify the workload of the Contractor that will, or Contractor anticipates will, run concurrently with the Project. If applicable, provide a statement of all contractual obligations that relate in any way to similar work for the District that may run concurrently with the Project and may have a potential to impede Contractor's ability to construct the Project.

1.8. **Subcontractor Procurement**.

1.8.1. **Subcontractors Prequalification.** As noted, MEP Subcontractors **shall not** be required to prequalify at this time. At the conclusion of Preliminary Services, **prior to the** District and Contractor negotiating final pricing, MEP Subcontractors performing work on the Project under one of those licenses, must prequalify with the District to be eligible to be included in the Contractor's final pricing. MEP Subcontracts may prequalify by submitting the Prequalification Questionnaire. **MEP Subcontractors that have prequalified with the District in the last year and are in good standing with the District need not submit a Prequalification Questionnaire. The District highly recommends that all Contractors inform all of their potential MEP Subcontractors to immediately complete the prequalification process to ensure their eligibility to be included for the Project.**

1.8.2. Contractor shall solicit and procure Subcontractors pursuant to the Subcontractor Procurement Process attached as Exhibit H of the Facilities Lease of the Contract in **Attachment 4**.

1.8.3. Describe Contractor's process for soliciting subcontractors for a lease-leaseback project and how the Contractor works collaboratively with a school district to ensure transparency in the pricing of the GPC and that the District receives a competitive GPC.

1.8.4. Describe the Contractor's process for ensuring that all subcontractor bid packages are full and complete, and how Contractor minimizes scope gaps**.**

1.8.5. Please indicate Contractor's ability and willingness on future lease-leaseback projects, to comply with the Subcontractor Procurement Process attached as Exhibit H of the Facilities Lease of the Contract in **Attachment 4**.

1.9. **Accessories, Additional Components, or Upgrades.** Please list any accessories, additional components, warranties, or upgrades that Contractor intends to utilize in performing its construction work that might increase the value of Contractor's work. **The District reserves the right to negotiate the inclusion or exclusion of any such items at the time the District finalizes the Contract.**

1.10. **Comments to Lease-Leaseback Contract.** The District has updated its form lease-leaseback contract since the District issued the RFQ. The District will utilize the form lease-leaseback contract attached hereto as **Attachment 4** and incorporated herein by reference ("**Contract**"). If Contractor has any comments or objections to the Contract, it **must** provide those comments or objections, with specificity, in its Proposal. **PLEASE NOTE: The District will not consider any changes to the Contract if they are not specifically submitted with the Contractor's Proposal.**

2. **District's Best Value Selection Process**. The District shall evaluate Contractors' Proposals based on a best value determination process for each project.

2.1. The District will notify Contractors of their status upon completion of the process via email from the District.

2.2. During the evaluation of the Proposals, contact shall only be through the individual identified in the RFP. Contractors shall neither contact nor lobby evaluators during the evaluation process. Attempts by a Contractor to contact and/or influence the District may result in disqualification of that Contractor.

2.3. The District reserves the right to reject any Proposal as non-responsive, and not to contract with any Contractor for the Project. The District makes no representation that participation in the RFP process will lead to an award of contract or any consideration whatsoever. The District reserves the right to seek Proposals from or to contract with any Contractor not participating in this process. The District shall in no event be responsible for the cost of preparing any Proposal.

2.4. All Proposals will become the property of the District and subject to the California Public Records Act, Government Code sections 6250, et seq. Those elements in a Proposal that are trade secrets as that term is defined in Civil Code section 3426.1(d) or otherwise exempt by law from disclosure and which are prominently marked as "TRADE SECRET," "CONFIDENTIAL," or "PROPRIETARY" may not be subject to disclosure. The District shall not be liable or responsible for the disclosure of any such records including, without limitation, those so marked if disclosure is deemed to be required by law or by an order of a Court. A Contractor that indiscriminately identifies all or most of its Proposal as exempt from disclosure without justification may be deemed non-responsive. In the event the District is required to defend an action on a Public Records Act request for any of the contents of a Proposal marked "Confidential," "Proprietary," or "Trade Secret," the Contractor agrees, by submission of its Proposal, to defend and indemnify the District from all costs and expenses, including attorneys' fees, in any action or liability arising under the Public Records Act.

3. **District's Appeal Process**. A Contractor may appeal the District's "best value" determination. If a Contractor

decides to appeal the District's determination, it must follow the following procedure. Failure of a Contractor to timely follow all appeal steps shall be a waiver of the Contractor's right to appeal the District's determination.

3.1. The Contractor shall submit, in writing, within two (2) business days after receipt of notice of the District's determination, a written request for a response from the District to explain the District's determination.

3.2. Within two (2) business days from receipt of the District's response to the Contractor's request, Contractors may request in writing a meeting, which will be restricted to no more than two (2) persons from the Contractor to have a discussion with District staff regarding that Contractor's Proposal. All meetings will take place via a conference call or an in-person meeting, at the District's sole discretion. Contractors may submit with the request any and all information that it believes supports a finding that District's determination should be changed.

3.3. If the Contractor continues to contest the District's determination after that meeting with District staff, then the Contractor may address the Board at the next public noticed meeting of the District's governing board, pursuant to the governing board's procedures for public comment. In order for a Contractor to preserve its right to challenge the District's determination, the Contractor must address the Board at the next public noticed meeting of the Board after the Contractor's meeting with District staff.

ATTACHMENT 1

DESCRIPTION OF THE PROJECT AND CONSTRUCTION SCHEDULE

Encinal Jr/Sr High School New Gymnasium Project

- **Estimated Budget: The Estimated Budget is for this project is $15,500,000.**

- **Scope of Services**

  The Encinal Jr/Sr High School New Gymnasium project provides a new, full-size gymnasium with multisport court striping and bleachers, a weight room and lobby with toilet rooms. Access to the new gymnasium will include vestibules for student and public entry.

- **Construction Schedule**

  Preliminary Services. Preliminary services shall be for three (3) to (6) months commencing as soon as the District's Board awards the Contract.

  Construction Services. It is hereby understood and agreed that the District anticipates issuing a Notice to Proceed for construction of the Project on or before June 8, 2026, and the Project duration is anticipated to be 12 months. **PLEASE BE ADVISED: THESE DATES ARE SUBJECT TO CHANGE AT THE TIMES THE DISTRICT AND SELECTED CONTRACTOR FINALIZE THE CONTRACT. THE CONTRACT SHALL SET FORTH THE DATES ON WHICH THE DISTRICT SHALL HAVE BENEFICIAL OCCUPANCY AND CONTRACTOR SHALL COMPLETE THE PROJECT.**

- **Plans and Specifications**

  Schematic Design drawing set:

  https://drive.google.com/file/d/1q5N-aYY3uhZd1VKLfzanqsasJypaLdWP/view?usp=sharing

ATTACHMENT 2

CONTRACTOR'S COST PROPOSAL FORM

Preliminary Services. Contractor submits the following lump sum proposal to perform Preliminary Services. If the Contractor should identify whether the lump sum proposal is based upon specific scopes of work, or hourly rates based upon anticipated hours performing work. **If Contractor proposes a lump sum based upon specific scopes of work, Contractor should also provide a rate sheet which shall be used for any extra services outside the Scope of Preliminary Services in the Contract.**

Lump Sum Proposal for Preliminary Services	$_____
Review of Design Documents	$_____
Value Engineering	$_____
Constructability Review	$_____
Confirm Modifications to Design Drawings	$_____
Review of Budget for Project Costs	$_____
Preparation of Construction Schedule and Phasing Plan	$_____
Construction Planning and Bidding	$_____
[Other]_____	$_____
Staffing that would be part of Preliminary Services (***at or below the rates indicated in your RFQ response***)	
Project Manager (hourly rate)	$_____
Constructability Reviewer (hourly rate)	$_____
Estimator (hourly rate)	$_____
Scheduler (hourly rate)	$_____

Construction / Financing Charges. Contractor proposes the following construction charges for the Project.

NOTE: ALL PERCENTAGES SHALL BE <u>AT OR BELOW</u> THE CONTRACTOR'S PERCENTAGES INDICATED IN ITS RESPONSE TO THE RFQ.

Item	**Percentage**
Mark-up on Subcontractor work	_____%
Mark-up on self-performed work	_____%
Mark-up on Subcontractor change order work	_____%

Mark-up on self-performed change order work	_____%
Fee / overhead & profit (as a percentage of direct costs) if any, that is in addition to any mark-up	_____%
Bond cost (as a percentage of direct costs)	_____%
Insurance cost (as a percentage of direct costs)	_____%
Other costs (identify in sufficient detail for evaluation, either as a lump sum or a percentage of direct costs. If there are no additional charges, then please state zero (0) here.)	$____ or _____%

Financing Charge. Contractor will finance a portion of the GPC for a period of time. Although the exact amount may be adjusted at the District's discretion, it is anticipated that the financing for this Project will be for less than 10% of the total GPC. During the Project, the District will make Tenant Improvement Payments for work performed, and after Completion of the District will make monthly Lease Payments of **one-twelfth** (**1/12**) of the total financed amount for the Project, plus an agreed-upon interest charge for the Project. **Please provide the District with your proposed interest charge for the financed portion of the GPC in Attachment 1, <u>at or below</u> the Contractor's proposed finance charge it indicated in its response to the RFQ.**	**_____%**

ATTACHMENT 3

MEP PREQUALIFICATION QUESTIONNAIRE

CONTRACTOR (OR "FIRM") INFORMATION		
Contractor's company name:		
Address:		
Telephone:		
Mobile telephone:		
E-mail:		
Years in business under current company name:		
Years at the above address:		
Types of work performed with own forces:		
Gross revenue of the Firm for the past three (3) years:		
$	$	$
Submit an audited or reviewed financial statement for the past two (2) full fiscal years. A letter verifying availability of a line of credit may also be attached; however, it will be considered as supplemental information only, and is not a substitute for the required financial statement.		
Name of license holder exactly as on file with the California State License Board:		
License classification(s):		
License Number(s):		
License expiration date(s):		
Department of Industrial Relations registration number (Per Labor Code section 1725.5):		
Responsible Managing Officer (RMO) or Employee (RME) for Contractor:		
Number of years license holder has held the listed license(s):		
Number of years Contractor has done business in California under contractor's license law:		
Number of years Contractor has done business in California under **current** Contractor's license:		
Has your Firm changed name(s) or license number(s) in the past five (5) years? (Y / N). If "yes", explain on a separate signed sheet, including the reason for the change.		
Has there been any change in ownership of the Firm at any time in the past five (5) years? **NOTE**: A corporation whose shares are publicly traded is not required to answer this question. (Y / N). If "yes", explain on a separate signed sheet, including the reason for the change.		
Is the Firm a subsidiary, parent, holding company, or affiliate of another construction firm? **NOTE**: Include information about other firms if one firm owns ten percent (10%) or more of another, or if an owner, partner, or officer of your Firm holds a similar position in another firm. (Y / N). If "yes", explain on a separate signed sheet, the name of the related company(ies) and the percent ownership.		
Indicate the form of Contractor's firm (type of business entity): ____ Individual ____ Sole Proprietorship ____ Partnership ____ Limited Partnership ____ Corporation, State: _____ ____ Limited Liability Company ____ Joint Venture		

____ Other: _____

List the following for each corporation officer, general partner, limited partner, owner, etc. (as applicable) for the Contractor's type of entity. For joint ventures, include this information for each entity in the joint venture and the percent ownership of each joint venture. Attach all additional information on separate signed sheets as needed.

Name	Position	Years with Co.	% Ownership

Identify every construction firm, contractor and/or construction management firm that the Contractor or any person listed above has been associated with (as officer, general partner, limited partner, owner, RMO, RME etc.) at any time during the **past five (5) years** ("Associated Firm"). Include all additional references and/or information on separate signed sheets. NOTE: For this question, "owner" and "partner" refers to ownership of ten percent (10%) or more of the business, or ten percent (10%) or more of its stock if the business is a corporation. include all additional information on separate signed sheets as needed.

Name of Person at Associated Firm	Name of Associated Firm	Contractor's License No. of Associated Firm	Dates of Person's Participation with Associated Firm

CONTRACTOR'S BONDING COMPANY (SURETY) INFORMATION

Name(s) of bonding company(ies) your Firm has utilized over the past five (5) years (not broker or agency):

Address(es) of those bonding company(ies):

Number of years Contractor has been with those bonding company/surety:

Name of broker/agent:

Address of broker/agent:

Telephone number of broker/agent:

E-mail of broker/agent:

Contractor's total current bonding capacity: $

CONTRACTOR'S INSURANCE INFORMATION		
Name of insurance company(ies) your Firm has utilized over the past five (5) years (not broker or agency):		
Address of those insurance company(ies):		
"Best" rating(s) for those insurance company(ies):		
Number of years Contractor has been with those insurance company(ies):		
Name of broker/agent:		
Address of broker/agent:		
Telephone number of broker/agent:		
E-mail of broker/agent:		
Contractor's current insurance limits for the following types of coverage:		
Commercial General Liability	Combined Single Limit (per occurrence)	$
	Combined Single Limit (aggregate)	$
Product Liability & Completed Operations	(aggregate)	$
	(per occurrence)	$
Automobile Liability – Any Auto	Combined Single Limit (aggregate)	$
Automobile Liability – Any Auto	Combined Single Limit (per occurrence)	$
Employers' Liability		$
Builder's Risk (Course of Construction)		
Workers' Compensation Experience Modification Rate for the past five (5) premium years:		
(1) Current year:	(2)	(3)
	(4)	(5)

QUESTIONS

Pass/Fail Questions (Essential Criteria)		
1.	Has your Firm contracted for and completed construction of a minimum of the following: ○ **Three** (**3**) California K-12 public school district construction projects, ○ Each with a value of at least **$500,000,** and ○ All within the past **five (5) years**? (Please circle one). **NOTE**: You **must** list these projects in the "Contractor Project References" Section.	YES NO NO = cannot prequalify
2.	Does your Firm currently hold all contractors license(s) necessary to perform the Work and have those license(s) been consistently active for at least five (5) years without revocation or suspension? (Please circle one).	YES NO NO = cannot prequalify
3.	Has your Firm or an Associated Firm been found non-responsible, debarred, disqualified, forbidden, or otherwise prohibited from performing work and/or bidding on work for any public agency within California within the past five (5) years? (Please circle one).	YES NO YES = cannot prequalify
4.	Has your Firm or an Associated Firm defaulted on a contract or been terminated for cause by any public agency on any project within California within the past five (5) years and, if so and if challenged, has that default or termination been upheld by a court or an arbitrator? (Please circle one).	YES NO YES = cannot prequalify
5.	Has your Firm or an Associated Firm or any of their owners or officers been convicted of a crime under federal, state, or local law involving: (1) Bidding for, awarding of, or performance of a contract with a public entity; (2) Making a false claim(s) to any public entity; or (3) Fraud, theft, or other act of dishonesty to any contracting party within the past **ten (10) years**? (Please circle one).	YES NO YES = cannot prequalify
6.	Has a performance bond surety for your Firm or a performance bond surety for an Associated Firm had to: (1) Take over or complete a project, (2) Supervise the work of a project, or (3) Pay amounts to third parties, related to construction activities of your Firm or an Associated Firm within the past five (5) years? (Please circle one).	YES NO YES = cannot prequalify

If you answered:
"NO" to questions 1-2 or
"YES" to questions 3-6, then STOP.
You are not eligible for prequalification at this time.

Scored Questions		
1.	Has your Firm paid liquidated damages pursuant to a contract for a project with either a public or private owner within the past five (5) years? (Please circle one). If YES, explain and indicate on separate signed sheet(s) the project name(s), damages(s), and date(s).	YES NO
2.	Has your Firm paid a premium of more than one percent (1%) for a performance and payment bond on any project(s) within the past five (5) years? (Please circle one). If YES, explain and indicate on separate signed sheet(s) the project name(s), the premium amount(s), and date(s).	YES NO
3.	Has any insurer had to pay amounts to third parties that were in any way related to construction activities of your Firm within the past five (5) years? (Please circle one). If YES, explain and indicate on separate signed sheet(s) the project name(s), the amount(s) paid, and date(s).	YES NO
4.	Has your Firm's Workers' Compensation Experience Modification Rate exceeded 1.0 at any time for the past five (5) premium years? (Please circle one). If YES, explain and indicate on separate signed sheet(s) the EMR(s) and the applicable date(s).	YES NO
5.	Has there been a period when your Firm had employees but was without workers' compensation insurance or state-approved self-insurance within the past five (5) years? (Please circle one). If YES, explain and indicate on separate signed sheet(s) the reason(s) for not having this insurance and the applicable date(s).	YES NO
6.	Has your Firm declared bankruptcy or been placed in receivership within the past five (5) years? (Please circle one). If YES, explain and indicate on separate signed sheet(s) the type of bankruptcy, the Firm's current recovery plan, and the applicable date(s).	YES NO
7.	Has your Firm been denied bond coverage by a surety company, or has there been a period of time when your Firm had no surety bond in place during a public construction project when one was required within the past five (5) years? (Please circle one). If YES, provide details on a separate signed sheet indicating the date(s) when your Firm was denied coverage and the name of the company or companies which denied coverage; and the period(s) during which you had no surety bond in place.	YES NO
8.	Has a project owner, general contractor, architect, or construction manager filed claim(s) in an amount exceeding $50,000 against your Firm, or has your Firm filed claim(s) in an amount exceeding $50,000 against a project owner, general contractor, architect, or construction manager in the past five (5) years? If YES, explain and indicate on separate signed sheet(s) the project name(s), claim(s) and the date(s) of claim(s).	YES NO

9.	Has your Firm or an Associated Firm been cited and/or assessed any penalties for non-compliance with state and/or federal laws and/or regulations, including public bidding requirements and Labor Code violations, within the past five (5) years? If "YES," indicate on separate signed sheet(s) the project name(s), violation(s), and date(s) of citation(s) and/or assessment(s).	YES NO
10.	Has your Firm been cited and/or assessed penalties by the Environmental Protection Agency, any air quality management district, any regional water quality control board, or any other environmental agency within the past five (5) years? If "yes," indicate on separate signed sheet(s) the project name(s), violation(s), and date(s) of citation.	YES NO
11.	Has CAL OSHA and/or federal Occupational Safety and Health Administration cited and assessed penalties against your Firm, including any "serious," "willful" or "repeat" violations of safety or health regulations within the past five (5) years? If "yes," indicate on separate signed sheet(s) the project name(s), violation(s), and date(s) of citation. If the citation was appealed and a decision has been issued, state the case number and the date of the decision.	YES NO
12.	Has your Firm been required to pay either back wages or penalties for its failure to comply with California's prevailing wage laws, with California's apprenticeship laws or regulations, or with federal Davis-Bacon prevailing wage laws within the past five (5) years? If "yes," indicate on separate signed sheet(s) the project name(s), the nature of the violation(s), the name and owner of the project(s), the number of employees who were initially underpaid and the amount of back wages and penalties that your Firm was required to pay.	YES NO
13.	Does your Firm require **weekly**, documented safety meetings to be held for construction employees and field supervisors during the course of a project?	YES NO
14.	Provide the name, address and telephone number of the apprenticeship program (approved by the California Apprenticeship Council) from whom you intend to request the dispatch of apprentices to your Firm for use on any public work project for which you are awarded a contract by the District.	

CONTRACTOR PROJECT REFERENCES
• List **ALL** projects in which your Firm has participated as a contractor or first-tier subcontractor during the past **five (5) years** with a Firm contract value of more than **$250,000.** • You may limit your response to the twenty (20) most-recently completed projects, but you **must** include at least the three (3) most recent California K-12 public school projects with a contract value of more than $500,000 performed by your Firm. • Include all information indicated below on separate signed sheets as necessary, and explain or clarify any response as necessary.

Project Name/Identification:
Project address/location:
Project owner, contact person, and telephone:
Project architect name and telephone number:
If contractor was a subcontractor on the project, name of general contractor and telephone number:
Scope of work:
Original completion date:
Date completed:
Initial contract value (as of time of bid award):
Final contract value:
Did the project include constructing or modernizing an earthquake resistant building?

CERTIFICATION

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct:

Date: _____

Proper Name of Contractor: _____

Signature:_____

By: _____ (Print Name)

Title: _____

ATTACHMENT 4

FORM LEASE-LEASEBACK CONTRACT

Form Agreement

SITE LEASE

This Site lease ("**Site Lease**") dated _____, 20___ ("**Effective Date**"), is made and entered into by and between the **Alameda Unified School District**, as lessor ("**District**"), and **@Contractor**, as lessee ("**Contractor**") (together, the "**Parties**").

WHEREAS, the District currently owns a parcel or parcels of land located at:

School Site(s)	Address
_____ **School**	_____, _____, CA 9_____

and as more particularly described in **Exhibit A** attached hereto and incorporated herein by this reference ("**School Site(s)**"); and

WHEREAS, the District desires to provide for the construction of **@ProjectName** ("**Project(s)**"); and

WHEREAS, the District determines that a **portion** of the School Site(s) are adequate to accommodate the Project, as more particularly described in **Exhibit A** ("**Project Site(s) or Site(s)**") attached hereto and incorporated herein by this reference; and

WHEREAS, District desires to have the construction of the Project completed and to lease it back, as more particularly described in the facilities lease between the Parties dated as of the Effective Date whereby the Contractor agrees to perform the work of the Project and then lease the Project Site(s) back to the District ("**Facilities Lease**"), which Facilities Lease is incorporated herein by this reference; and

WHEREAS, the Board of Education of the District ("**Board**") has determined that it is in the best interests of the District and for the common benefit of the citizens residing in the District to construct the Project by leasing the Project Site(s) to Contractor and by immediately entering into the Facilities Lease under which the Contractor will perform the work of the Project and the District will lease back the Project from Contractor; and

WHEREAS, the District further determines that it has entered into this Site Lease and the Facilities Lease pursuant to Education Code section 17406 as the best available and most expeditious means for the District to satisfy its substantial need for the facilities to be provided by the Project and to accommodate and educate District students; and

WHEREAS, the District is authorized under Education Code section 17406 to lease the Project Site(s) to Contractor and to have Contractor develop and cause the construction of the Project thereon and lease the Project Site(s) back to the District by means of the Facilities Lease, and the Board has duly authorized the execution and delivery of this Site Lease in order to effectuate the foregoing, based upon a finding that it is in the best interest of the District to do so; and

WHEREAS, Contractor as lessee is authorized and competent to lease the Project Site(s) from District and to develop and cause the construction of the Project on the Project Site(s), and has duly authorized the execution and delivery of this Site Lease; and

WHEREAS, the Parties have performed all acts, conditions and things required by law to exist, to have happened, and to have been performed prior to and in connection with the execution and entering into this Site Lease, and those conditions precedent do exist, have happened, and have been performed in regular and due time, form, and manner as required by law, and the Parties hereto are now duly authorized to execute and enter into this Site Lease;

NOW, THEREFORE, in consideration of the promises and of the mutual agreements and covenants contained

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herein, and other valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereto do hereby agree as follows:

1. **Definitions**. Unless the context clearly otherwise requires, or expressly stated otherwise, all words and phrases defined in the Facilities Lease, and attachments thereto, shall have the same meaning in this Site Lease.

2. **Exhibits.** The following Exhibits are attached to and by reference incorporated and made a part of this Site Lease.

   2.1. Exhibit A: Project Site(s) Information and Project(s) Information

3. **Lease of the Project Site(s).** The District hereby leases to the Contractor, and the Contractor hereby leases from the District, the Project Site(s), subject only to Permitted Encumbrances, in accordance with the provisions of this Site Lease, to have and to hold for the term of this Site Lease. This Site Lease shall only take effect if the Facilities Lease is executed by the District and Contractor within three (3) days of execution of this Site Lease. The Parties hereby acknowledge and confirm that the District is only leasing the Project Site(s) to the Contractor, and not the whole School Site(s).

   3.1. Work in Phases. If the Work of the Project is to be performed in phases, then the only areas bound by the terms of this Site Lease are:

   3.1.1. As indicated to be within specific phases of the Project and

   3.1.2. For which portions of the Lease Payments as provided for in the Facilities Lease are still owing,

4. **Leaseback of the Project Site(s).** The Parties agree that the Project Site(s) will be leased back to the District pursuant to the Facilities Lease for the term thereof.

5. **Term**. The term of this Site Lease shall commence as of the Effective Date and shall terminate on the last day of the Term of the Facilities Lease, provided the District has paid to the Contractor, or its assignee, all payments which may be due under the Facilities Lease, and provided this Site Lease has not been terminated pursuant to the termination provisions of the Facilities Lease.

6. **Payment**. In consideration for the lease of the Project Site(s) by the District to the Contractor and for other good and valuable consideration, the Contractor shall pay **<u>One Dollar ($1.00)</u>** per year to the District upon execution of this Site Lease until the expiration or early termination of this Site Lease and/or the Facilities Lease.

7. **Termination.** This Site Lease may be terminated only as permitted in the Facilities Lease. If the District terminates the Facilities Lease pursuant to the provisions in the Facilities Lease, then this Site Lease shall also terminate.

8. **Title to School Site(s).** During the term of this Site Lease, the District shall hold fee title to the School Site(s), including the Project Site(s), and nothing in this Site Lease or the Facilities Lease shall change, in any way, the District's ownership interest in the School Site(s).

9. **Improvements.** Title to all improvements made on the Project Site(s) during the term hereof shall be held, vest and transfer pursuant to the terms of the Facilities Lease.

10. **No Merger.** The leaseback of the Project Site(s) by the Contractor to the District pursuant to the Facilities Lease shall not effect or result in a merger of the estates of the District in the Project Site(s), and the Contractor shall continue to have a leasehold estate in the Project Site(s) pursuant to this Site Lease

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throughout the term hereof.

11. **Right of Entry.** The District reserves the right for any of its duly authorized representatives to enter upon the Project Site(s) at any reasonable time to inspect the same, provided the District follows all safety precautions required by the Contractor.

12. **Quiet Enjoyment.** Subject to any rights the District may have under the Facilities Lease (in the absence of an Event of Default) to possession and enjoyment of the Project Site(s), the District hereby covenants and agrees that it will not take any action to prevent the Contractor from having quiet and peaceable possession and enjoyment of the Project Site(s) during the term hereof and will, at the request of the Contractor, to the extent that it may lawfully do so, join in any legal action in which the Contractor asserts its right to such possession and enjoyment.

13. **Waste**. The Contractor agrees that at all times that it is in possession of the Project Site(s), it will not commit, suffer or permit any waste on the Project Site(s), and that it will not willfully or knowingly use or permit the use of the Project Site(s) for any illegal purpose or act.

14. **Further Assurances and Corrective Instruments**. The Parties shall, from time to time, execute, acknowledge and deliver, or cause to be executed, acknowledged and delivered, such supplements hereto and such further instruments as may reasonably be required for correcting any inadequate or incorrect description of the Project Site(s) hereby leased or intended so to be or for carrying out the expressed intention of this Site Lease and the Facilities Lease.

15. **Representations of the District**. The District represents, covenants and warrants to the Contractor as follows:

15.1. Due Organization and Existence. The District is a school district, duly organized and existing under the Constitution and laws of the State of California.

15.2. Authorization. The District has the full power and authority to enter into, to execute and to deliver this Site Lease, and to perform all of its duties and obligations hereunder, and has duly authorized the execution of this Site Lease.

15.3. No Violations. To the best of the District's actual knowledge, neither the execution and delivery of this Site Lease nor the Facilities Lease, nor the fulfillment of or compliance with the terms and conditions hereof or thereof, nor the consummation of the transactions contemplated hereby or thereby, conflicts with or results in a breach of the terms, conditions or provisions of any restriction or any agreement or instrument to which the District is now a party or by which the District is bound, or constitutes a default under any of the foregoing, or results in the creation or imposition of any lien, charge or encumbrance whatsoever upon any of the property or assets of the District, or upon the Project Site(s), except Permitted Encumbrances.

15.4. CEQA Compliance. The District has complied with all requirements imposed upon it by the California Environmental Quality Act (Public Resource Code Section 21000 *et seq.* ("**CEQA**") in connection with the Project, and no further environmental review of the project is necessary pursuant to CEQA before the construction of the Project may commence.

15.5. No Litigation. To the best of the District's actual knowledge, there is no pending or threatened action or proceeding before any court or federal, state, municipal, or other government authority or administrative agency which will materially adversely affect the ability of District to perform its obligations under this Site Lease.

15.6. Condemnation Proceedings.

15.6.1. District covenants and agrees, but only to the extent that it may lawfully do so, that so long as

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this Site Lease remains in effect, the District will not seek to exercise the power of eminent domain with respect to the Project so as to cause a full or partial termination of this Site Lease and the Facilities Lease.

15.6.2. If for any reason the foregoing covenant is determined to be unenforceable or in some way invalid, or if District should fail or refuse to abide by such covenant, then, to the extent they may lawfully do so, the Parties agree that the financial interest of Contractor shall be as indicated in the Facilities Lease.

15.7. Use and Zoning. To the best of the District's actual knowledge, the Project Site(s) is properly zoned for its intended purpose and the use or activities contemplated by this Site Lease will not conflict with local, state or federal law.

15.8. Taxes. To the best of the District's actual knowledge, all taxes and assessments are paid current and such taxes and assessments will continue to be paid to the extent that the District is not exempt.

15.9. Hazardous Materials. District is not currently aware of any contamination to the Project Site(s) by Hazardous Materials, except for Hazardous Materials of which District has already informed Contractor. If District becomes aware of any act or circumstance which would change or render this representation incorrect, in whole or in part, District will give immediate written notice of such changed fact or circumstance to Contractor.

16. Representations of the Contractor. The Contractor represents, covenants and warrants to the District as follows:

16.1. Due Organization and Existence. The Contractor is a California corporation licensed to provide such services in the state of California, duly organized and existing under the laws of the State of California, has authority to enter into this Site Lease and the Facilities Lease; is possessed of the full authority to lease, leaseback, and hold real and personal property and has duly authorized the execution and delivery of all of the aforesaid agreements.

16.2. Authorization. The Contractor has the full power and authority to enter into, to execute and to deliver this Site Lease, and to perform all of its duties and obligations hereunder, and has duly authorized the execution of this Site Lease.

16.3. No Violations. Neither the execution and delivery of this Site Lease or the Facilities Lease, nor the fulfillment of or compliance with the terms and conditions hereof or thereof, nor the consummation of the transactions contemplated hereby or thereby, conflicts with or results in a breach of the terms, conditions or provisions of any restriction or any agreement or instrument to which the Contractor is now a party or by which the Contractor is bound, or constitutes a default under any of the foregoing, or results in the creation or imposition of any lien, charge or encumbrance whatsoever upon any of the property or assets of the Contractor, or upon the Project Site(s), except for Permitted Encumbrances.

16.4. No Bankruptcy. Contractor is not now nor has it ever been in bankruptcy or receivership.

16.5. No Litigation. There is no pending or, to the knowledge of Contractor, threatened action or proceeding before any court or administrative agency which will materially adversely affect the ability of Contractor to perform its obligations under this Site Lease or the Facilities Lease.

17. Insurance and Indemnity. The Contractor and the District shall comply with the insurance requirements and the indemnity requirements as indicated in the Facilities Lease.

18. Assignment and Subleasing. This Site Lease may be assigned and/or the Project Site(s) subleased, as a whole

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or in part, by the Contractor only upon the prior written consent of the District to such assignment or sublease, which shall not be unreasonably withheld.

19. Restrictions on District. The District agrees that it will not mortgage, sell, encumber, assign, transfer or convey the Project Site(s) or any portion thereof during the term of this Site Lease in any way that would interfere with or diminish Contractor's interests indicated in this Site Lease.

20. Liens and Further Encumbrances. Contractor agrees to keep the Project Site(s) and every part thereof free and clear of any and all encumbrances and/or liens, including without limitation, pledges, charges, encumbrances, claims, mechanic liens and/or other liens for or arising out of or in connection with work or labor done, services performed, or materials or appliances used or furnished for or in connection with the Project Site(s) or the Project. Pursuant to the Facilities Lease, Contractor further agrees to pay promptly and fully and discharge any and all claims on which any encumbrance and/or lien may or could be based, and to save and hold District free and harmless from any and all such liens, mortgages, and claims of liens and suits or other proceedings pertaining thereto. This subsection does not apply to Permitted Encumbrances.

21. Notices. All notices, certificates or other communications hereunder shall be sufficiently given and shall be deemed to have been received as indicated below and to the parties indicated below.

21.1. If notice is given by personal delivery thereof, it shall be considered delivered on the day of delivery.

21.2. If notice is given by overnight delivery service, it shall be considered delivered on (1) day after date deposited, as indicated by the delivery service.

If to District: **Alameda Unified School District** 2060 Challenger Drive Alameda, CA 94501 ATTN: Monty Patterson _____	**If to Contractor:** **@Contractor** _____ _____, CA 9_____ ATTN: _____
With a copy to: Orbach Huff & Henderson LLP 6200 Stoneridge Mall Rd., Ste. 225 Pleasanton, CA 94588 ATTN: Glenn Gould, Esq.	**With a copy to:** _____ _____ _____, CA 9_____ ATTN: _____

The Contractor and the District, by notice given hereunder, may designate different addresses to which subsequent notices, certificates or other communications will be sent.

22. Binding Effect. This Site Lease shall inure to the benefit of and shall be binding upon the Contractor and the District and their respective successors and assigns.

23. No Additional Waiver Implied by One Waiver. In the event any agreement contained in this Site Lease should be breached by either party and thereafter waived by the other party, such waiver shall be limited to the particular breach so waived and shall not be deemed to waive future compliance with any term hereof or any other breach hereunder.

24. Severability. In the event any provision of this Site Lease shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof, unless elimination of such invalid provision materially alters the rights and obligations embodied in this Site Lease or the Facilities Lease.

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25. **Amendments, Changes and Modifications.** Except as to the termination rights of both Parties as indicated in the Facilities Lease, this Site Lease may not be amended, changed, modified, altered or terminated without the written agreement of both Parties hereto.

26. **Execution in Counterparts.** This Site Lease may be executed in several counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.

27. **Contractor and District Representatives.** Whenever under the provisions of this Site Lease approval by the Contractor or the District is required, or the Contractor or the District is required to take some action at the request of the other, such approval or such request shall be given for the Contractor by the Contractor Representative and for the District by the District Representative, and any party hereto shall be authorized to rely upon any such approval or request.

28. **Applicable Law.** This Site Lease shall be governed by and construed in accordance with the laws of the State of California, and venue shall be in the County within which the Site(s) is located.

29. **Attorney's Fees**. If either party brings an action or proceeding involving the Site(s) or to enforce the terms of this Site Lease or to declare rights hereunder, each party shall bear the cost of its own attorneys' fees.

30. **Captions.** The captions or headings in this Site Lease are for convenience only and in no way define, limit or describe the scope or intent of any provisions or sections of this Site Lease.

31. **Prior Agreements**. This Site Lease and the corresponding Facilities Lease collectively contain all of the agreements of the Parties hereto with respect to any matter covered or mentioned in this Site Lease and no prior agreements or understanding pertaining to any such matter shall be effective for any purpose.

32. **Further Assurances**. Parties shall promptly execute and deliver all documents and instruments reasonably requested to give effect to the provisions of this Site Lease.

33. **Recitals Incorporated**. The Recitals set forth at the beginning of this Site Lease are hereby incorporated into its terms and provisions by this reference.

34. **Time of the Essence**. Time is of the essence with respect to each of the terms, covenants, and conditions of this Site Lease.

35. **Force Majeure**. A party shall be excused from the performance of any obligation imposed in this Site Lease as indicated in the Facilities Lease.

36. **Interpretation**. None of the Parties hereto, nor their respective counsel, shall be deemed the drafters of this Site Lease or the Facilities Lease for purposes of construing the provisions of each. The language in all parts of this Site Lease shall in all cases be construed according to its fair meaning, not strictly for or against any of the Parties hereto.

IN WITNESS WHEREOF, the Parties have accepted and agreed to this Site Lease, as of the Effective Date, and have directed and authorized their respective officers to execute this Site Lease:

Alameda Unified School District		**@Contractor**	
Signature:	_____	Signature:	_____
Print Name:	_____	Print Name:	_____
Print Title:	_____	Print Title:	_____

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EXHIBIT A
TO SITE LEASE

(IDENTICAL TO EXHIBIT A TO THE FACILITIES LEASE)

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FACILITIES LEASE

This Facilities lease ("**Facilities Lease**"), dated _____, 20___ ("**Effective Date**"), is made and entered into by and between the **@Contractor**, sublessor ("**Contractor**"), and the **Alameda Unified School District**, as sublessee ("**District**") (together, the "**Parties**").

RECITALS

WHEREAS, the District currently owns a parcel or parcels of land located at:

School Site(s)	Address
_____ **School**	_____, _____, CA 9_____

and as more particularly described in **Exhibit A** attached hereto and incorporated herein by this reference ("**School Site(s)")**; and

WHEREAS, the District desires to provide for the construction of **@ProjectName** ("**Project (s)**"); and

WHEREAS, the District has determined that a **portion** of the School Site(s) are adequate to accommodate the Project, as more particularly described in **Exhibit A** ("**Project Site(s) or Site(s)**") attached hereto and incorporated herein by this reference; and

WHEREAS, District has retained the following architects (individually and collectively referred to as "**Architect**") to prepare plans and specifications ("**Plans and Specifications**") for the Project Site(s), and as the architects/engineers of record for the Project as follows:

- [Architect Name]

WHEREAS, District and Contractor have executed a site lease at the same time as this Facilities Lease whereby the District is leasing the Project Site(s), and not the entire School Site(s) to the Contractor ("**Site Lease**"); and

WHEREAS, Contractor represents that it has the expertise and experience to perform the services set forth in this Facilities Lease; and

WHEREAS, the District is authorized under Section 17406 of the Education Code of the State of California to lease the Project Site(s) to Contractor and to have Contractor develop and construct the Project on the Project Site(s) and to lease back to the District the Project Site(s) and the Project, and has duly authorized the execution and delivery of this Facilities Lease; and

WHEREAS, Contractor is authorized to lease the Project Site(s) as lessee and to develop the Project and to have the Project constructed on the Project Site(s) and to lease the Project and the Project Site(s) back to the District, and has duly authorized the execution and delivery of this Facilities Lease; and

WHEREAS, the Board of Education of the District (the "**Board**") has determined that it is in the best interests of the District and for the common benefit of the citizens residing in the District to construct the Project by leasing the Project Site(s) to Contractor and by simultaneously entering into this Facilities Lease under which the District will lease back the Project Site(s) and the Project from Contractor and make Lease Payments as indicated in **Exhibit C** attached hereto and incorporated herein by reference; and

WHEREAS, the Parties have performed all acts, conditions and things required by law to exist, to have happened and to have been performed precedent to and in connection with the execution and entering into of this Facilities Lease and all those conditions precedent do exist, have happened and have been performed in regular and due

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time, form and manner as required by law, and the Parties hereto are now duly authorized to execute and enter into this Facilities Lease; and

WHEREAS, the District further acknowledges and agrees that it has entered into the Site Lease and the Facilities Lease pursuant to Education Code Section 17406 as the best available and most expeditious means for the District to satisfy its substantial need for the facilities to be provided by the Project and to accommodate and educate District students and to utilize its facilities proceeds expeditiously.

NOW, THEREFORE, in consideration of the above recitals and of the mutual covenants hereinafter contained, the Parties hereto do hereby agree as follows:

1. Definitions. In addition to the terms and entities defined above or subsequent provisions defined herein, and unless the context otherwise requires, or unless expressly stated otherwise, the terms defined in this section shall, for all purposes of this Facilities Lease, have the meanings herein specified.

1.1. "**Contractor**" or "**Lessor**" means **@Contractor**, a Corporation, organized and existing under the laws of the State of California, and its successors and assigns.

1.2. "**Contractor's Representative**" means the Managing Member of Contractor, or any person authorized to act on behalf of Contractor under or with respect to this Facilities Lease.

1.3. "**Contract Documents**" are defined in **Exhibit D** to this Facilities Lease.

1.4. "**District**" or "**Lessee**" means the **Alameda Unified School District**, a school district duly organized and existing under the laws of the State of California.

1.5. "**District Representative**" means the Superintendent of the District, or any other person authorized by the Board of Trustees of the District to act on behalf of the District under or with respect to this Facilities Lease.

1.6. "**Permitted Encumbrances**" means, as of any particular time:

1.6.1. Liens for general and valorem taxes and assessments, if any, not then delinquent, or which the District may permit to remain unpaid;

1.6.2. The Site Lease;

1.6.3. This Facilities Lease,

1.6.4. Easements, rights of way, mineral rights, drilling rights and other rights, reservations, covenants, conditions or restrictions which exist of record as of the date of this Facilities Lease.

1.6.5. Easements, rights of way, mineral rights, drilling rights and other rights, reservations, covenants, conditions or restrictions established following the date of recordation of this Facilities Lease and to which Contractor and the District consent in writing which will not impair or impede the operation of the Project Site(s); and

2. Exhibits. The following Exhibits are attached to and by reference incorporated and made a part of this Facilities Lease ("**Exhibit(s)"**):

2.1. Exhibit A: Project Site(s) Information and Project(s) Information

2.2. Exhibit B: [RESERVED].

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2.3. Exhibit C: Guaranteed Project Cost and Other Project Cost(s), Funding, and Payment Provisions for Each of the Leased Project Site(s): A detailed description of the Guaranteed Project Cost and the provisions related to the payment of that amount by the District to the Contractor.

2.4. Exhibit D: General Construction Provisions: The provisions generally describing the Project's construction.

2.5. Exhibit E: Memorandum of Commencement Date for the Facilities Lease for Each of the Leased Project Site(s): The Memorandum, prepared by the District, that will memorialize the commencement and expiration dates of the Term.

2.6. Exhibit F: Construction Schedules for each of the Project Site(s): The Construction Schedule(s) shall be submitted in computer generated network format and shall be organized by Activity Codes representing the Contractor's intended sequencing of the Work, and with time scaled network diagrams of activities. The Preliminary Construction Schedule(s) shall include activities such as mobilization, preparation of submittals, specified review periods, procurement items, fabrication items, milestones, and all detailed construction activities.

2.7. Exhibit G: Schedule(s) of Values for Each of the Project Site(s)

2.8. Exhibit H: Subcontractor Procurement Process

2.9. Exhibit I: Certificates and Bonds to Lease-Leaseback Documents and Division 1 Documents to Lease-Leaseback Documents

2.10. Exhibit J: Plans, Technical Specifications, and Drawings

2.11. Exhibit K: Revisions to Contract Documents

2.12. Exhibit L: Agreement for Preliminary Services [IF APPLICABLE]

2.13. Exhibit M: Project Labor Agreement

3. Contract Documents / Order of Precedence

3.1. Questions concerning the intent, precedence, or meaning of the Contract Documents, including the Drawings or Specifications, shall be submitted to the District for interpretation. Inconsistencies in the Contract Documents shall be resolved by giving precedence in the following order:

3.1.1. District-approved modifications, beginning with the most recent (if any);
3.1.2. Exhibit K: Revisions to Contract Documents;
3.1.3. Exhibit D: General Construction Provisions ;
3.1.4. Facilities Lease;
3.1.5. Site Lease;
3.1.6. Exhibit C: GPC and Other Project Costs;
3.1.7. Remaining Exhibits to the Facilities Lease;
3.1.8. Division 1 Documents (Documents beginning with "01");
3.1.9. Division 2 through Division 49 documents (Technical Specifications);
3.1.10. Figured dimensions;
3.1.11. Large-scale drawings; and
3.1.12. Small-scale drawings.

In case of conflict, the greater quantity and/or higher standard of workmanship shall apply unless the District

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expressly states in writing (e.g., via a Change Order) accepting a lesser quantity or lower quality of workmanship and the Contract Price is adjusted accordingly. The decision of the District in the matter shall be final.

3.2. Integration / Modification. The Contract Documents and any documents specifically incorporated by reference are completely integrated as the complete and exclusive statement of the terms of the Agreement. This Facilities Lease and Site Lease supersedes all previous contracts, agreements, and / or communications, both oral and written, and constitutes the entire understanding of the District and Contractor. No extrinsic evidence whatsoever shall be admissible or used to explain or supplement the terms of the Contract, Contract Documents, or any items incorporated by reference. No changes, amendments or alterations shall be effective unless in writing, signed by both Parties, and unless provided otherwise by the Contract Documents.

4. Lease of Project and Project Site(s).

4.1. Contractor hereby leases the Project and the Project Site(s) to the District, and the District hereby leases said Project and Project Site(s) from Contractor upon the terms and conditions set forth in this Facilities Lease.

4.2. The leasing by Contractor to the District of the Project Site(s) shall not affect or result in a merger of the District's leasehold estate pursuant to this Facilities Lease and its fee estate as lessor under the Site Lease. Contractor shall continue to have and hold a leasehold estate in the Project Site(s) pursuant to the Site Lease throughout the term thereof and the term of this Facilities Lease.

4.3. As to the Project Site(s), this Facilities Lease shall be deemed and constitute a sublease.

4.4. <u>No Disruption to Educational Activities</u>
[REVISE AS NECESSARY IF THE SITE IS NOT AN ACTIVE SCHOOL SITE]

4.4.1. **<u>Occupied School Site(s).</u>** The Contractor acknowledges that portions of the School Site(s) shall, at all times, be occupied by the District as an operating school. The Parties have agreed to a plan and process whereby the Contractor's activities shall be kept separate from the operating school even though the operating school may be within the Project Site(s). The specifics of the plan and process are as indicated in **Exhibit K.**

4.4.2. **<u>Work During Instructional Time.</u>** Contractor affirms that Work may be performed during ongoing instruction in existing facilities. If so, Contractor agrees to cooperate to the best of its ability to minimize any disruption to the School Site(s) up to, and including, rescheduling specific work activities, at no additional cost to the District.

4.4.3. **<u>Student Testing</u>**. Contractor shall, at no additional cost to the District and at the District's request, coordinate its Work to not disturb District students when students at the School Site(s) are taking State-required tests. No extensions to the Contract Time shall be accommodated as a result of State-required tests, and Contractor shall account for State-required testing when preparing the Construction Schedule(s).

5. Term.

5.1. Facilities Lease is Legally Binding. This Facilities Lease is legally binding on the Parties upon execution by the Parties and the District Board's approval of this Facilities Lease. The Term of this Facilities Lease for the purposes of District's occupancy shall commence after the Parties have satisfied all preconditions for the Parties execution of the Memorandum of Commencement Date as set forth in "Timing of Lease Payments" in **Exhibit C**, and then on the earlier of the following two (2) events ("**Commencement Date**"), and shall terminate **<u>twelve (12) months</u>** after the Commencement Date (the "**Term**"):

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5.1.1. The date the District takes Beneficial Occupancy of the entire Project; or

5.1.2. The date of Project Completion, as defined in **Exhibit D** to this Facilities Lease.

5.2. On the Commencement Date, the District shall prepare and the Parties shall execute the Memorandum of Commencement Date attached hereto as **Exhibit E** to memorialize the commencement and expiration dates of the Term. Notwithstanding this Term, the Parties hereby acknowledge that each has obligations, duties, and rights under this Facilities Lease that exist upon execution of this Facilities Lease and prior to the Commencement Date of the Term.

5.3. The Parties expressly agree that the District's obligation to make Tenant Improvement Payments for Work performed on the Project arises upon the Effective date of this Facilities Lease, and shall be made pursuant to the "Payment of the Guaranteed Project Cost" Provisions as indicated in **Exhibit C**.

5.4. The Parties expressly agree that the District's obligation to make Lease Payments, notwithstanding the Commencement Date, is conditioned on the Contractor completing and satisfying all conditions indicated in **Exhibit C,** that are required prior to the District being obligated to make the first Lease Payment.

5.5. The Term may be extended or shortened upon the occurrence of the earliest of any of the following events, which shall constitute the end of the Term:

5.5.1. An Event of Default by District as defined herein and Contractor's election to terminate this Facilities Lease as permitted herein, or

5.5.2. An Event of Default by Contractor as defined herein and District's election to terminate this Facilities Lease as permitted herein, or

5.5.3. A third-party taking of the Project under Eminent Domain, only if the Term is ended as indicated more specifically herein.

5.5.4. Damage or destruction of the Project, only if the Term is ended as indicated more specifically herein.

6. Payment. In consideration for the lease of the Project Site(s) by the Contractor back to the District and for other good and valuable consideration, the District shall make the Tenant Improvements Payments and Lease Payments pursuant to the "Payment of the Guaranteed Project Cost" Provisions as indicated in **Exhibit C**.

7. Termination.

7.1. Termination Due to Default of the Contractor.

7.1.1. The District, in its sole discretion, may terminate the Facilities Lease and/or terminate the Contractor's right to perform the work of the Contract based upon Contractor's default.

7.1.2. Default of Contractor includes, without limitation:

7.1.2.1. Contractor refuses or fails to execute the Work or any separable part thereof with sufficient diligence as will ensure its completion within the time specified or any extension thereof, or

7.1.2.2. Contractor fails to complete said Work within the time specified or any extension thereof, or

7.1.2.3. Contractor persistently fails or refuses to perform Work or provide material of sufficient

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quality as to be in compliance with Contract Documents; or

7.1.2.4. Contractor files a petition for relief as a debtor, or a petition is filed against the Contractor without its consent, and the petition is not dismissed within sixty (60) days; or

7.1.2.5. Contractor makes a general assignment for the benefit of its creditors, or a receiver is appointed on account of its insolvency; or

7.1.2.6. Contractor persistently or repeatedly refuses or fails, except in cases for which extension of time is provided, to supply enough properly skilled workers or proper materials to complete the Work in the time specified; or

7.1.2.7. Contractor fails to make prompt payment to Subcontractors, or for material, or for labor; or

7.1.2.8. Contractor persistently disregards laws, or ordinances, or instructions of District; or

7.1.2.9. Contractor fails to supply labor, including that of Subcontractors, that can work in harmony with all other elements of labor employed or to be employed on the Work; or

7.1.2.10. Contractor or its Subcontractor(s) is/are otherwise in breach, default, or in substantial violation of any provision of this Contract.

7.1.3. Upon termination, District may immediately serve written notice of tender upon Surety whereby Surety shall have the right to takeover and perform this Contract only if Surety:

7.1.3.1. Within three (3) days after service upon it of the notice of tender, gives District written notice of Surety's intention to takeover and perform this Contract; and

7.1.3.2. Commences performance of the Contract within seven (7) days from date of serving of its notice to District.

7.1.4. If Surety fails to notify District or begin performance as indicated herein, District may takeover the Work and execute the Work to completion by any method it may deem advisable at the expense of Contractor and/or its Surety. Contractor and/or its Surety shall be liable to District for any excess cost or other damages the District incurs thereby. Time is of the essence in the Contract. If the District takes over the Work as herein provided, District may, without liability for so doing, take possession of and utilize in completing the Work such materials, appliances, plan, and other property belonging to Contractor as may be on the Site of the Work, in storage, or previously paid for.

7.2. Termination Due to Default by District. If District defaults pursuant to the provision(s) of the Facilities Lease, the Contractor, or its assignee, will have the right, for the then remaining term of the Site Lease, to:

7.2.1. Take possession of the Project Site(s);

7.2.2. If it deems it appropriate, cause appraisal of the Project Site(s) and a study of the then reasonable uses thereof; and

7.2.3. Relet the Project Site(s).

7.3. Termination of Contractor for Convenience. The District in its sole discretion may terminate for convenience this Facilities Lease upon three (3) days written notice to the Contractor. In case of a termination for convenience, the Contractor shall have no claims against the District except the actual portion of the

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Guaranteed Project Cost expended for labor, materials, and services performed that is unpaid and can be documented through timesheets, invoices, receipts, or otherwise, up to and until the date of termination, plus necessary and reasonable documented demobilization costs.

7.4. Lease Terminable Only as Set Forth Herein. Except as otherwise expressly provided in this Facilities Lease and the "Termination and Suspension and Scope Reduction" section of **Exhibit D** to this Facilities Lease, this Facilities Lease shall not terminate, nor shall District have any right to terminate this Facilities Lease or be entitled to the abatement of any all necessary payments pursuant to the "Payment of Guaranteed Project Cost" Provisions as indicated in **Exhibit C** or any reduction thereof. The obligations hereunder of District shall not be otherwise affected by reason of any damage to or destruction of all or any part of the Project; the taking of the Project or any portion thereof by condemnation or otherwise; the prohibition, limitation or restriction of District's use of the Project; the interference with such use by any private person or Contractor; the District's acquisition of the ownership of the Project (other than pursuant to an express provision of this Facilities Lease); any present or future law to the contrary notwithstanding. It is the intention of the Parties hereto that all necessary payments pursuant to the "Payment of Guaranteed Project Cost Provisions" as indicated in **Exhibit C** shall continue to be payable in all events, and the obligations of the District hereunder shall continue unaffected unless the requirement to pay or perform the same shall be terminated or modified pursuant to an express provision of this Facilities Lease.

7.5. Nothing contained herein shall be deemed a waiver by the District of any rights that it may have to bring a separate action with respect to any Event of Default by Contractor hereunder or under any other agreement to recover the costs and expenses associated with that action. The District covenants and agrees that it will remain obligated under this Facilities Lease in accordance with its terms.

7.6. Following Project Completion, and to the extent applicable, the District will not take any action to terminate, rescind or avoid this Facilities Lease, notwithstanding the bankruptcy, insolvency, reorganization, composition, readjustment, liquidation, dissolution, winding-up or other proceeding affecting Contractor or any assignee of Contractor in any such proceeding, and notwithstanding any action with respect to this Facilities Lease which may be taken by any trustee or receiver of Contractor or of any assignee of Contractor in any such proceeding or by any court in any such proceeding. Following Project Completion, except as otherwise expressly provided in this Facilities Lease, District waives all rights now or hereafter conferred by law to quit, terminate or surrender this Facilities Lease or the Project or any part thereof.

7.7. District acknowledges that Contractor may assign an interest in some or all of the necessary payments pursuant to the "Payment of Guaranteed Project Cost Provisions" as indicated in **Exhibit C** to a lender in order to obtain financing for the cost of constructing the Project and that the lender may rely on the foregoing covenants and provisions in connection with such financing.

8. Title.

8.1. During the Term of this Facilities Lease, the District shall hold fee title to the School Site(s), including the Project Site(s), and nothing in this Facilities Lease or the Site Lease shall change, in any way, the District's ownership interest.

8.2. During the Term of this Facilities Lease, Contractor shall have a leasehold interest in the Project Site(s) pursuant to the Site Lease.

8.3. During the Term of this Facilities Lease, the Contractor shall hold title to the Project improvements provided by Contractor which comprise fixtures, repairs, replacements or modifications thereto.

8.4. If the District makes all necessary payments under the Guaranteed Project Cost Provisions indicated in **Exhibit C**, all right, title and interest of Contractor, its assigns and successors in interest in and to the Project and the Project Site(s) shall be transferred to and vested in the District at the end of the Term. Title shall be

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transferred to and vested in the District hereunder without the necessity for any further instrument of transfer; provided, however, that Contractor agrees to execute any instrument requested by District to memorialize the termination of this Facilities Lease and transfer of title to the Project.

9. Quiet Enjoyment. Upon District's possession of the Project, Contractor shall thereafter provide the District with quiet use and enjoyment of the Project, and the District shall during the Term peaceably and quietly have and hold and enjoy the Project, without suit, trouble or hindrance from Contractor, except as otherwise may be set forth in this Facilities Lease. Contractor will, at the request of the District and at Contractor's cost, join in any legal action in which the District asserts its right to such possession and enjoyment to the extent Contractor may lawfully do so. Notwithstanding the foregoing, Contractor shall have the right to inspect the Project and the Project Site(s) as provided herein.

10. Representations of the District. The District represents, covenants and warrants to the Contractor as follows:

10.1. Due Organization and Existence. The District is a school district, duly organized and existing under the Constitution and laws of the State of California.

10.2. Authorization. The District has the full power and authority to enter into, to execute and to deliver this Facilities Lease, and to perform all of its duties and obligations hereunder, and has duly authorized the execution of this Facilities Lease.

10.3. No Violations. Neither the execution and delivery of this Facilities Lease nor the Site Lease, nor the fulfillment of or compliance with the terms and conditions hereof or thereof, nor the consummation of the transactions contemplated hereby or thereby, conflicts with or results in a breach of the terms, conditions or provisions of any restriction or any agreement or instrument to which the District is now a party or by which the District is bound, or constitutes a default under any of the foregoing, or results in the creation or imposition of any lien, charge or encumbrance whatsoever upon any of the property or assets of the District, or upon the Project Site(s), except Permitted Encumbrances

10.4. CEQA Compliance. The District has complied with all requirements imposed upon it by the California Environmental Quality Act (Public Resource Code Section 21000 *et seq.* ("**CEQA**") in connection with the Project, and no further environmental review of the project is necessary pursuant to CEQA before the construction of the Project may commence. Contractor shall comply will all applicable mitigation measures, if any, adopted by any public agency with respect to this Project pursuant to the California Environmental Quality Act. (Public Resources Code section 21000 et. seq.).

10.5. No Litigation. Except for a validation action related to this transaction that the District may file, there is no pending or, to the knowledge of District, threatened action or proceeding before any court or federal, state, municipal, or other government authority or administrative agency which will materially adversely affect the ability of District to perform its obligations under this Facilities Lease.

10.6. Condemnation Proceedings.

10.6.1. District covenants and agrees, but only to the extent that it may lawfully do so, that so long as this Facilities Lease remains in effect, the District will not seek to exercise the power of eminent domain with respect to the Project so as to cause a full or partial termination of this Facilities Lease.

10.6.2. If for any reason the foregoing covenant is determined to be unenforceable or in some way invalid, or if District should fail or refuse to abide by such covenant, then, to the extent it may lawfully do so, District agrees that the financial interest of Contractor shall be as indicated in Section 6.1 of this Facilities Lease.

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11. Representations of the Contractor. The Contractor represents, covenants and warrants to the District as follows:

11.1. Due Organization and Existence. The Contractor is a California corporation licensed to provide such services in the state of California, duly organized and existing under the laws of the State of California, has the power to enter into this Facilities Lease and the Site Lease; is possessed of full power to lease, lease back, and hold real and personal property and has duly authorized the execution and delivery of all of the aforesaid agreements.

11.2. Authorization. Contractor has the full power and authority to enter into, execute and deliver this Facilities Lease; to perform all of its duties and obligations hereunder; and has duly authorized the execution of this Facilities Lease.

11.3. No Violations. Neither the execution and delivery of this Facilities Lease and the Site Lease, nor the fulfillment of or compliance with the terms and conditions hereof or thereof, nor the consummation of the transactions contemplated hereby or thereby, conflicts with or results in a breach of the terms, conditions or provisions of any restriction or any agreement or instrument to which Contractor is now a party or by which Contractor is bound, or constitutes a default under any of the foregoing, or results in the creation or imposition of any lien, charge or encumbrance whatsoever upon any of the property or assets of Contractor, or upon the Project Site(s), except Permitted Encumbrances.

11.4. No Bankruptcy. Contractor is not now and has never been in bankruptcy or receivership.

11.5. No Litigation. There is no pending or, to the knowledge of Contractor, threatened action or proceeding before any court or administrative agency which will materially adversely affect the ability of Contractor to perform its obligations under this Facilities Lease.

11.6. No Encumbrances. Contractor shall not pledge any District payments of any kind, related to the Site Lease, this Facilities Lease, or in any way derived from the Project Site(s), and shall not mortgage or encumber the Project Site(s), except as may be specifically permitted pursuant to the provisions of this Facilities Lease related to Contractor's financing the construction of the Project.

11.7. Continued Existence. Contractor shall not voluntarily commence any act intended to dissolve or terminate the legal existence of Contractor, at or before the latest of the following:

11.7.1. Eighteen (18) months following Project Completion,

11.7.2. After dismissal and final resolution of any and all disputes between the Parties and/or any third-party claims related, in any way, to the Project,

Contractor shall give District sixty (60) days written notice prior to dissolving or terminating the legal existence of Contractor.

11.8. Infectious Disease. Contractor shall comply with all provisions related to Infectious Disease as indicated in **Exhibit D**.

12. Preliminary Services [IF APPLICABLE]

12.1. The terms and conditions pertaining to the performance of Preliminary Services, if any, under this Facilities Lease, are set forth in the Agreement for Preliminary Services (**Exhibit L)** to this Facilities Lease. To the extent any terms and conditions set forth therein conflict with terms and conditions in the body of the Facilities Lease, the terms and conditions contained in **Exhibit L** shall control regarding the performance of Preliminary Services.

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12.2. The payment provisions for the Preliminary Services, if any, under this Facilities Lease, are set forth in **Exhibit C** and **Exhibit L** to this Facilities Lease.

12.3. Notwithstanding any provision contained in this Facilities Lease, Contractor shall not be required to perform any Preliminary Services for which a contractor is required to be licensed pursuant to Article 5 (commencing with Section 7065) of Chapter 9, Division 3 of the Business and Professions Code and/or for which DSA approval is required unless and until the District receives DSA approval for the Project.

13. Construction of Project

13.1. Project Site(s) Conditions and Contract Documents. Contractor acknowledges that it has and will perform certain special services in preparation to construct the Project.

13.2. Construction of Project.

13.2.1. After the District's issuance of a Notice to Proceed, Contractor agrees to cause the Project to be developed, constructed, and installed in accordance with the terms hereof and the Construction Provisions set forth in **Exhibit D**, including those things reasonably inferable in the Construction Provisions as being within the scope of the Project and necessary to produce the stated result even though no mention is made in the Construction Documents.

13.2.2. **Contract Time / Construction Schedule.**

13.2.2.1. The Construction shall be performed pursuant to the construction schedule(s), attached hereto as **Exhibit F** ("**Construction Schedule(s)**")**.** The time period between the **Notice to Proceed** for construction of the Project and **Completion** shall be the total Contract time ("**Contract Time**").

13.2.2.2. The Construction Schedule must be approved by the District prior to execution of this Facilities Lease. District and Contractor may, if agreed to in writing, approve changes in the Construction Schedule.

13.2.3. **Schedule of Values.** The Contractor has provided a schedule of values, approved by the District, which attached hereto as **Exhibit G** ("**Schedule(s) of Values**")**.** The Schedule of Values must be approved by the District prior to the District's approval of the Contractor's first Application for Tenant Improvement Payment.

13.2.4. **Liquidated Damages**: Time is of the essence for all work Contractor must perform to obtain Project Completion. 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, pursuant to Government Code section 53069.85 and Public Contract Code section 7203, Contractor shall forfeit and pay to District the following sum(s) as liquidated damages ("**Liquidated Damages**"): **$2,000 per day** as liquidated damages for each and every day's delay beyond the Contract Time for each School Site(s).

13.2.4.1. **[USE IF PROJECT INVOLVES MULTIPLE SCHOOL SITES]** Each portion of the Liquidated Damages shall be calculated cumulatively. For example, if two of the School Site(s) are delayed as indicated here, the daily liquidated damage amount is two times (2x) the daily rate; three of the School Site(s), three times (3x), etc.

13.2.4.2. It is hereby understood and agreed that neither the total cumulative Liquidate Damages amount nor any portion of the Liquidated Damage amount are penalties.

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13.2.4.3. In the event any portion of the liquidated damages is not paid to the District, the District may deduct that amount from any money due or that may become due the Contractor under this Facilities Lease. The District's right to assess liquidated damages is as indicated herein and in the **Exhibit D**. Contractor and Surety shall be liable for and pay to District the entire amount of Liquidated Damages including any portion that exceeds the amount of the Contract Price then held, retained or controlled by District.

13.2.4.4. The time during which the construction of the Project is delayed for cause as hereinafter specified may extend the Contract Time for a reasonable time as the District may grant. This provision does not exclude the recovery of damages for delay by either party under other provisions in this Facilities Lease.

13.2.5. **Guaranteed Project Cost**. Contractor will cause the Project to be constructed within the Guaranteed Project Cost as set forth and defined in the Guaranteed Project Cost provisions indicated in **Exhibit C** and Contractor will not seek additional compensation from District in excess of that amount.

13.2.6. **Modifications.** If the DSA requires changes to the Contract Documents submitted by District to Contractor, and those changes change the construction costs and/or construction time for the Project, then those changed costs will be handled as a change in the Work pursuant to the provisions of **Exhibit D**.

13.2.7. Contractor shall cooperate with the District's efforts to obtain State funding for the Project by complying with any State requirements as reasonably requested by the District.

13.2.8. **Compliance Monitoring and Enforcement by the Department of Industrial Relations.**

13.2.8.1. District hereby provides notice of the requirements described in Labor Code section 1771.1, subdivision (a), which states the following:

> "A contractor or subcontractor shall not be qualified to bid on, be listed in a bid proposal, subject to the requirements of Section 4104 of the Public Contract Code, or engage in the performance of any contract for public work, as defined in this chapter, unless currently registered and qualified to perform public work pursuant to Section 1725.5. It is not a violation of this section for an unregistered contractor to submit a bid that is authorized by Section 7029.1 of the Business and Professions Code or by Section 10164 or 20103.5 of the Public Contract Code, provided the contractor is registered to perform public work pursuant to Section 1725.5 at the time the contract is awarded."

13.2.8.2. Contractor acknowledges that, for purposes of Labor Code section 1725.5, this work is a public work to which Labor Code section 1771 applies. Contractor shall comply with Labor Code section 1725.5, including without limitation the registration requirements. Additionally, all "subcontractors" (as defined by Labor Code section 1722.1) shall comply with Labor Code section 1725.5 to be qualified to bid on, be listed in a bid proposal, subject to the requirements of Section 4104 of the Public Contract Code, or engage in the performance of the Project. Contractor represents to the District that all "subcontractors" (as defined by Labor Code section 1722.1) are registered pursuant to Labor Code section 1725.5.

13.2.8.3. The Project is subject to compliance monitoring and enforcement by the Department of Industrial Relations. Contractor shall post job site notices, as prescribed by regulation. Contractor shall comply with all requirements of Labor Code section 1771.4, except the requirements that are exempted by the Labor Commissioner for the Project.

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14. Maintenance. Following delivery of possession of the Project by Contractor to District, the repair, improvement, replacement and maintenance of the Project and the Project Site(s) shall be at the sole cost and expense and the sole responsibility of the District, subject only to all warranties against defects in materials and workmanship of Contractor as provided in **Exhibit D**. The District shall pay for or otherwise arrange for the payment of the cost of the repair and replacement of the Project resulting from ordinary wear and tear. The District waives the benefits of subsections 1 and 2 of Section 1932 of the California Civil Code, but such waiver shall not limit any of the rights of the District under the terms of this Facilities Lease.

15. Utilities. Following delivery of possession of the Project by Contractor to District, the cost and expenses for all utility services, including, but not limited to, electricity, natural gas, telephone, water, sewer, trash removal, cable television, janitorial service, security, heating, water, internet service and all other utilities of any type shall be paid by District.

16. Taxes and Other Impositions. All ad valorem real property taxes, special taxes, possessory interest taxes, bonds and special lien assessments or other impositions of any kind with respect to the Project, the Project Site(s) and the improvements thereon, charged to or imposed upon either Contractor or the District or their respective interests or estates in the Project, shall at all times be paid by District. In the event any possessory interest tax is levied on Contractor, its successors and assigns, by virtue of this Facilities Lease or the Site Lease, District shall pay such possessory interest tax directly, if possible, or shall reimburse Contractor, its successors and assigns for the full amount thereof within thirty (30) days after presentation of proof of payment by Contractor.

17. Insurance

17.1. Contractor's Insurance. The Contractor shall comply with the insurance requirements as indicated herein**.**

17.1.1. **<u>Commercial General Liability and Automobile Liability Insurance.</u>** Contractor shall procure and maintain, during the life of the Project, Commercial General Liability Insurance and Automobile Liability Insurance that shall protect Contractor, District, and the State, from all claims for bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising from operations under the Project. Contractor shall ensure that Products Liability and Completed Operations coverage, Fire Damage Liability, and Any auto including owned and non-owned, are included within the above policies and at the required limits, or Contractor shall procure and maintain these coverages separately.

17.1.2. **<u>Umbrella Liability Insurance</u>**

17.1.2.1. Contractor shall procure and maintain, during the life of the Contract, an Excess Liability and/or Umbrella Liability Insurance Policy. Any Umbrella Liability Insurance Policy shall protect Contractor, District, State, Construction Manager(s), Program Manager(s), and Architect(s) in the amounts indicated herein, and shall comply with all requirements for Commercial General Liability and Automobile Liability, Employers' Liability Insurance, and Sexual Molestation and Abuse Liability. This coverage shall be provided in a form at least as broad as the Insurance Services Office (ISO) standard form.

17.1.2.2. There shall be no gap between the per occurrence amount of any underlying policy and the start of the coverage under the Umbrella Liability Insurance Policy.

17.1.2.3. Whether this Excess Liability and/or Umbrella Liability Insurance Policy is written on a "follow form" or "stand alone" form, the coverages shall be equal or greater than the Contractor's Commercial General Liability and Automobile Liability, Employers' Liability Insurance, and Sexual Molestation and Abuse Liability with no exclusions that reduce or eliminate coverage items.

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17.1.3. **Subcontractor:** Contractor shall require its Subcontractor(s), if any, to procure and maintain Commercial General Liability Insurance, Automobile Liability Insurance, and Umbrella Liability Insurance with minimum limits as agreed to by the District's risk manager.

17.1.4. **Workers' Compensation and Employers' Liability Insurance**

17.1.4.1. In accordance with provisions of section 3700 of the California Labor Code, the Contractor and every Subcontractor shall be required to secure the payment of compensation to its employees.

17.1.4.2. Contractor shall procure and maintain, during the life of the Project, Workers' Compensation Insurance and Employers' Liability Insurance for all of its employees engaged in work under the Project, on/or at the Site of the Project. This coverage shall cover, at a minimum, medical and surgical treatment, disability benefits, rehabilitation therapy, and survivors' death benefits. Contractor shall require its Subcontractor(s), if any, to procure and maintain Workers' Compensation Insurance and Employers' Liability Insurance for all employees of Subcontractor(s). Any class of employee or employees not covered by a Subcontractor's insurance shall be covered by Contractor's insurance. If any class of employee or employees engaged in Work under the Project, on or at the Site of the Project, is not protected under the Workers' Compensation Insurance, Contractor shall provide, or shall cause a Subcontractor to provide, adequate insurance coverage for the protection of any employee(s) not otherwise protected before any of those employee(s) commence work.

17.1.5. **Sexual Molestation and Abuse Liability Insurance.** Contractor shall procure and maintain, during the life of this Contract, sexual molestation and abuse insurance. Contractor shall require its Subcontractor(s), if any, to procure and maintain sexual molestation and abuse insurance for any and all employee(s) of Subcontractor(s). Any class of employee or employees not covered by a Subcontractor's insurance shall be covered by Contractor's insurance. If any class of employee or employees engaged in Work under the Contract, on or at the Site of the Project, are not covered under the sexual molestation and abuse insurance, Contractor shall provide, or shall cause a Subcontractor to provide, adequate insurance coverage to cover any employee(s) not otherwise covered before any of those employee(s) commence work.

17.1.6. **Contractor's Risk Insurance: Contractor's Risk "All Risk" Insurance (NO Earthquake or Flood).**

17.1.6.1. Contractor (Builder) shall procure and maintain, during the life of the Project, Contractor's Builders Risk (Course of Construction), or similar first party property coverage acceptable to the District, issued on a replacement cost value basis. The cost shall be consistent with the total replacement cost of all insurable Work of the Project included within the Contract Documents.

17.1.6.2. Coverage is to insure against all risks of accidental physical loss and shall include without limitation the perils of vandalism and/or malicious mischief (both without any limitation regarding vacancy or occupancy), sprinkler leakage, civil authority, sonic disturbance, collapse, wind, fire, lightning, and smoke. Coverage shall include debris removal, demolition, increased costs due to enforcement of all applicable ordinances and/or laws in the repair and replacement of damaged and undamaged portions of the property, and reasonable costs for the Architect's and engineering services and expenses required as a result of any insured loss upon the Work and Project, including completed Work and Work in progress, to the full insurable value thereof.

17.1.6.3. **Earthquake and Flood Coverage.** The District may require the Contractor to include coverage for "earthquake(s)" and/or "flood" and Contractor shall provide the price for those

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additional coverages for the District's consideration prior to including or charging the District for those coverages.

17.1.6.4. Coverage shall be maintained until final payment has been made as provided under the Contract Documents or until no person or entity other than the District has an insurable interest in the property to be covered, whichever is later. This insurance shall cover as insureds the District, Contractor, all Subcontractors of every tier on the Project, and all vendors and suppliers.

17.1.6.5. **Offsite Storage.** Coverage must also be maintained for any materials stored offsite that will be incorporated into the Project.

17.1.6.6. The deductible for this insurance shall be paid by Contractor.

17.1.7. **Professional Liability Insurance**. This insurance shall cover the Contractor and his/her sub-consultant(s) for professional liability in at least the amounts set forth herein below. Additionally, the policy must contain terms or endorsements extending coverage that requires the insurer to defend and indemnify for acts which happen before the effective date of the policy provided the claim is first made during the policy period, coverage to continue through Project Completion plus "tail" coverage for two (2) years thereafter.

17.1.8. **Property of Others Insurance (if not expressly stated as part of above insurance policies).** If equipment and material are stored off-site and are in the Contractor's possession, the Contractor shall procure and maintain, during the storage of equipment and material, insurance coverage acceptable to the District that shall protect Contractor and District from all claims for Project equipment and materials stored off-site that is lost, stolen, or damaged. The District shall be named as a loss payee for this insurance coverage. The insurance coverage shall include a "loss payable endorsement" stating that all amounts payable will be paid as a joint-check to the Contractor and District. If approved in advance by District, this required insurance may be obtained by an "Employee Theft Protection Insurance Policy" or an "Employee Theft Protection Bond."

17.1.9. **Proof of Insurance and Other Requirements: Endorsements and Certificates**

17.1.9.1. Contractor shall not commence Work nor shall it allow any Subcontractor to commence Work under the Project, until Contractor and its Subcontractor(s) have procured all required insurance and Contractor has delivered in duplicate to the District all insurance certificates indicating the required coverages have been obtained, and the District has approved these documents. If the District requests copies of Contractor's insurance policies and/or endorsements from Contractor, Contractor shall provide them within fourteen (14) days.

17.1.9.2. Endorsements, certificates, and insurance policies shall include the following:

17.1.9.2.1. A clause stating:

"This policy shall not be amended, canceled or modified and the coverage amounts shall not be reduced until notice has been mailed to the District and Construction Manager stating date of amendment, modification, cancellation or reduction. Date of amendment, modification, cancellation or reduction may not be less than thirty (30) days after date of mailing notice."

17.1.9.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.

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17.1.9.3. All endorsements, certificates and insurance policies shall state that District, its Board members, employees and agents, and the State of California, Construction Manager(s), Program Manager(s), Inspector(s) and Architect(s) are named additional insureds under all policies except Workers' Compensation Insurance, Professional Liability Insurance, and Employers' Liability Insurance. After the Project has reached Completion, the Contractor need only retain the named additional insureds on the Completed Operations Policy.

17.1.9.4. Contractor's and Subcontractors' insurance policy(s) shall be primary and non-contributory to any insurance or self-insurance maintained by District, its trustees, employees and/or agents, the State of California, Construction Manager(s), Project Manager(s), Inspector(s), and/or Architect(s).

17.1.9.5. All endorsements, except for Professional Liability, shall waive any right to subrogation against any of the named additional insureds, except Architect.

17.1.9.6. All policies shall be written on an occurrence form, except for Professional Liability which shall be on a claims-made form.

17.1.9.7. All of Contractor's insurance shall be with **ADMITTED** insurance companies with an A.M. Best rating of no less than **A: VII.** Contractor shall provide documentation to the District demonstrating this rating.

17.1.10. **Insurance Policy Limits.** The limits of insurance shall not be less than the following amounts or as per the District's standard attached:

Commercial General Liability (Includes: Bodily Injury, Property Damage, Personal & Advertising Injury, Product Liability and Completed Operations)	Combined Single Limit General Aggregate Product Liability and Completed Operations	$2,000,000 $4,000,000 $2,000,000
Automobile Liability – Any Auto	Combined Single Limit **NO** General Aggregate	$2,000,000
Excess Liability (Umbrella)		$6,000,000 per occurrence; $6,000,000 aggregate
Workers Compensation		Statutory limits pursuant to State law
Employers' Liability		$2,000,000 each incident
Sexual Abuse / Molestation		$1,000,000 each incident; $2,000,000 policy limit
Contractors Risk (Course of Construction)		Issued for the value and scope of Work indicated herein, until the Project has reached Completion
Property of Others	Combined Single Limit General Aggregate	Issued for the value and scope of Work stored off-site.

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Professional Liability, if required by the District and either: - the premium is approved by the District, or - by each subconsultant and/or designer of documents produced by Contractor.	$1,000,000 per occurrence and annual aggregate

17.2. District's Insurance.

17.2.1. Upon the execution of the Memorandum of Commencement Date, the District will include the facilities constructed as part of the Project to be thereafter a facility that the District is leasing and that will thereafter be covered by the insurance program in which the District currently participates. If requested by Contractor, District shall provide portions of the District's current insurance documents for the following. At the Contractor's request, District shall request the District's insurance administrator to include Contractor as an additional covered party on those policies, but the District will not ensure that the District's insurance administrator will agree to the request:

17.2.1.1. Property Program Liability Coverage
17.2.1.2. Interruption of Business / Extra Expense and Rental Value Coverage

18. Indemnification.

18.1. Contractor's Indemnity Obligation.

18.1.1. To the furthest extent permitted by California law, Contractor shall indemnify, defend with legal counsel reasonably acceptable to the District, keep and hold harmless the District and its consultants, the Architect and its consultants, the Construction Manager and its consultants, separate contractors, and their respective board members, officers, representatives, contractors, agents, and employees, in both individual and official capacities ("Indemnitees"), against all suits, claims, damages, losses, and expenses, including but not limited to attorney's fees, caused by, arising out of, resulting from, or incidental to, the performance of the Work by Contractor, its Subcontractors, vendors, or suppliers, including, without limitation, any such suit, claim, damage, loss, or expense attributable to, without limitation, bodily injury, sickness, disease, death, alleged patent violation or copyright infringement, or to injury to or destruction of tangible property (including damage to the Work itself) including the loss of use resulting therefrom, except to the extent caused by the sole negligence, active negligence, or willful misconduct of the Indemnitees, and/or to any extent that would render these provisions void or unenforceable. This agreement and obligation of Contractor shall not be construed to negate, abridge, or otherwise reduce any right or obligation of indemnity that would otherwise exist as to any party or person described herein. This indemnification, defense, and hold harmless obligation includes, without limitation:

18.1.1.1. Any failure or alleged failure by Contractor to comply with any provision of law, any failure or alleged failure to timely and properly fulfill all of its obligations under the Contract Documents in strict accordance with their terms, and without limitation, any stop payment notice actions or liens, including liens by the California Department of Labor Standards Enforcement.

18.1.1.2. Any claim arising (including protests) from any errors or mistakes in Contractor's documents provided to Subcontractors.

18.1.2. Contractor shall give prompt notice to the District in the event of any injury (including death), loss, or damage included herein. Without limitation of the provisions herein, if Contractor's agreement to indemnify, defend, and hold harmless the Indemnitees as provided herein against liability for damage arising out of bodily injury to persons or damage to property caused by or resulting from the negligence of any of the Indemnitees shall to any extent be or be determined to be void or unenforceable, it is the intention of the parties that these circumstances shall not otherwise affect the validity or enforceability of Contractor's agreement to indemnify, defend, and hold harmless the rest of the Indemnitees, as provided

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herein, and in the case of any such suits, claims, damages, losses, or expenses caused in part by the default, negligence, or act or omission of Contractor, any Subcontractor, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, and in part by any of the Indemnitees, Contractor shall be and remain fully liable on its agreements and obligations herein to the full extent permitted by law.

18.1.3. In any and all claims against any of the Indemnitees by any employee of Contractor, any Subcontractor, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, Contractor's indemnification obligation herein shall not be limited in any way by any limitation on the amount or type of damages, compensation, or benefits payable by or for Contractor or any Subcontractor under workers' compensation acts, disability benefit acts, or other employee benefit acts.

18.1.4. The defense and indemnification obligations hereunder shall survive the Completion of Work, including the warranty/guarantee period, and/or the termination of the Contract.

18.2. District's Indemnity Obligation.

18.2.1. District shall indemnify, but shall not be obligated to defend, Contractor from and against any claims, damages, expenses or liabilities connected with this Facilities Lease, only:

18.2.1.1. If those claims, damages, expenses or liabilities relate to District's status as a sublessee under this Facilities Lease;

18.2.1.2. To the extent that those claims, damages, expenses or liabilities arise from the negligence or willful acts or omissions of District, its officers, agents or employees; and

18.2.1.3. If those claims, damages, expenses or liabilities are unrelated to District's obligations to pay the Guaranteed Project Cost.

18.2.2. After the Commencement Date, the District shall also indemnify and defend Contractor from and against any claims, damages, expenses or liabilities including third-party tort or contract claims that arise from the District's use of the Facilities and that are not caused by the Contractor's Work on the Project or are not covered by Contractor's warranty(s) or guarantee(s) and.

18.2.3. Under no circumstances does the District's indemnity obligation herein include any obligation to indemnify the Contractor from any claims, damages, expenses or liabilities connected in any way with a third-party's challenge to the validity of the Site Lease and/or the Facilities Lease.

18.3. The Parties understand and acknowledge that the indemnity obligations stated herein may be mutual, comparative or contributory depending on the facts of specific circumstances.

19. Eminent Domain.

19.1. Total Taking After Project Delivery. If, following delivery of possession of the Project by Contractor to District, all of the Project and the Project Site(s) is taken permanently under the power of eminent domain, the Term shall cease as of the day possession shall be so taken.

19.1.1. The financial interest of Contractor shall be limited to the amount of principal payments pursuant to the Guaranteed Project Cost Provisions indicated in **Exhibit C** that are then due or past due together with all remaining and succeeding principal payments pursuant to the Guaranteed Project Cost Provisions indicated in **Exhibit C** for the remainder of the original Term.

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19.1.2. The balance of the award, if any, shall be paid to the District.

19.2. Total Taking Prior to Project Delivery. If all of the Project and the Project Site(s) is taken permanently under the power of eminent domain and the Contractor is still performing the work of the Project and has not yet delivered possession of the Project to District, the Term shall cease as of the day possession shall be so taken. The financial interest of Contractor shall be the amount Contractor has expended to date for work performed on the Project, subject to documentation reasonably satisfactory to the District.

19.3. Partial Taking. If, following delivery of possession of the Project by Contractor to District, less than all of the Project and the Project Site(s) is taken permanently, or if all of the Project and the Project Site(s) or any part thereof is taken temporarily, under the power of eminent domain:

19.3.1. This Facilities Lease shall continue in full force and effect and shall not be terminated by virtue of that partial taking and the Parties waive the benefit of any law to the contrary, and

19.3.2. There shall be a partial abatement of any principal payments pursuant to the Guaranteed Project Cost Provisions indicated in **Exhibit C** as a result of the application of the net proceeds of any eminent domain award to the prepayment of those payments hereunder. The Parties agree to negotiate, in good faith, for an equitable split of the net proceeds of any eminent domain award and a corresponding reduction in the payments required pursuant to the Guaranteed Project Cost Provisions indicated in **Exhibit C**, and

20. Damage and Destruction. If, following delivery of possession of the Project by Contractor to District, the Project is totally or partially destroyed due to fire, acts of vandalism, flood, storm, earthquake, Acts of God, or other casualty beyond the control of either party hereto, the Term shall end and District shall no longer be required to make any payments required pursuant to the Guaranteed Project Cost Provisions indicated in **Exhibit C** that are then due or past due or any remaining and succeeding principal payments pursuant to the Guaranteed Project Cost Provisions indicated in **Exhibit C** for the remainder of the original Term. The Contractor shall still be due any funds, payments, or disbursements from the District's rental interruption insurance to pay for the amounts that would otherwise have been due and owing from the District under **Exhibit C.**

21. Abatement.

21.1. If, after the Parties have executed the Memorandum of Commencement Date attached hereto as **Exhibit E,** the Project becomes destroyed or damaged beyond repair, the District may determine its use of the Project abated. Thereafter, the District shall have no obligation to make, nor shall the Contractor have the right to demand, any future Lease Payments as indicated in the Guaranteed Project Cost Provisions indicated in **Exhibit C** to this Facilities Lease. The Term shall cease at that time.

21.2. The Parties hereby agree that the net proceeds of the District's rental interruption insurance that the District must maintain during the Term, as required herein, shall constitute a special fund for the payment of the Lease Payments indicated in the Guaranteed Project Cost Provisions indicated in **Exhibit C**.

21.3. The District shall as soon as practicable after such event, at its discretion, apply the net proceeds of its insurance policy intended to cover that loss ("**Net Proceeds**"), either to:

21.3.1. Repair the Project to full use;

21.3.2. Replace the Project, at the District's sole cost and expense, with property of equal or greater value of the Project immediately prior to the time of the destruction or damage, with that replacement, once completed, shall be substituted in this Facilities Lease by appropriate endorsement; or

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21.4. The District shall notify the Contractor of which course of action it desires to take within thirty (30) days after the occurrence of the destruction or damage. The Net Proceeds of all insurance payable with respect to the Project shall be available to the District and shall be used to discharge the District's obligations under this Section.

22. Access

22.1. By Contractor.

22.1.1. Contractor shall have the right at all reasonable times to enter upon the Project Site(s) and any designated laydown areas to construct the Project pursuant to this Facilities Lease. Following the acceptance of the Project by District, Contractor may enter the Project at reasonable times with advance notice and arrangement with District for purposes of making any repairs required to be made by Contractor.

22.1.2. **Laydown Area.** Contractor's use of any designated laydown area is subject to the reservations, terms and conditions stated in the Contract Documents, including, but not limited to, Contractor's indemnity and hazards control obligations and is for the sole purposes of staging, fabrication, lay-down, and storage of materials and equipment relating to the Work. Any designated laydown area is provided to Contractor in its "AS-IS" condition and District makes no warranty or representations regarding the suitability of those areas for Contractor's purposes. On or before Completion of the Work, Contractor, at its sole expense, shall remove all improvements, equipment and debris from the laydown areas placed on or by or resulting from the activities of Contractor, its agents, representatives, or Subcontractors, and return the laydown area to District in good order and in a clean condition. Notwithstanding anything herein to the contrary, it is understood and agreed that District shall have the right from time to time to relocate, to other portions of the Project Site as designated by the District and reasonably acceptable to the Contractor, all or any portion of the laydown area. Any relocation shall be performed in a manner that does not materially interfere with Contractor's Work. District will provide Contractor with written notice of any proposed relocation and District and Contractor agree to meet with the other, at either's request, to discuss the proposed relocation and any matters that may be appropriate to determine whether the proposed relocation can or should be modified to limit any material adverse effects on the Work that are reasonably likely to occur in connection with the proposed relocation.

22.2. By District. The District shall have the right to enter upon the Project Site(s) at all times. District shall comply with all safety precautions and procedures required by Contractor.

23. Assignment, Subleasing

23.1. Assignment and Subleasing by the District. Any assignment or sublease by District shall be subject to all of the following conditions:

23.1.1. This Facilities Lease and the obligation of the District to make the payments required pursuant to the Guaranteed Project Cost Provisions indicated in **Exhibit C** shall remain obligations of the District; and

23.1.2. The District shall, within thirty (30) days after the delivery thereof, furnish or cause to be furnished to Contractor a true and complete copy of any assignment or sublease; and

23.2. Assignment by Contractor. Contractor may assign its right, title and interest in this Facilities Lease, in whole or in part to one or more assignees, only after the written consent of District, which District will not unreasonably withhold. No assignment shall be effective against the District unless and until the District has consented in writing. Notwithstanding anything to contrary contained in this Facilities Lease, no consent from

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the District shall be required in connection with any assignment by Contractor to a lender for purposes of financing the Project as long as there are not additional costs to the District.

24. Event(s)s of Default of District

24.1. Event(s) of Default by District Defined. The following shall be "Events of Default" of the District under this Facilities Lease. The terms "Event of Default" and "Default" shall mean, whenever they are used as to the District in the Site Lease or this Facilities Lease, shall only be one or more of the following events:

24.1.1. Failure by the District to pay payments required pursuant to the "Payment of the Guaranteed Project Cost" Provisions as indicated in **Exhibit C**, and the continuation of such failure for a period of forty-five (45) days.

24.1.2. Failure by the District to perform any material covenant, condition or agreement in this Facilities Lease and that failure continues for a period of forty-five (45) days after Contractor provides District with written notice specifying that failure and requesting that the failure be remedied; provided, however, if the failure stated in the notice cannot be corrected within the applicable period, Contractor shall not unreasonably withhold its consent to an extension of such time if corrective action is instituted by the District within the applicable period and diligently pursued until the default is corrected.

24.2. Remedies on District's Default. If there has been an Event of Default on the District's part, the Contractor may exercise any and all remedies available pursuant to law or granted pursuant to this Facilities Lease; provided, however, there shall be no right under any circumstances to accelerate any of the payments required pursuant to the Guaranteed Project Cost Provisions indicated in **Exhibit C** or otherwise declare those payments not then past due to be immediately due and payable.

24.2.1. Contractor may rescind its leaseback of the Project Site(s) to the District under this Facilities Lease and re-rent the Project Site(s) to another lessee for the remaining Term for no less than the fair market value for leasing the Project Site(s), which shall be:

24.2.1.1. An amount determined by a mutually-agreed upon appraiser, or

24.2.1.2. If an appraiser cannot be agreed to, an amount equal to the mean between a District appraisal and a Contractor appraisal for the Project Site(s), both prepared by an MAI-certified appraiser.

24.2.2. District's obligation to make the payments required pursuant to the Guaranteed Project Cost Provisions indicated in **Exhibit C** shall be:

24.2.2.1. Increased by the amount of costs, expenses, and damages incurred by the Contractor in re-renting the Project Site(s), and

24.2.2.2. Decreased by the amount of rent Contractor receives in reletting the Project Site(s).

24.2.3. The District agrees that the terms of this Facilities Lease constitute full and sufficient notice of the right of Contractor to re-rent the Project Site(s) in the Event of Default without effecting a surrender of this Facilities Lease, and further agrees that no acts of Contractor in performing a re-renting as permitted herein shall constitute a surrender or termination of this Facilities Lease, but that, on the contrary, in the event of an Event of Default by the District the right to re-rent the Project Site(s) shall vest in Contractor as indicated herein.

24.3. District's Continuing Obligation. Unless there has been damage, destruction, a Taking as described

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above, or the Contractor is in Default as indicated herein, the District shall continue to remain liable for the payments required pursuant to the Guaranteed Project Cost Provisions indicated in **Exhibit C** and those amounts shall be payable to Contractor at the time and in the manner as therein provided.

24.4. No Remedy Exclusive. No remedy herein conferred upon or reserved to Contractor is intended to be exclusive and every such remedy shall be cumulative and shall be in addition to every other remedy given under this Facilities Lease or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any Default shall impair any such right or power or shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. In order to entitle Contractor to exercise any remedy reserved herein, it shall be necessary to give notice, as indicated in this Facilities Lease and by law.

25. Event(s) of Default of Contractor

25.1. Event(s) of Default by Contractor Defined. The terms "Event of Default" and "Default", whenever they are used as to the Contractor in the Site Lease or this Facilities Lease, shall be one or more of the events identified in the "**Termination Due to Default of the Contractor"** section above.

25.2. Remedies on Contractor's Default. If there has been an Event of Default on the Contractor's part, the District may, without waiver of or prejudice to any other right or remedy, terminate the Site Lease and Facilities Lease.

25.2.1. If District terminates the Site Lease and the Facilities Lease pursuant to this section, the Project Site(s) and any improvements built upon the Project Site(s) shall vest in District upon termination of the Site Lease and Facilities Lease, and District shall thereafter be required to pay only the principal amounts then due and owing pursuant to the Guaranteed Project Cost Provisions indicated in **Exhibit C**, less any damages incurred by District due to Contractor's Default.

25.2.2. The District shall retain all rights it possesses as indicated in **Exhibit D** including, without limitation,

25.2.2.1. The right to assess liquidated damages due as permitted herein;

25.2.2.2. All rights the District holds to demand performance pursuant to the Contractor's required performance bond;

26. Notices. All notices, certificates or other communications hereunder shall be sufficiently given and shall be deemed to have been received as indicated below and to the persons indicated below:

26.1. If notice is given by personal delivery thereof, it shall be considered delivered on the day of delivery.

26.2. If notice is given by overnight delivery service, it shall be considered delivered on (1) day after date deposited, as indicated by the delivery service.

If to District: **Alameda Unified School District** 2060 Challenger Drive Alameda, CA 94501 ATTN: Monty Patterson	**If to Contractor:** **@Contractor** _____ _____, CA 9_____ ATTN: _____
With a copy to: Orbach Huff & Henderson LLP 6200 Stoneridge Mall Rd., Ste. 225 Pleasanton, CA 94588	**With a copy to:** _____ _____ _____, CA 9_____

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ATTN: Philip Henderson, Esq. | ATTN: _____

The Contractor and the District, by notice given hereunder, may designate different addresses to which subsequent notices, certificates or other communications will be sent.

27. Binding Effect. This Facilities Lease shall inure to the benefit of and shall be binding upon Contractor and the District and their respective successors, transferees and assigns.

28. No Additional Waiver Implied by One Waiver. In the event any agreement contained in this Facilities Lease should be breached by either party and thereafter waived by the other party, such waiver shall be limited to the particular breach so waived and shall not be deemed to waive any other breach hereunder.

29. Severability. In the event any provision of this Facilities Lease shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof, unless elimination of such invalid provision materially alters the rights and obligations embodied in this Facilities Lease or the Site Lease.

30. Amendments, Changes and Modifications. Except as to the termination rights of both Parties as indicated herein, this Facilities Lease may not be amended, changed, modified, altered or terminated without the written agreement of both Parties hereto.

31. Execution in Counterparts. This Facilities Lease may be executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

32. Contractor and District Representatives. Whenever under the provisions of this Facilities Lease the approval of Contractor or the District is required, or Contractor or the District is required to take some action at the request of the other, such approval or such request shall be given for Contractor by Contractor's Representative and for the District by the District's Representative, and any party hereto shall be authorized to rely upon any such approval or request.

33. Applicable Law. This Facilities Lease shall be governed by and construed in accordance with the laws of the State of California, and venue for any action arising therefrom shall be in the County within which the School Site(s) is located.

34. Attorney's Fees. If either party brings an action or proceeding involving the Property or to enforce the terms of this Facilities Lease or to declare rights hereunder, each party shall bear the cost of its own attorneys' fees.

35. Captions. The captions or headings in this Facilities Lease are for convenience only and in no way define, limit or describe the scope or intent of any provisions or Sections of this Facilities Lease.

36. Prior Agreements. This Facilities Lease and the corresponding Site Lease collectively contain all of the agreements of the Parties hereto with respect to any matter covered or mentioned in this Facilities Lease and no prior agreements or understanding pertaining to any such matter shall be effective for any purpose.

37. Further Assurances. Parties shall promptly execute and deliver all documents and instruments reasonably requested to give effect to the provisions of this Facilities Lease.

38. Recitals Incorporated. The Recitals set forth at the beginning of this Facilities Lease are hereby incorporated into its terms and provisions by this reference.

39. Time of the Essence. Time is of the essence with respect to each of the terms, covenants, and conditions of this Facilities Lease.

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40. Force Majeure. A party shall be excused from the performance of any obligation imposed in the Contract for any period and to the extent that a party is prevented from performing those obligation(s), in whole or in part, as a result of a Force Majeure Event consistent with the provisions of **Exhibit D.** A Force Majeure event shall not be a basis for a default hereunder or a ground for termination of the Facilities Lease.

41. Interpretation. None of the Parties hereto, nor their respective counsel, shall be deemed the drafters of this Facilities Lease for purposes of construing the provisions thereof. The language in all parts of this Facilities Lease shall in all cases be construed according to its fair meaning, not strictly for or against any of the Parties hereto.

IN WITNESS WHEREOF, the Parties have accepted and agreed to this Facilities Lease, as of the Effective Date, and have directed and authorized their respective officers to execute this Facilities Lease:

Alameda Unified School District	**@Contractor**
Signature: _____	Signature: _____
Print Name: _____	Print Name: _____
Print Title: _____	Print Title: _____

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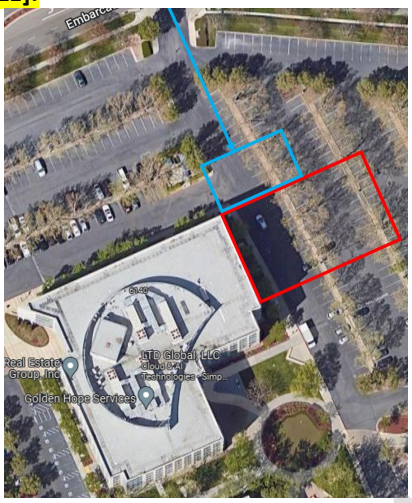
EXHIBIT A
TO FACILITIES LEASE

PROJECT SITE(S) INFORMATION
AND
PROJECT(S) INFORMATION

1. DESCRIPTION OF PROJECT SITE(S):

[EXAMPLE]:



Project Site(s) Description: The area outlined in **red** in the above image is the Project Site. This is the only **portion** of the School Site(s) that the District is leasing to the Contractor and that is subject to the Site Lease and the Facilities Lease and upon which Contractor will construct the Project(s). The District has the legal description of the School Site(s) and/or the APN for the School Site(s) at the District Office, which is incorporated, for reference only, into this **Exhibit A**. To avoid any ambiguity, the Parties expressly acknowledge and agree that the APN for the School Site(s) is referenced for the sole purpose of identifying the School Site(s) on which the Project Site(s) is situated and is not intended to identify the legal description of the Project Site and/or Contractor's leasehold interest created by this Facilities Lease.

Laydown Area & Access: The area outlined and identified in **blue** in the above image is a laydown area adjacent to the Project Site(s) and the pathway for Contractor's access to the laydown area and the Project Site(s), and which the Contractor shall secure and provide a barrier around in the same manner that the Contractor is securing the Project Site(s). Contractor shall have full access to and use of this area during construction, but this area is **neither** part of the Project Site **nor** is this area subject to the Site Lease and the Facilities Lease.

2. DESCRIPTION OF THE PROJECT

[DESCRIBE PROJECT(S); EXAMPLE]: _____ Project consists of _____ phases. Phase _____ is demolition of _____. Phase _____ is the Construction of _____

[INCLUDE IF CONTRACTOR PERFORMS PRELIMINARY SERVICES AND PARTIES AMEND FOR GPC]
CONTRACTOR SHALL NOT BEGIN WORK ON THE CONSTRUCTION PHASE OF THE PROJECT UNTIL THE PARTIES HAVE AMENDED THE AGREEMENT TO INCLUDE A GUARANTEED PROJECT COST, AND THE DISTRICT HAS ISSUED A NOTICE TO PROCEED FOR CONSTRUCTION TO THE CONTRACTOR.

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EXHIBIT B
TO FACILITIES LEASE
[RESERVED]

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EXHIBIT C
TO FACILITIES LEASE

GUARANTEED PROJECT COST AND
OTHER PROJECT COST, FUNDING, AND PAYMENT PROVISIONS

1. Preliminary Services Payments. [IF APPLICABLE] The terms and conditions pertaining to the payment for Preliminary Services, if any, under the Facilities Lease, are set forth in the Agreement for Preliminary Services (**Exhibit L** to the Facilities Lease).

2. Site Lease Payments. Pursuant to the Site Lease, Contractor shall pay **$1.00** per year to the District as consideration for the Site Lease until the expiration or termination of the Site Lease and/or the Facilities Lease.

3. Guaranteed Project Cost (or Guaranteed Maximum Price). Pursuant to the Facilities Lease, Contractor will cause the Project to be constructed for **$_____**), ("**Guaranteed Project Cost" or "GPC" or "Guaranteed Maximum Price" or "GMP**"). Except as indicated herein for modifications to the Project approved by the District pursuant to **Exhibit D**, or by written amendment, Contractor will not seek additional compensation from District in excess of the GPC. District shall pay the GPC to Contractor in the form of Tenant Improvement Payments and Lease Payments. District shall also pay the accrued interest on Lease Payments as indicated herein. The GPC shall be calculated as follows, and shall include the following components, as further detailed below:

DETAILED GPC TABLE			
Item	**Component**	**Percentage**	**Amount**
COST TO PERFORM WORK & GENERAL CONDITIONS			
(A)	**Cost to Perform Work** (Subcontractor costs plus costs of Contractor-performed work)		$
(B)	**General Conditions** (Including all General Requirements)		$
(C)	**SUBTOTAL OF COST TO PERFORM WORK & GENERAL CONDITIONS**		$
MARK-UPS			
(D)	**Bonds** (Proposed & agreed-upon % multiplied by **(C)**)	%	$
(E)	**Insurance** (Proposed & agreed-upon % multiplied by **(C)**)	**%**	$
(F)	**Overhead & Profit** (Proposed & agreed-upon % multiplied by **(C)**)	**%**	$
(G)	**TOTAL INITIAL MARK-UP**		$
CONTINGENCIES(S) / ALLOWANCES			
(H)	**Contingency** (Only if agreed to and indicate as a set amount, not a percentage)		$
(I)	**Allowance(s)** (Only if agreed to and indicate as a set amount, not a percentage)		$
(J)	**TOTAL CONTINGENCIES & ALLOWANCES**		$
	TOTAL GPC (C) + (G) + (J)		**$**

	Interest on Lease Payments (**FOR PARTIES INFORMATION**, identify total anticipated amount here)	$
	TOTAL GPC + Anticipated Interest on Lease Payments	$

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3.1. Cost to Perform Work.

3.1.1. **Subcontract Costs.** Payments made by the Contractor to Subcontractors, which payments shall be made in accordance with the requirements of the Contract Documents. The final, contracted-for amount between the Contractor and each Subcontractor shall be the exact amount that is put into the final GPC, after all leveling between trades and subcontractors and without any added allowances or contingencies, unless specifically identified and approved, in advance, by the District.

3.1.2. **Contractor-Performed Work.** Costs incurred by the Contractor for self-performed work, if approved in advance by the District and procured pursuant to the Contract Documents.

3.2. General Conditions. The fixed amount to be paid for all costs for labor, equipment and materials for the items identified therein which are necessary for the proper management of the Project, and shall include all costs paid or incurred by the Contractor (except for insurance); all fees, permits, assessments and charges that are required to be paid to other agencies or entities to permit, authorize or entitle construction, reconstruction or completion of the Project; taxes; and all contributions, assessments and benefits, holidays, vacations, retirement benefits, and incentives, whether required by law or collective bargaining agreements or otherwise paid or provided by Contractor to its employees. The District reserves the right to request changes to the personnel, equipment, or facilities provided as General Conditions as may be necessary or appropriate for the proper management of the Project, in which case, the cost of General Conditions shall be increased or reduced accordingly.

3.3. Bonds. Mark-up for Bonds shall be [**Insert Number**] **percent (X%)** calculated against the Costs to Perform Work and General Conditions, but **NOT** against the Contingency and Allowance(s) amount(s).

3.4. Insurance. Mark-up for Insurance shall be [**Insert Number**] **percent (X%)** calculated against the Costs to Perform Work and General Conditions, but **NOT** against the Contingency and Allowance(s) amount(s).

3.5. Overhead and Profit. Mark-up for Overhead and Profit shall be [**Insert Number**] **percent (X%)** calculated against the Costs to Perform Work and General Conditions, but **NOT** against the Contingency and Allowance(s) amount(s).

3.6. Contingency.

[**OPTIONAL. AMOUNTS OF THE CONTINGENCY ARE TO BE NEGOTIATED AT THE TIME THE GUARANTEED PROJECT COST IS SET**]

3.6.1. **Contingency Amount.** A contingency of **$_____** ("**Contingency**") is included in the Guaranteed Project Cost and may be used at the Contractor's request only upon obtaining the District's prior written approval consistent with the requirements herein.

3.6.2. **Mark-Up Contingency Only When Used.** When the Parties establish the Guaranteed Project Cost, Contractor shall **NOT** calculate mark-up for Bonds, Insurance, and Overhead and Profit for the Contingency. When Contractor is pricing any Work paid from the Contingency, Contractor may mark-up its pricing in the same structure it can for a Change Order (see the "Format for Proposed Change Order" section in **Exhibit D)**, but only if the Contractor did not include the Contingency amount when it priced its

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Fee, bonds and insurance, overhead or profit to establish the GPC.

3.6.3. **Requests for Use of Contingency.** Prior to performing any Work that Contractor intends to be paid for out of any portion of the Contingency, Contractor must submit to the District a written request for the Contractor's use of the Contingency that shall include:

3.6.3.1. The same detail and requirements as a Proposed Change Order as indicated in **Exhibit D**; and

3.6.3.2. Substantiation enabling the District to determine that the proposed use of the Contingency covers one of the items below for an "Allowable Contingency Use" and "Conditions for Contingency Use."

3.6.4. **Allowable Contingency Use.** The Contingency shall only be used for the following items:

3.6.4.1. Scope gaps;

3.6.4.2. Costs to address unforeseen safety items not contemplated by the Parties at the time of the execution of the Contract;

3.6.4.3. Construction associated with the refinement of incomplete design information within the Plans and Specifications ("**Missing Design Information**") that **could** have been identified by the District and corrected prior to the District's issuance of the request for proposal (or request for qualifications and proposals) for this Project. If Contractor performed Preliminary Services including constructability review, the preceding shall only apply if the Missing Design Information **could not** have been reasonably identified by Contractor at that time.

3.6.4.4. Damage that has occurred between trades during construction, excluding: (i) costs of repairing or correcting Work damaged or improperly executed by workers; (ii) work that was improperly or incorrectly performed by Contractor or its subcontractors or suppliers; or (iii) damage that is covered by Contractor's or Subcontractor's insurance, excluding the District's insurance; or

3.6.4.5. Other items requested by the Contractor if approved by the District in writing, in the District's sole discretion.

3.6.5. **Conditions for Contingency Use.** The Contingency shall only be used if **all** the following conditions are satisfied:

3.6.5.1. If Contractor demonstrates that the item was not otherwise in its or its Subcontractors' pricing for the Project; and

3.6.5.2. Only if the cost of the Work is not recoverable by Contractor from any other available funding source, including, without limitation, from others, by insurance or otherwise.

3.6.6. **Substantiating Contingency Use.** Contractor shall prepare documents for its use of Contingency through the "Changes in the Work" section of **Exhibit D**. Any PCO shall identify that Contractor shall be compensated out of the Contingency. Contractor shall prepare an updated Schedule of Values that includes a line item for the Work approved by the District in connection with the PCO. Unless the Contingency is not within the

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Guaranteed Project Cost, the District does not need to issue a Change Order to authorize the use of Contingency, and may instead provide Contractor written authorization for the use of Contingency.

3.6.7. **Contingency Exhaustion.** If Contractor depletes the Contingency, any costs for items referenced in this "Contingency" section shall be at the Contractor's sole expense.

3.6.8. **End of Project Reconciliation.** The unused portion of the Contingency shall be retained by the District at the end of the Project and will be documented by the District through any reasonable means, including, without limitation, a deductive Change Order.

3.7. Allowances.

3.7.1. Allowances in the amount of **$_____** for the specific scopes and amounts as indicated below ("**Allowance(s)**"), are included in the Guaranteed Project Cost and may be used at the Contractor's request only upon obtaining the District's prior written approval consistent with the requirements herein.

LIST ANY, IF APPLICABLE; IDENTIFY SPECIFIC SCOPES AND AMOUNTS]

Allowance to _____ **[LIST SCOPE OF ALLOWANCE, IF APPLICABLE]**	$_____ **[LIST AMOUNT OF ALLOWANCE]**
Allowance to _____ **[LIST SCOPE OF ALLOWANCE, IF APPLICABLE]**	$_____ **[LIST AMOUNT OF ALLOWANCE]**
Allowance to _____ **[LIST SCOPE OF ALLOWANCE, IF APPLICABLE]**	$_____ **[LIST AMOUNT OF ALLOWANCE]**

3.7.2. **Mark-Up Allowance(s) Only When Used.** When the Parties establish the Guaranteed Project Cost, Contractor shall **NOT** calculate mark-up for Bonds, Insurance, and Overhead and Profit for the Allowance(s). When Contractor is pricing any Work paid from the Allowance(s), Contractor may mark-up its pricing in the same structure it can for a Change Order (see the "Format for Proposed Change Order" section in **Exhibit D),** but only if the Contractor did not include the Allowances amount when it priced its Fee, bonds and insurance, overhead or profit to establish the GPC.

3.7.3. **Requesting Use of Allowance(s).** District may authorize the use Allowance(s) in its discretion. Contractor may request to use Allowance(s), but must do so by submitting to the District a written request for the use of an Allowance that shall include:

3.7.3.1. The same detail and requirements as a Proposed Change Order as indicated in **Exhibit D**;

3.7.3.2. An explanation in sufficient detail demonstrating to the District's satisfaction that the use of the Allowance is necessary to complete the Project; and

3.7.3.3. Substantiation enabling the District to determine that the proposed use of the Allowance covers one of the scopes of the Allowances above

3.7.4. **Cost of Allowance Work Exceeds Allowance.** Contractor acknowledges and agrees that it prepared the Allowance(s) amounts. If the actual cost of Work for any portion of the Allowance exceeds the amount identified by Contractor for that Work in the Allowance, Contractor shall be solely responsible for all additional costs unless otherwise provided

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by the Contract Documents.

3.7.5. **End of Project Reconciliation.** The unused portion of the Allowance(s) shall be retained by the District at the end of the Project and will be documented by the District through any reasonable means, including, without limitation, a deductive Change Order.

4. Payment of Guaranteed Project Cost. District shall pay the Guaranteed Project Cost to Contractor in the form of Tenant Improvement Payments and Lease Payments plus interest as indicated herein.

4.1. Tenant Improvement Payments. Prior to the District's taking delivery or occupancy of the Project, the District shall pay to Contractor **$_____** ("**Tenant Improvement Payment(s)**"), based on the amount of Work satisfactorily performed and approved by the District less the total amount to be paid as Lease Payments, according to the Contractor's Schedule of Values (**Exhibit G** to the Facilities Lease) and pursuant to the provisions in **Exhibit D** to the Facilities Lease.

4.2. Lease Payments Plus Interest. Thirty (30) days after the Parties execute the Memorandum of Commencement Date attached to the Facilities Lease as **Exhibit E** and the Contractor has completed and satisfied the conditions indicated below, the District shall pay to Contractor **$_____** ("**Lease Payment(s)**") plus interest, as indicated below.

4.2.1. It is the intent of the Parties that the Lease Payments plus interest will be kept from the Contractor's final payment application(s), including payment application(s) seeking payment of any Retention held pursuant to the Contract Documents.

4.2.2. The Lease Payments plus interest shall be consideration for the District's rental, use, and occupancy of the Project and the School Site(s) and shall be made in equal monthly installments for the duration of the Term.

4.2.3. The District represents that the total annual Lease Payment plus interest obligation does not surpass the District's annual budget and will not require the District to increase or impose additional taxes or obligations on the public that did not exist prior to the execution of the Facilities Lease.

4.2.4. **Fair Rental Value**. District and Contractor have agreed and determined that the total Lease Payments plus interest constitute adequate consideration for the lease term in the Facilities Lease and are reasonably equivalent to the fair rental value of the Project. In making such determination, consideration has been given to the obligations of the Parties under the Facilities Lease and Site Lease, the uses and purposes which may be served by the Project and the benefits therefrom which will accrue to the District and the general public.

4.2.5. **Each Payment Constitutes a Current Expense of the District.**

4.2.5.1. The District and Contractor understand and intend that the obligation of the District to pay Lease Payments plus interest and other payments hereunder constitutes a current expense of the District and shall not in any way be construed to be a debt of the District in contravention of any applicable constitutional or statutory limitation or requirement concerning the creation of indebtedness by the District, nor shall anything contained herein constitute a pledge of the general tax revenues, funds or moneys of the District.

4.2.5.2. Lease Payments plus interest due hereunder shall be payable only from current

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funds which are budgeted and appropriated or otherwise made legally available for this purpose. This Facilities Lease shall not create an immediate indebtedness for any aggregate payments that may become due hereunder.

4.2.5.3. The District covenants to take all necessary actions to include the estimated Lease Payments plus interest in each of its final approved annual budgets.

4.2.5.4. The District further covenants to in good faith make all necessary appropriations (including any supplemental appropriations) from any source of legally available funds of the District for the actual amount of Lease Payments plus interest that come due and payable during the period covered by each such budget. Contractor acknowledges that the District has not pledged the full faith and credit of the District, State of California or any state agency or state department to the payment of Lease Payments plus interest or any other payments due hereunder. The covenants on the part of District contained in this Facilities Lease constitute duties imposed by law and it shall be the duty of each and every public official of the District to take such action and do such things as are required by law in the performance of the official duty of such officials to enable the District to carry out and perform the covenants and agreements in this Facilities Lease agreed to be carried out and performed by the District.

4.2.5.5. The Contractor cannot, under any circumstances, accelerate the District's payments under the Facilities Lease, but the District may elect to buyout the Facilities Lease as provided for herein.

4.2.6. **Timing of Lease Payments.** The first Lease Payment is due only after the following conditions have been completed and satisfied:

4.2.6.1. The Final Tenant Improvement Payment has been paid;
4.2.6.2. All applicable Retention (less the Lease Payments) has been paid pursuant to the terms of the Contract Documents;
4.2.6.3. The Parties have executed the Memorandum of Commencement Date, attached to the Facilities Lease as **Exhibit E**; and
4.2.6.4. The Contractor has provided a duly completed and executed "**Unconditional Waiver and Release upon Final Payment**" compliant with Civil Code section 8138 from all subcontractors of any tier and suppliers that each has been paid all amounts owing to it from the Contractor for all work on the Project.

4.2.7. The Lease Payment Amount shall be paid pursuant to the following structure and the annual interest rate shall be at **_____ percent**. To the extent that the Term runs into a subsequent calendar year, the interest rate shall not adjust, unless agreed upon by the District in writing. The first payment is due 30 Days after execution of the Memorandum of Commencement Date and the above conditions have been completed and satisfied.

Date of Payment	**(A)** Lease Payments	**(B)** Interest Due on Lease Payment	Amount Due by District to Contractor **(A + B)**
First Payment	1/12 of Lease Payment	$___	$___
30 days thereafter	1/12 of Lease Payment	$___	$___
30 days thereafter	1/12 of Lease Payment	$___	$___

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30 days thereafter	1/12 of Lease Payment	$___	$___
30 days thereafter	1/12 of Lease Payment	$___	$___
30 days thereafter	1/12 of Lease Payment	$___	$___
30 days thereafter	1/12 of Lease Payment	$___	$___
30 days thereafter	1/12 of Lease Payment	$___	$___
30 days thereafter	1/12 of Lease Payment	$___	$___
30 days thereafter	1/12 of Lease Payment	$___	$___
30 days thereafter	1/12 of Lease Payment	$___	$___
30 days thereafter	1/12 of Lease Payment	$___	$___
Total	**$___**	**$___**	**$___**

4.2.8. **Financed Portion of Lease Payments.** The District requires the Contractor to finance a portion of the Lease Payments and that financing is reflected in the table above.

4.3. In no event shall the cumulative total of the Tenant Improvement Payments and the Lease Payments plus interest ever exceed the Guaranteed Project Cost as defined herein, unless modified pursuant to **Exhibit D** to the Facilities Lease.

5. Changes to Guaranteed Project Cost.

5.1. As indicated in the Facilities Lease, the Parties may add or remove specific scopes of work from the Project. Based on these change(s), the Parties may agree to a reduction or increase in the Guaranteed Project Cost. If a cost impact or a change is agreed to by the Parties, it shall be reflected as a reduction or increase in the Tenant Improvement Payments and paid upon the payment request from the Contractor when the work is performed or deducted from the next payment request from the Contractor, as applicable. Any change to the Guaranteed Project Cost shall not affect the Lease Payments, nor the interest rate, unless expressly agreed upon by the District in writing.

5.2. The Parties acknowledge that the Guaranteed Project Cost is based on the Construction Documents, including the Plans and Specifications, as identified in **Exhibit J** to the Facilities Lease.

5.3. **Cost Savings.** Contractor shall work cooperatively with Architect, subcontractors and District, in good faith, to identify appropriate opportunities to reduce Project costs and promote cost savings. Any identified cost savings from the Guaranteed Project Cost shall be identified by Contractor, and if approved in writing by the District, that cost savings shall be deducted from the Guaranteed Project Cost. If any cost savings require revisions to the Construction Documents, Contractor shall work with the District with respect to revising the Construction Documents and, if necessary, obtaining the approval of DSA with respect to those revisions. At the District's discretion, any reasonable cost incurred by District and/or the Contractor for those revisions may be paid for out of the identified savings before it is deducted from the Guaranteed Project Cost. Contractor shall be entitled to an extension of Contract Time equal to the delay in Project Completion caused by any cost savings adopted by District, if requested in writing before the approval of the cost savings.

5.4. **Insurance and Bond Reimbursements.** At Project Completion, Contractor shall require reimbursement from its insurance brokers and/or insurers and its bond brokers and/or sureties, all portions of Contractor's bond premiums, either paid or to be paid, that are not at-risk due to a reduction in the Guaranteed Project Cost. All amounts of premium reimbursement that Contractor receives from the Contractor's insurance brokers and/or insurers and its bond brokers and or sureties, shall be withheld by District from Contractor's Lease Payment(s). The District shall estimate this amount until Contractor indicates what the total amount of this

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reimbursement.

6. Future Buyout of Facilities Lease. The District may choose to buyout the Lease Payments in a lump sum during the term of the Facilities Lease. The Parties agree that any buyout will be memorialized in writing and serve to terminate the Site Lease and the Facilities Lease and will reduce the interest owed based on the time of the buyout. Under no circumstances can this buyout occur until at least sixty (60) days after Project Completion or the Execution of the Memorandum of Commencement Date, whichever is later. In no event shall any buyout increase the total amount of Lease Payment amounts, plus interest in excess of the amounts included in the Project's Guaranteed Project Cost.

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EXHIBIT D
TO FACILITIES LEASE

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This Exhibit D constitutes the "General Construction Provisions" (sometimes called the "General Conditions") that govern the overall construction and Project Completion by Contractor.

1. CONTRACT TERMS AND DEFINITIONS

1.1. Definitions

Wherever used in the Contract Documents, the following terms shall have the meanings indicated, which shall be applicable to both the singular and plural thereof:

1.1.1. Adverse Weather: Shall be only weather that satisfies all of the following conditions: (1) unusually severe precipitation, sleet, snow, hail, heat, or cold conditions in excess of the norm for the location and time of year it occurred, and (2) at the Project Site(s).

1.1.2. Allowance(s): Amount(s) that are within the GPC that, if used at all consistent with the requirements of the Contract Documents, will be to pay for the cost or construction of a scope of work identified in **Exhibit C** at the time the Allowance(s) is utilized. The Allowance(s) for the Project are in **Exhibit C**.

1.1.3. Approval, Approved, and/or Accepted: Refer to written authorization, unless stated otherwise.

1.1.4. Architect: The individual, partnership, corporation, joint venture, or any combination thereof, named as Architect, who will have the rights and authority assigned to the Architect in the Contract Documents. The term Architect means the District's Architect on this Project or the Architect's authorized representative.

1.1.5. As-Built Drawings: A reproducible full-size sets of drawings to be prepared on a monthly basis, and upon Project Completion, pursuant to the Contract Documents, that reflect changes made during the performance of the Work, recording differences between the original design of the Work and the Work as constructed.

1.1.6. Beneficial Occupancy: Occupancy of the Project by the District for its intended purpose and which produces relatively little interference with the Contractor in completing construction. There is no "Substantial Completion" for this Project.

1.1.7. Change Order: A written order to the Contractor authorizing an addition to, deletion from, or revision in the Work, and/or authorizing an adjustment in the Guaranteed Project Cost or Contract Time as described in the "Changes in the Work" section of this **Exhibit D**. If a Change Order is required to be approved by DSA, the District may call it a Construction Change Document.

1.1.8. Completion (or "**Project Completion")**: Where the Work to construct the Project is 100% complete, including all punch list items. Final DSA approval of the Project is not required for Project Completion. There is no "Substantial Completion" for this Project. The Parties acknowledge that if the phrase "substantial completion" is in any Contract Document, that substantial completion is not a Project or Contract milestone.

1.1.9. Construction Manager (or "**Project Manager**"): The individual, partnership, corporation, joint venture, or any combination thereof, or its authorized representative, named as such by the District. If no Construction Manager is used on the Project that is the subject of this Contract, then all references to Construction Manager herein shall be read to refer to District.

1.1.10. Construction Schedule: The progress schedule of construction of the Project prepared and

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provided by Contractor and approved by District, consistent with the requirements of the Contract Documents. The updated Construction Schedule submitted monthly by Contractor as required in this **Exhibit D** may be referred to as the "**Monthly Progress Schedule**".

1.1.11. Contract, Contract Documents: The Contract consists exclusively of the documents evidencing the agreement of the District and Contractor, identified as the Contract Documents. The Contract Documents consist of the following documents:

1.1.11.1. Site Lease
1.1.11.2. Facilities Lease, with all of its Exhibits
1.1.11.3. These General Construction Provisions
1.1.11.4. Noncollusion Declaration
1.1.11.5. Certifications to be Completed by Contractor
1.1.11.6. Disabled Veterans Business Enterprise Participation Certification
1.1.11.7. Criminal Background Investigation/Fingerprinting Certification
1.1.11.8. Performance Bond
1.1.11.9. Payment Bond (Contractor's Labor & Material Bond)
1.1.11.10. All Division 1 Documents, which shall only supplement these General Construction Provisions, but shall not control if their provisions contradict these Construction Provisions
1.1.11.11. All Plans, Technical Specifications, and Drawings
1.1.11.12. Any and all addenda to any of the above documents
1.1.11.13. Any and all change orders or written modifications to the above documents if approved in writing by the District

1.1.12. Contract Time: The time period stated in **Exhibit F** for Project Completion.

1.1.13. Contractor: The licensed person, entity, or entities identified in the Facilities Lease as contracting to perform the Work to be done under this Contract.

1.1.14. Daily Job Report(s): Daily Project reports prepared by the Contractor's employee(s) who are present on Site, which shall include the information required herein.

1.1.15. Day(s): Unless otherwise designated, day(s) means calendar day(s). "**Business Days**" shall mean days except Saturday, Sunday, a day that is federally-recognized holiday, or a day that is a California-recognized holiday

1.1.16. Defective or Nonconforming Work: Defective or nonconforming Work is any Work which is unsatisfactory, faulty or deficient by: (a) not conforming to the requirements of the Contract Documents; (b) not conforming to the standards of workmanship of the applicable trade; (c) not being in compliance with the requirements of any inspection, reference, standard, test, or approval required by the Contract Documents; or (d) not conforming with applicable codes or regulations; or (e) damage to Work occurring prior to Completion.

1.1.17. District: The public agency or the school district for which the Work is performed. The governing board of the District or its designees will act for the District in all matters pertaining to the Contract. The District may, at any time,

1.1.17.1. Direct the Contractor to communicate with or provide notice to the Construction Manager or the Architect on matters for which the Contract Documents indicate the Contractor will communicate with or provide notice to the District; and/or

1.1.17.2. Direct the Construction Manager or the Architect to communicate with or direct the

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Contractor on matters for which the Contract Documents indicate the District will communicate with or direct the Contractor.

1.1.18. Drawings (or **"Plans"**): The graphic and pictorial portions of the Contract Documents showing the design, location, scope and dimensions of the work, generally including plans, elevations, sections, details, schedules, sequence of operation, and diagrams.

1.1.19. DSA: Division of the State Architect.

1.1.20. Force Account Directive: A process that may be used when the District and the Contractor cannot agree on a price for a specific scope of work or before Contractor prepares a price for the scope of work and Contractor is directed in writing by the District to perform on a time and materials basis.

1.1.21. Force Majeure (or "**Force Majeure Event**"):

1.1.21.1. The terms "Force Majeure" or "Force Majeure Event" mean one (1) or more of the following events that prevents the District's or the Contractor's performance and is beyond the reasonable contemplation of the Parties at the time the District awarded the Contract: fires; floods; lightning; explosion; windstorms; tornadoes; earthquakes; other natural catastrophes which neither Party can prevent; acts of nature or public enemy (including acts of terrorism); war (declared or undeclared); riot or similar civil disturbance; blockade; insurrections; revolution; epidemics; pandemics; viral outbreaks; quarantine restrictions; strikes; lockouts and other labor disputes; fuel shortages; or freight embargoes. Force Majeure Events may include the actions or omissions of third parties not under control of the Contractor or the District. Notwithstanding the preceding, Force Majeure Events will not include (a) strikes or lockouts involving the Contractor or Contractor's employees, (b) strikes or lockouts involving the Contractor's Subcontractors or Subcontractors' employees unless Contractor has taken all diligent efforts to avoid or minimize the strikes or lockouts, (c) poor air quality, regardless of the cause.

1.1.21.2. Notwithstanding the foregoing, Contractor agrees that the Contract Price and Contract Time is based on Contractor's full compliance with all applicable and existing federal, state, and/or local statutes, orders, rules, regulations, ordinances, and/or directives relating to construction site safety in connection with any Infectious Disease (as defined below). Therefore, any delay associated with any Infectious Disease, or any federal, state, or local order relating thereto, will not be considered a Force Majeure Event.

1.1.22. Guaranteed Project Cost (or **"GPC"** or **"Guaranteed Maximum Price"** or **"GMP")**: The total monies payable to the Contractor under the terms and conditions of the Contract Documents. The Guaranteed Project cost is in **Exhibit C** and may only be adjusted consistent with the requirements of the Contract Documents. The "**Contract Price**" shall refer to the Guaranteed Project Cost as defined herein.

1.1.23. Liquidated Damages: The amount set forth in the Facilities Lease that District may assess against Contractor for each day of delay past the date for Project Completion, consistent with the terms of these Contract Documents.

1.1.24. Plans and Specifications: The final DSA approved "**Plans**" and "**Specifications**" as each are defined in this **Exhibit D**, and as further described in **Exhibit J.**

1.1.25. Product(s): New material, machinery, components, equipment, fixtures and systems forming the Work, including existing materials or components required and approved by the District for reuse.

1.1.26. Product Data: Illustrations, standard schedules, performance charts, instructions, brochures, diagrams, and other information furnished by the Contractor to illustrate a material, product, or system

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for some portion of the Work.

1.1.27. Project: The construction of the public works identified in the Facilities Lease and further described in the Contract Documents, including, without limitation, the Plans and Specifications in **Exhibit J**.

1.1.28. Project Inspector (or "**Inspector**" or "**IOR**"): The individual(s) retained by the District in accordance with title 24 of the California Code of Regulations to monitor and inspect the Project. If no Project Inspector is used on the Project, then all references in the Contract Documents to Project Inspector shall be read to refer to the District.

1.1.29. Program Manager: The individual, partnership, corporation, joint venture, or any combination thereof, or its authorized representative, named as such by the District. If no Program Manager is designated for Project that is the subject of this Contract, then all references to Program Manager herein shall be read to refer to District.

1.1.30. Provide: Shall include "provide complete in place," that is, "furnish and install," and "provide complete and functioning as intended in place" unless specifically stated otherwise.

1.1.31. Request for Information (or **"RFI")**: A written request prepared by the Contractor requesting that the Architect provide additional information necessary to clarify or amplify an item in the Contract Documents that the Contractor believes is not clearly shown or called for in the Drawings or Specifications or other portions of the Contract Documents, or to address problems that have arisen under field conditions.

1.1.32. Request for Substitution: A request by Contractor to substitute an equal or superior material, product, thing, or service for a specific material, product, thing, or service that has been designated in the Contract Documents by a specific brand or trade name**.**

1.1.33. Safety Orders: Written and/or verbal orders for construction issued by the California Division of Industrial Safety ("**CalOSHA**") or by the United States Occupational Safety and Health Administration ("**OSHA**").

1.1.34. Safety Plan: Contractor's safety plan specifically adapted for the Project. Contractor's Safety Plan shall comply with all provisions regarding Project safety, including all applicable provisions in these General Construction Provisions.

1.1.35. Samples: Physical examples that illustrate materials, products, equipment, finishes, colors, or workmanship and that, when approved in accordance with the Contract Documents, establish standards by which portions of the Work will be judged.

1.1.36. Shop Drawings: All drawings, prints, diagrams, illustrations, brochures, schedules, and other data that are prepared by the Contractor, a subcontractor, manufacturer, supplier, or distributor, that illustrate how specific portions of the Work shall be fabricated or installed.

1.1.37. Site: The Project Site(s) as identified in **Exhibit A** and further depicted in the Drawings.

1.1.38. Specifications: That portion of the Contract Documents, Division 1 through Division 49, and all technical sections, and addenda to all of these, if any, consisting of written descriptions and requirements of a technical nature of materials, equipment, construction methods and systems, standards, and workmanship.

1.1.39. Standard of Care. Contractor shall perform all of its Services, including all due diligence tasks,

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constructability reviews, value engineering recommendations and Preliminary Services, pursuant to the standard of care of a contractor performing similar tasks for California school districts, which shall not include any design, architectural, or engineering responsibility for the Project.

1.1.40. Subcontractor: A contractor and/or supplier who is under contract with the Contractor or with any other subcontractor, regardless of tier, to perform a portion of the Work of the Project.

1.1.41. Submittal Schedule: The schedule of submittals as provided by Contractor and approved by District.

1.1.42. Surety: The person, firm, or corporation that executes as surety the Contractor's Performance Bond and Payment Bond, and must be a California admitted surety insurer as defined in the Code of Civil Procedure section 995.120.

1.1.43. <u>Unforeseen Site Conditions</u>: Conditions actually encountered on the Site that were reasonably unforeseeable based on all the information available to Contractor prior to the Parties agreeing to the Guaranteed Project Cost, **and** that are one (1) **or more** of the following:

1.1.43.1. Subsurface or latent physical conditions at the Site differing materially from those indicated in any information provided to the Contractor by the Distirct and/or Architect, including the Plans and Specifications; or

1.1.43.2. Unknown physical conditions at the Site of an unusual nature, differing materially from those ordinarily encountered and generally recognized as inherent in Work of the character provided for in the Contract Documents; or

1.1.43.3. Unknown Hazardous Materials on the Site.

1.1.44. Unilateral Change Order: A written order prepared and issued by the District, the Construction Manager, and/or the Architect and signed by the District and the Architect, directing a change in the Work. **A Unilateral Change Order is NOT a Construction Change <u>Document</u> (which is defined above as a Change Order that DSA must approve).**

1.1.45. Work: All labor, materials, equipment, components, appliances, supervision, coordination, and services required by, or reasonably inferred from, the Contract Documents, that are necessary for Project Completion.

1.2. <u>Meaning of General Terms</u>

The term "provide" means "provide complete in place" or to "furnish and install" such item. Unless otherwise provided in the Contract Documents, the terms "approved;" "directed;" "satisfactory;" "accepted;" "acceptable;" "proper;" "required;" "necessary" and "equal" shall mean as approved, directed, satisfactory, accepted, acceptable, proper, required, necessary and equal, in the opinion of the District. The terms "shall", "will", or "must" are mandatory, and "may" is permissive.

1.3. <u>Laws Concerning The Contract</u>

Contract is subject to all provisions of the Constitution and laws of California governing, controlling, or affecting District, or the property, funds, operations, or powers of District, and such provisions are by this reference made a part hereof. Any provision required by law to be included in this Contract shall be deemed to be inserted.

1.4. <u>No Oral Agreements</u>

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No oral agreement or conversation with any officer, agent, or employee of District, either before or after execution of Contract, shall affect or modify any of the terms or obligations contained in any of the documents comprising the Contract.

1.5. <u>No Assignment</u>

Except as specifically permitted in the Facilities Lease, Contractor shall not assign this Contract or any part thereof including, without limitation, any services or money to become due hereunder without the prior written consent of the District. Assignment without District's prior written consent shall be null and void. Any assignment of money due or to be come due under this Contract shall be subject to a prior lien for services rendered or material supplied for performance of work called for under this Contract in favor of all persons, firms, or corporations rendering services or supplying material to the extent that claims are filed pursuant to the Civil Code, Code of Civil Procedure, Government Code, Labor Code, and/or Public Contract Code, and shall also be subject to deductions for liquidated damages or withholding of payments as determined by District in accordance with this Contract. Contractor shall not assign or transfer in any manner to a Subcontractor or supplier the right to prosecute or maintain an action against the District.

1.6. <u>Notice And Service Thereof</u>

Any notice from one party to the other or otherwise under Contract shall be in writing and shall be dated and signed by the party giving notice or by a duly authorized representative of that party. Any notice shall be served as indicated in the Facilities Lease.

1.7. <u>No Waiver</u>

The failure of District in any one or more instances to insist upon strict performance of any of the terms of this Contract or to exercise any option herein conferred shall not be construed as a waiver or relinquishment to any extent of the right to assert or rely upon any such terms or option on any future occasion. No action or failure to act by the District, Architect, or Construction Manager shall constitute a waiver of any right or duty afforded the District under the Contract, nor shall any action or failure to act constitute an approval of or acquiescence in any breach thereunder, except as may be specifically agreed in writing.

1.8. <u>Substitutions for Specified Items</u>

Contractor shall not substitute any items identified in the Contract Documents without complying with the procedures indicated in the Contract Documents and without prior written approval of the District.

1.9. <u>Materials and Work</u>

1.9.1. Except as otherwise specifically stated in this Contract, Contractor shall provide and pay for all materials, labor, tools, equipment, transportation, supervision, temporary constructions of every nature, and all other services, management, and facilities of every nature whatsoever necessary to execute and complete this Contract within the Contract Time.

1.9.2. Unless otherwise specified, all materials shall be new and the best of their respective kinds and grades as noted or specified, and workmanship shall be of good quality.

1.9.3. Materials shall be furnished in ample quantities and at such times as to ensure uninterrupted progress of Work and shall be stored properly and protected as required.

1.9.4. For all materials and equipment specified or indicated in the Drawings, the Contractor shall provide all labor, materials, equipment, and services necessary for complete assemblies and complete working systems, functioning as intended, including incidental items not indicated on Drawings, nor

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mentioned in the Specifications, that can legitimately and reasonably be inferred to belong to the Work described, or be necessary in good practice to provide a complete assembly or system. In all instances, material and equipment shall be installed in strict accordance with each manufacturer's most recent published recommendations and specifications.

1.9.5. Contractor shall, after award of Contract by District and after relevant submittals have been approved, place orders for materials and/or equipment as specified so that delivery of same may be made without delays to the Work. Contractor shall, upon demand from District, present documentary evidence showing that orders have been placed. Failure of Contractor to comply with this provision shall not be a basis for an extension to the Contract Time.

1.9.6. District reserves the right but has no obligation, for any neglect in complying with the above instructions, to place orders for such materials and/or equipment as it may deem advisable in order that the Work may be completed at the date specified in the Facilities Lease, and all expenses incidental to the procuring of said materials and/or equipment shall be paid for by Contractor or withheld from payment(s) to Contractor.

1.9.7. Contractor warrants good title to all material, supplies, and equipment installed or incorporated in Work and agrees upon Project Completion to deliver the Site to District, together with all improvements and appurtenances constructed or placed thereon by it, and free from any claims, liens, or charges. Contractor further agrees that neither it nor any person, firm, or corporation furnishing any materials or labor for any work covered by the Contract shall have any right to lien any portion of the School Site or any improvement or appurtenance thereon, except that Contractor may install metering devices or other equipment of utility companies or of political subdivision, title to which is commonly retained by utility company or political subdivision. In the event of installation of any such metering device or equipment, Contractor shall advise District as to owner thereof.

1.9.8. Nothing contained in this Article, however, shall defeat or impair the rights of persons furnishing materials or labor under any bond given by Contractor for their protection or any rights under any law permitting such protection or any rights under any law permitting such persons to look to funds due Contractor in hands of District (e.g., stop payment notices), and this provision shall be inserted in all subcontracts and material contracts and notice of its provisions shall be given to all persons furnishing material for work when no formal contract is entered into for such material.

1.9.9. Title to new materials and/or equipment for the Work of this Contract and attendant liability for its protection and safety shall remain with Contractor until incorporated in the Work of this Contract and Title is transferred to the District pursuant to the Facilities Lease. No part of any materials and/or equipment shall be removed from its place of storage except for immediate installation in the Work of this Contract. Contractor shall keep an accurate inventory of all materials and/or equipment in a manner satisfactory to District or its authorized representative and shall, at the District's request, forward it to the District.

1.9.10. **Storage of Items Off-Site.** The District may request that Contractor procure and store off-site certain equipment, supplies, and or materials. In addition, the Contractor may request that it be permitted to procure and store off-site certain equipment, supplies, and or materials. In either case, and before the District issues payment for those item(s), the Contractor shall comply with the insurance and/or bond requirements herein related to the storage of off-site items that the District has paid for and that the Contractor remains in possession of.

2. ARCHITECT

2.1. The Architect shall represent the District during the Project and will observe the progress and quality of the Work on behalf of the District. Architect shall have the authority to act on behalf of District to the extent

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expressly provided in the Contract Documents and to the extent determined by District. Architect shall have authority to reject materials, workmanship, and/or the Work whenever rejection may be necessary, in Architect's reasonable opinion, to insure the proper execution of the Contract.

2.2. Architect shall, with the District and on behalf of the District, determine the amount, quality, acceptability, and fitness of all parts of the Work, and interpret the Specifications, Drawings, and shall, with the District, interpret all other Contract Documents.

2.3. Architect shall have all authority and responsibility established by law, including title 24 of the California Code of Regulations.

2.4. Contractor shall provide District and the Construction Manager with a copy of all written communication between Contractor and Architect at the same time as that communication is made to Architect, including, without limitation, all RFIs, correspondence, submittals, claims, and proposed change orders.

3. CONSTRUCTION MANAGER

3.1. If a Construction Manager is used on this Project, the Construction Manager will provide administration of the Contract on the District's behalf. After execution of the Contract, all correspondence and/or instructions from Contractor and/or District shall be forwarded through the Construction Manager. The Construction Manager will not be responsible for and will not have control or charge of construction means, methods, techniques, sequences, or procedures or for safety precautions in connection with the Work, which shall all remain the Contractor's responsibility.

3.2. The Construction Manager, however, will have authority to reject materials and/or workmanship not conforming to the Contract Documents, as determined by the District, the Architect, and/or the Project Inspector. The Construction Manager shall also have the authority to require special inspection or testing of any portion of the Work, whether it has been fabricated, installed, or fully completed. Any decision made by the Construction Manager, in good faith, shall not give rise to any duty or responsibility of the Construction Manager to the Contractor, any Subcontractor, their agents, employees, or other persons performing any of the Work. The Construction Manager shall have free access to any or all parts of Work at any time.

3.3. If the District does not use a Construction Manager on this Project, all references to Construction Manager or CM shall be read as District.

4. INSPECTOR, INSPECTIONS, AND TESTS

4.1. Project Inspector

4.1.1. One or more Project Inspector(s), including special Project Inspector(s), as required, will be assigned to the Work by District, in accordance with requirements of title 24, part 1, of the California Code of Regulations, to enforce the building code and monitor compliance with Plans and Specifications for the Project previously approved by the DSA. Duties of Project Inspector(s) are specifically defined in section 4-342 of said part 1 of title 24.

4.1.2. No Work shall be carried on except with the knowledge and under the inspection of the Project Inspector(s). The Project Inspector(s) shall have free access to any or all parts of Work at any time. Contractor shall furnish Project Inspector(s) reasonable opportunities for obtaining such information as may be necessary to keep Project Inspector(s) fully informed respecting progress and manner of work and character of materials. Inspection of Work shall not relieve Contractor from an obligation to fulfill this Contract. Project Inspector(s) and the DSA are authorized to stop work whenever the Contractor and/or its Subcontractor(s) are not complying with the Contract Documents. Any work stoppage by the Project Inspector(s) and/or DSA shall be without liability to the District. Contractor shall instruct its

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Subcontractors and employees accordingly.

4.1.3. If Contractor and/or any Subcontractor requests that the Project Inspector(s) perform any inspection off-site, this shall only be done if it is allowable pursuant to applicable regulations and DSA. If the off-site inspections are more frequent than are reasonable for the type of off-site inspection, those inspections shall be at the expense of the Contractor.

4.1.4. Limitations on Project Inspector Authority. The Project Inspector does not have authority to interpret the Contract Documents or to modify the Work depicted in the Contract Documents. No Work inconsistent with the Contract Documents shall be performed solely on the basis of the direction of the Project Inspector, and the Contractor shall be liable to the District for the consequences of all Work performed on such basis.

4.1.5. In addition to the requirements in the Contract Documents related to cooperation with and authority of the DSA Project Inspector(s) for the Project, Contractor must comply with the requirements of the most recent versions of DSA document PR 13-01. Below are provisions of this document from PR 13-01 (rev 08/21/17).

4.1.5.1. The contractor shall carefully study the DSA-approved documents and shall plan a schedule of operations well ahead of time.

4.1.5.2. If at any time it is discovered that work is being done which is not in accordance with the DSA-approved construction documents, the contractor shall correct the work immediately.

4.1.5.3. Verify that DSA 152 and, when applicable, DSA 152-IPI forms were issued for the project prior to the commencement of construction.

4.1.5.4. Meet with the design team, the Laboratory of Record and the project inspector to mutually communicate and understand the structural/material and fire/life safety testing and inspection program, and the methods of communication appropriate for the project.

4.1.5.5. Notify the project inspector and, when applicable, in-plant inspector, in writing, of the commencement of construction of each and every aspect of the work at least 48 hours in advance by submitting Commencement/Completion of Work Notification (form DSA 156), or other agreed-upon written documents, to the project inspector.

4.1.5.6. Notify the project inspector and, when applicable, the in-plant inspector, of the completion of construction of each and every aspect of the work by submitting form DSA 156 (or other agreed-upon written documents) to the project inspector.

4.1.5.7. Consider the relationship of the signed-off blocks and sections of the form DSA 152 and the commencement of subsequent work. Until the project inspector has signed off applicable blocks and sections of the form DSA 152, the contractor may be prohibited from proceeding with subsequent construction activities that cover up the unapproved work. Any subsequent construction activities that cover up the unapproved work will be subject to a “Stop Work Order” from DSA or the school district (see IR A-13 for additional information), and are subject to removal and remediation if found to be in noncompliance with the DSA-approved construction documents.

4.1.5.8. Submit the final verified report. All prime contractors are required to submit final Contractor Verified Reports (form DSA 6-C).

4.2. <u>Tests and Inspections</u>

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4.2.1. Tests and Inspections shall comply with title 24, part 1, California Code of Regulations, group 1, article 5, section 4-335, and with the provisions of the Specifications.

4.2.2. If the Contract Documents, laws, ordinances or any public authority with jurisdiction over the Work requires the Work, or any portion thereof, to be specially tested, inspected or approved, the Contractor shall give the Architect, the Construction Manager and the Project Inspector written notice of the readiness of such Work for observation, testing or inspection at least seventy-two (72) hours prior to the time for the conducting of such test, inspection or observation. If inspection, testing or observation is by authority other than the District, the Contractor shall inform the Project Inspector and the Construction Manager not less than seventy-two (72) hours prior to the date fixed for such inspection, test or observation. The Contractor shall not cover up any portion of the Work subject to tests, inspections or observations prior to the completion and satisfaction of the requirements of such test, inspection or observation. In the event that any portion of the Work subject to tests, inspection or approval shall be covered up by Contractor prior to completion and satisfaction of the requirements of such tests, inspection or approval, Contractor shall be responsible for the uncovering of such portion of the Work as is necessary for performing such tests, inspection or approval without adjustment of the Contract Price or the Contract Time on account thereof.

4.2.3. The District will select an independent testing laboratory to conduct the tests. Selection of the materials required to be tested shall be by the laboratory or the District's representative and not by the Contractor. The Contractor shall notify the District's representative a sufficient time in advance of its readiness for required observation or inspection.

4.2.4. The Contractor shall notify the District's representative a sufficient time in advance of the manufacture of material to be supplied under the Contract Documents, that must by terms of the Contract Documents be tested, in order that the District may arrange for the testing of same at the source of supply. This notice shall be, at a minimum, seventy-two (72) hours prior to the manufacture of the material that needs to be tested. These notifications shall be submitted in all instances via hard copy and, if requested by the Project Inspector(s), also electronically via an internet-based notification/reporting system.

4.2.5. Any material shipped by the Contractor from the source of supply prior to having satisfactorily passed such testing and inspection or prior to the receipt of notice from said representative that such testing and inspection will not be required, shall not be incorporated into and/or onto the Project.

4.2.6. The District will select and pay testing laboratory costs for all tests and inspections. Costs of tests of any materials found to be not in compliance with the Contract Documents shall be paid for by the District and reimbursed by the Contractor or deducted from the Guaranteed Project Cost.

4.3. <u>Costs for After Hours and/or Off Site Inspections</u>

If the Contractor performs Work outside the Inspector's regular working hours, over a period of more than eight (8) hours per day by any single person, on weekends/holidays or requests the Inspector to perform inspections off Site, then the costs of any inspections required outside regular working hours, over a period of more than eight (8) hours per day by any single person, on weekends/holidays or off Site, shall be borne by the Contractor and may be invoiced to the Contractor by the District or the District may deduct those expenses from the next Tenant Improvement Payment.

5. CONTRACTOR

Contractor shall construct the Work for the Contract Price including any adjustment(s) to the Guaranteed Project Cost pursuant to provisions herein regarding changes to the Guaranteed Project Cost. Except as otherwise indicated herein, Contractor shall provide and pay for all labor, materials, equipment, permits, fees, licenses,

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facilities, transportation, taxes, and services necessary for the proper execution and Project Completion..

5.1. Status of Contractor

5.1.1. Contractor is and shall at all times be deemed to be an independent contractor and shall be wholly responsible for the manner in which it and its Subcontractors perform the services required of it by the Contract Documents. Nothing herein contained shall be construed as creating the relationship of employer and employee, or principal and agent, between the District, or any of the District's employees or agents, and Contractor or any of Contractor's Subcontractors, agents or employees. Contractor assumes exclusively the responsibility for the acts of its employees as they relate to the services to be provided during the course and scope of their employment. Contractor, its Subcontractors, agents, and its employees shall not be entitled to any rights or privileges of District employees. District shall be permitted to monitor the Contractor's activities to determine compliance with the terms of this Contract.

5.1.2. As required by law, Contractor and all Subcontractors shall be properly licensed and regulated by the Contractors State License Board, located at 9821 Business Park Drive, Sacramento, California 95827, with a mailing address of Post Office Box 26000, Sacramento, CA 95826, and with a website at http://www.cslb.ca.gov.

5.2. Contractor's Supervision

5.2.1. During progress of the Work, Contractor shall keep on the School Site, and at all other appropriate locations where any Work related to the Contract is being performed, minimum staffing as indicated in **Exhibit K** to the Facilities Lease. These persons shall each comply with the following:

5.2.1.1. Each shall be an employee of the Contractor, to whom the District does not object.

5.2.1.2. Each shall speak fluently English, written and verbal, and the predominant language of the Contractor's employees.

5.2.2. Before commencing the Work herein, Contractor shall give written notice to District of the name of its project manager and construction superintendent. Neither the Contractor's project manager nor construction superintendent shall be changed except with prior written notice to District, unless the Contractor's project manager and/or construction superintendent proves to be unsatisfactory to Contractor, District, any of the District's employees, agents, the Construction Manager, or the Architect, in which case, Contractor shall notify District in writing or if such project manager or construction superintendent are no longer employed by Contractor. The Contractor's project manager and construction superintendent shall each represent Contractor, and all directions given to Contractor's project manager and/or construction superintendent shall be as binding as if given to Contractor.

5.2.3. Contractor shall give efficient supervision to the Work, using its best skill and attention. Contractor shall carefully study and compare all Contract Documents, Drawings, Specifications, and other instructions and shall at once report to District, Construction Manager, and Architect any error, inconsistency, or omission that Contractor or its employees and Subcontractors may discover, in writing, with a copy to District's Project Inspector(s).

5.2.4. The Contractor's project manager shall devote sufficient time to the Project on site, and in the Contractor's home office to pre-plan activities to meet the Construction Schedule and fulfill all Contract obligations. This includes making timely submittals, issuing and disseminating necessary RFI's, promptly processing and distributing bulletins, change orders and payments, keeping required logs current etc. If any of these activities fall behind contract requirements or dates necessary to complete the Project on time, the Contractor must provide a full time project manager on site dedicated solely to the Project, until the deficiencies are corrected.

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5.2.5. The Contractor shall verify all indicated dimensions before ordering materials or equipment, or before performing work. The Contractor shall take field measurements, verify field conditions, and shall carefully compare such field measurements and conditions and other information known to the Contractor with the Project Documents before commencing work. Errors, inconsistencies or omissions discovered shall be reported to the District at once. Upon commencement of any item of work, the Contractor shall be responsible for dimensions related to such item of work and shall make any corrections necessary to make work properly fit at no additional cost to District. This responsibility for verification of dimensions is a non-delegable duty and may not be delegated to subcontractors or agents.

5.2.6. Contractor shall not be relieved from performing work related to omissions from the plans, drawings or specifications, or misdescriptions of details of work which are manifestly necessary to carry out the intent of the plans, drawings and specifications, or which are customarily performed. Contractor shall perform this work as if fully and correctly set forth and described in the plans, drawings and specifications.

5.2.7. The Contractor shall be solely responsible for the means, methods, techniques, sequences, and procedures of construction. The Contractor shall be responsible to see that the finished work complies accurately with the Contract Documents.

5.3. <u>Duty to Provide Fit Workers / Required Personnel</u>

5.3.1. Contractor and Subcontractor(s) shall at all times enforce strict discipline and good order among their employees and shall not employ or work any unfit person or anyone not skilled in work assigned to that person. It shall be the responsibility of Contractor to ensure compliance with this requirement. District may require Contractor to permanently remove unfit persons from Project Site(s).

5.3.2. Contractor, Contractor's employees, Subcontractors, Subcontractors' employees, or any person associated with the Work shall conduct themselves in a manner appropriate for a school site. The District will not permit any (1) verbal or physical contact with neighbors, students, and faculty; (2) profanity, or inappropriate attire or behavior; (3) photographing, videoing, or audio recording of any neighbors, students, and faculty or any posting of any photographs, videos, or audio recordings of any neighbors, students, and faculty on any internet site, social media platform of any kind, regardless of source of any photograph, video, or audio recording. The District may require Contractor to permanently remove noncomplying persons from Project Site.

5.3.3. Any person in the employ of Contractor or Subcontractor(s) whom District may deem incompetent or unfit shall be excluded from working on the Project and shall not again be employed on the Project except with the prior written consent of District.

5.3.4. The Contractor shall furnish labor that can work in harmony with all other elements of labor employed or to be employed in the Work.

5.3.5. If Contractor intends to make any change in the name or legal nature of the Contractor's entity, Contractor must first notify the District. The District shall determine if Contractor's intended change is permissible while performing this Contract.

5.3.6. All persons working for Contractor and Subcontractor(s) shall refrain from using profane or vulgar language, or any other language that is inappropriate on the job site.

5.3.7. The Contractor shall employ a full-time superintendent and necessary assistants who shall have complete authority to represent and act on behalf on the Contractor on all matters pertaining to the Work. The superintendent shall be competent and have a minimum of five (5) years' experience in

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construction supervision on projects of similar scale and complexity. The superintendent shall be satisfactory to the District and, if not satisfactory, shall be replaced by the Contractor with one that is acceptable. The superintendent shall not be changed without the written consent of the District unless the superintendent ceases to be employed by the Contractor.

5.3.8. The Contractor shall employ a competent estimator and necessary assistants, or contract for sufficient services of an estimating consultant and to process proposed change orders. The estimator shall have a minimum of five (5) years' experience in estimating. The estimator shall be satisfactory to the District and, if not satisfactory, shall be replaced by the Contractor with one that is acceptable. The Contractor shall submit PCO's requested by the District within fourteen (14) Days.

5.3.9. The Contractor shall employ a competent scheduler and necessary assistants, or contract for sufficient services of a scheduling consultant. The scheduler shall have a minimum of five (5) years' experience in scheduling. The scheduler shall be satisfactory to the District and, if not satisfactory, shall be replaced by the Contractor with one that is acceptable.

5.3.10. Contractor shall at all times enforce strict discipline and good order among Contractor's employees, and shall not employ on the Project any unfit person or anyone not skilled in the task assigned.

5.3.11. If Contractor or any Subcontractor on the Project site fails to comply with any provision of paragraph 6.4, the District may have the offending person(s) immediately removed from the site, and such person(s) shall be replaced within three (3) days, at no additional expense to the District. Contractor, on behalf of it and its subcontractors, hereby waives any claim that the provisions of this paragraph or the enforcement thereof interferes, or has the potential to interfere, with its right to control the means and methods of its performance and duties under this Contract.

5.4. <u>Prohibition on Harassment</u>

5.4.1. In addition to the non-discrimination requirements in the Contract Documents, the Contractor and all Subcontractors must comply with these provisions prohibiting harassment at the Site.

5.4.2. The District is committed to providing a campus and workplace free of sexual harassment and harassment based on factors such as race, color religion, national origin, ancestry, age, medical condition, marital status, disability or veteran status. Harassment includes without limitation, verbal, physical or visual conduct which creates an intimidating, offensive or hostile environment such as racial slurs; ethnic jokes; posting of offensive statements, posters or cartoons or similar conduct. Sexual harassment includes without limitation the solicitation of sexual favors, unwelcome sexual advances, or other verbal, visual or physical conduct of a sexual nature.

5.4.3. Contractor shall take all reasonable steps to prevent harassment from occurring, including without limitation affirmatively raising the subject of harassment among its employees, expressing strong disapproval of any form of harassment, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue of harassment and informing complainants of the outcome of an investigation into a harassment claim.

5.4.4. Contractor shall not permit any person, whether employed by Contractor or a Subcontractor or any other person or entity, performing any Work at or about the Site to engage in any prohibited form of harassment. Any person performing or providing Work on or about the Site engaging in a prohibited form of harassment directed to any student, faculty member or staff of the District or directed to any other person on or about the Site shall be subject to immediate removal and shall be prohibited thereafter from providing or performing any portion of the Work. Upon the District's receipt of any notice or complaint that any person employed directly or indirectly by Contractor on any Subcontractor in performing or

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providing the Work has engaged in a prohibited form of harassment, the District will promptly undertake an investigation of such notice or complaint. In the event that the District, after such investigation, reasonably determines that a prohibited form of harassment has occurred, the District shall promptly notify the Contractor of the same and direct that the person engaging in such conduct be immediately removed from the Site. Unless the District's determination that a prohibited form of harassment has occurred is grossly negligent or without reasonable cause, District shall have no liability for directing the removal of any person determined to have engaged in a prohibited form of harassment nor shall the Contract Price or the Contract Time be adjusted on account thereof. The indemnity provisions of the Contract Documents apply to any assertion by any person dismissed from performing or providing work at the direction of the District pursuant to this provision; or (ii) the assertion by any person that any person directly or indirectly under the employment or direction of the Contractor has engaged in a prohibited form of harassment directed to or affecting such person. The obligations of the Contractor and the Surety under the preceding sentence are in addition to, and not in lieu of, any other obligation of defense, indemnity and hold harmless whether arising under the Contract Documents, at law or otherwise; these obligations survive completion of the Work or the termination of the Contract.

5.5. <u>Conferences and Meetings</u>.

5.5.1. In addition to the conference and meeting requirements in the Specifications, Contractor's supervisory personnel for the Work and the Contractor's management personnel shall attend all required meetings as required by the Contract Documents or as requested by the District. The Contractor's personnel participating in conferences and meetings relating to the Work shall be authorized to act on behalf of the Contractor and to bind the Contractor. The Contractor is solely responsible for arranging for the attendance by Subcontractors and Material Suppliers at meetings and conferences relating to the Work as necessary, appropriate or as requested by the District.

5.5.2. Preconstruction Conference. The Contractor's representatives (and representatives of Subcontractors as requested by the District) shall attend a preconstruction conference at such time and place as designated by the District. The preconstruction conference will generally address the requirements of the Work and Contract Documents, and to establish construction procedures. Subject matters of the preconstruction conference will include as appropriate: (a) administrative matters, including an overview of the respective responsibilities of the District, Architect, Construction Manager, Contractor, Subcontractors, Project Inspector, and others performing any part of the Work or services relating to the Work; (b) Submittals; (c) Changes; (d) employment practices, including Certified Payroll preparation and submission and prevailing wage rate responsibilities of the Contractor and Subcontractors; (e) Progress Schedule development and maintenance; (f) development of Schedule of Values and payment procedures; (g) implementation of BIM, if applicable; (h) communication procedures, including the handling of Requests for Information; (i) emergency and safety procedures; (j) Site visitor policies; (k) conduct of Contractor/Subcontractor personnel at the Site; and (l) Completion, Punchlist and closeout procedures.

5.5.3. Progress Meetings. Progress meetings will be conducted on regular intervals (weekly unless otherwise expressly indicated elsewhere in the Contract Documents). The Contractor's representatives and representatives of Subcontractors (as requested by the District) shall attend progress meetings. Progress Meetings will be chaired by the District or the Construction Manager and will generally include as agenda items: Site safety, field issues, coordination of Work, construction progress and impacts to timely Completion, if any. The purposes of the progress meetings include: a formal and regular forum for discussion of the status and progress of the Work by all Project participants, a review of progress or resolution of previously raised issues and action items assigned to the Project participants, and reviews of the Progress schedule and submittals. Contractor shall prepare and submit at each progress meeting a three (3) week look-ahead schedule identifying all planned activities for the next three (3) weeks and any deviations from activities in the current Construction Schedule.

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5.5.4. Special Meetings. As deemed necessary or appropriate by the District, special meetings will be conducted with the participation of the Contractor, Subcontractors and other Project participants as requested by the District.

5.5.5. Minutes of Meetings. following conclusion of the preconstruction conference, progress meetings and special meetings, the Architect or the Construction Manager will prepare and distribute minutes reflecting the items addressed and actions taken at a meeting or conference. Unless the Contractor notifies the Architect and the Construction Manager in writing of objections or corrections to minutes prepared hereunder within five (5) days of the date of distribution of the minutes, the minutes as distributed shall constitute the official record of the meeting or conference. No objections or corrections of any Subcontractor or Material Supplier shall be submitted directly to the Architect or the Construction Manager; such objections or corrections shall be submitted to the Architect and the Construction Manager through the Contractor. If the Contractor timely interposes objections or notes corrections, the resolution of such matters shall be addressed at the next scheduled progress meeting.

5.6. <u>Purchase of Materials and Equipment</u>

5.6.1. The Contractor is required to order, obtain, and store materials and equipment sufficiently in advance of its Work at no additional cost or advance payment from District to assure that there will be no delays. All materials and equipment shall be stored on-Site and secured by Contractor unless otherwise approved in writing by the District.

5.6.2. <u>Off-Site Storage of Materials and Equipment Only Upon District's Written Consent</u>. If Contractor intends to store materials and/or equipment off-site after the District has paid for those materials and/or equipment, Contractor must first obtain the District's express, written consent. If Contractor receives District's consent to store materials and/or equipment off site ("**Stored Materials**"), Contractor shall comply with all of the following:

5.6.2.1. **<u>Property of Others Insurance</u>**. Contractor shall procure and maintain, during the entire time Stored Materials are in off-site storage, insurance coverage acceptable to the District that shall protect Contractor and District from all claims for Stored Materials that are lost, stolen, or damaged. The District shall be named as a loss payee for this insurance coverage. The insurance coverage shall include a "loss payable endorsement" stating that all amounts payable will be paid as a joint-check to the Contractor and District. If approved in advance by District, this required insurance may be obtained by an "Employee Theft Protection Insurance Policy" or an "Employee Theft Protection Bond."

5.6.2.2. **<u>Payment for Stored Materials</u>**. District shall only make payment to Contractor for Stored Materials if agreed upon in advance, in writing, by the District and provided that Contractor submits an itemized list of all Stored Materials with Contractor's Application for Payment. Contractor's itemized list of all Stored Materials shall be supported by all of the following:

5.6.2.2.1. Itemized breakdown of the Stored Materials for the purpose of requesting partial payment, identifying the serial numbers and exact storage location of each piece of equipment and material; and

5.6.2.2.2. Verified invoices for the Stored Materials;

5.6.2.2.3. Original copy of Property of Others Insurance, Employee Theft Protection Insurance Policy, or an Employee Theft Protection Bond based on the type of insurance required by the District. These documents shall include certificates and endorsements stating the coverage and that the District is a loss payee or obligee, as appropriate; and

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5.6.2.2.4. An express, signed document from Contractor indicating that the District may, at any time and at its sole discretion, have unhindered and unqualified access to all Stored Materials and to remove the Stored Materials.

5.7. <u>Documents on Work</u>

5.7.1. Contractor shall at all times keep on the Work Site, or at another location as the District may authorize in writing, one legible copy of all Contract Documents, including Addenda Change Orders, Unilateral Change Orders, Construction Change Documents, and current titles 19 and 24 of the California Code of Regulations, the specified edition(s) of the California Building Standards Code, all approved Drawings, Plans, Schedules, and Specifications, and all codes referred to in the Specifications, and made part thereof. These documents shall be kept in good order and available to District, Construction Manager, Architect, Architect's representatives, the Project Inspector(s), and all authorities having jurisdiction. Contractor shall be acquainted with and comply with the provisions of these titles as they relate to this Project. (See particularly the duties of Contractor, title 24, part 1, California Code of Regulations, § 4-343.) Contractor shall also be acquainted with and comply with all California Code of Regulations provisions relating to conditions on this Project, particularly titles 8 and 17. Contractor shall coordinate with Architect and Construction Manager and shall submit its verified report(s) according to the requirements of title 24.

5.7.2. Daily Job Reports.

5.7.2.1. Contractor shall maintain, at a minimum, at least one (1) set of Daily Job Reports on the Project. These must be prepared by the Contractor's employee(s) who are present on Site, and must include, at a minimum, the following information:

5.7.2.1.1. A detailed description of all Work performed by the Contractor and Subcontractor(s) on that day.
5.7.2.1.2. A summary of all other pertinent events and/or occurrences on that day.
5.7.2.1.3. The weather conditions on that day.
5.7.2.1.4. A list of all Subcontractor(s) working on that day,
5.7.2.1.5. A list of each Contractor employee working on that day and the total hours worked for each employee.
5.7.2.1.6. A complete list of all major equipment on Site that day, whether in use or not.
5.7.2.1.7. All complete list of all materials, supplies, and equipment delivered on that day.
5.7.2.1.8. A complete list of all inspections and tests performed on that day.

5.7.2.2. On or before 8:00 A.M. each day, Contractor shall provide a copy of the previous day's Daily Job Report to the District or the District's Construction Manager.

5.8. <u>Preservation of Records</u>

The District shall have the right to examine and audit all Daily Job Reports or other Project records of Contractor's project manager(s), project superintendent(s), and/or project foreperson(s), all certified payroll records and/or related documents including, without limitation, payroll, payment, timekeeping and tracking documents; all books, estimates, records, contracts, documents, cost data, subcontract job cost reports, and other data of the Contractor, any Subcontractor, and/or supplier, including computations and projections related to estimating, negotiating, pricing, or performing the Work or Contract modification, in order to evaluate the accuracy, completeness, and currency of the cost, manpower, coordination, supervision, or pricing data at no additional cost to the District. These documents may be duplicative and/or be in addition to any documents held in escrow by the District. The Contractor shall make available at all reasonable times the materials described in this paragraph for the examination, audit, or reproduction until three (3) years after final payment under this Contract. Notwithstanding the provisions above, Contractor shall provide any

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records requested by any governmental agency, if available, after the time set forth above.

5.9. Integration of Work

5.9.1. Contractor shall do all cutting, fitting, patching, and preparation of Work as required to make its several parts come together properly, to fit it to receive or be received by work of other contractors, and to coordinate tolerances to various pieces of work, showing upon, or reasonably implied by, the Drawings and Specifications for the completed structure, and shall conform them as District and/or Architect may direct.

5.9.2. All cost caused by defective or ill-timed Work shall be borne by Contractor, inclusive of repair work.

5.9.3. Contractor shall not endanger any work performed by it or anyone else by cutting, excavating, or otherwise altering work and shall not cut or alter work of any other contractor except with consent of District.

5.10. Obtaining Licenses

Except for DSA fees or charges, Contractor shall secure and pay for all of its required licenses, and certificates necessary for prosecution of Work before the date of the commencement of the Work or before the licenses, and certificates are legally required to continue the Work without interruption. The Contractor shall obtain and pay, only when legally required, for all licenses and certificates required to be obtained from or issued by any authority having jurisdiction over any part of the Work included in the Contract. All final permits and certificates shall be delivered to District before demand is made for final payment.

5.11. Work to Comply With Applicable Laws and Regulations and Standard of Care

5.11.1. Contractor shall give all notices and comply with the following specific laws, ordinances, rules, and regulations and all other applicable laws, ordinances, rules, and regulations bearing on conduct of Work as indicated and specified, including but not limited to the appropriate statutes and administrative code sections. If Contractor observes that Drawings and Specifications are at variance therewith, or should Contractor become aware of the development of conditions not covered by Contract Documents that will result in finished Work being at variance therewith, Contractor shall promptly notify District in writing and any changes deemed necessary by District shall be made as provided in Contract for changes in Work.

5.11.1.1. National Electrical Safety Code, U. S. Department of Commerce
5.11.1.2. National Board of Fire Underwriters' Regulations
5.11.1.3. California Building Standards Code, latest addition, and the California Code of Regulations, Title 24, including amendments
5.11.1.4. Manual of Accident Prevention in Construction, latest edition, published by A.G.C. of America
5.11.1.5. Industrial Accident Commission's Safety Orders, State of California
5.11.1.6. Regulations of the State Fire Marshall (title 19, California Code of Regulations) and Pertinent Local Fire Safety Codes
5.11.1.7. Americans with Disabilities Act
5.11.1.8. Education Code of the State of California
5.11.1.9. Government Code of the State of California
5.11.1.10. Labor Code of the State of California, division 2, part 7, Public Works and Public Agencies
5.11.1.11. Public Contract Code of the State of California
5.11.1.12. California Art Preservation Act
5.11.1.13. U. S. Copyright Act

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5.11.1.14. U. S. Visual Artists Rights Act

5.11.2. Contractor shall comply with all applicable mitigation measures, if any, adopted by any public agency with respect to this Project pursuant to the California Environmental Quality Act ("**CEQA**") (Public Resources Code section 21000 et seq.)

5.11.3. If Contractor performs any Work that it knew, or through exercise of reasonable care should have known, to be contrary to any applicable laws, ordinance, rules, or regulations, Contractor shall bear all costs arising therefrom.

5.11.4. Where Specifications or Drawings state that materials, processes, or procedures must be approved by the DSA, State Fire Marshall, or other body or agency, Contractor shall be responsible for satisfying requirements of such bodies or agencies.

5.11.5. Contractor's performance of Work shall comply with the Standard of Care. The District's acceptance of any submittals, deliverables, construction Work, or other work product of Contractor will not be construed as assent that Contractor has complied, nor in any way relieve Contractor of, compliance with (i) the applicable standard of care, (ii) applicable statutes, regulations, rules, guidelines, and requirements, or and/or (iii) the Contract Documents.

5.12. <u>Safety/Protection of Persons and Property</u>

5.12.1. Contractor will be solely and completely responsible for conditions of the Work Site, including safety of all persons and property during performance of the Work. This requirement will apply continuously and not be limited to normal working hours.

5.12.2. The wearing of hard hats will be mandatory at all times for all personnel on Site. Contractor shall supply sufficient hard hats to properly equip all employees and visitors.

5.12.3. Any construction review of the Contractor's performance is not intended to include review of the adequacy of the Contractor's safety measures in, on, or near the Work Site.

5.12.4. Implementation and maintenance of safety programs shall be the sole responsibility of the Contractor.

5.12.5. The Contractor shall furnish to the District a copy of the Contractor's safety plan within the time frame indicated in the Contract Documents and specifically adapted for the Project.

5.12.6. Contractor shall be responsible for all damages to persons or property that occur as a result of its fault or negligence in connection with the prosecution of this Contract and shall take all necessary measures and be responsible for the proper care, Project Completion and final acceptance by District. Contractor shall not be responsible for damage to the Work caused by "acts of God" as defined in Public Contract Code section 7105.

5.12.7. Contractor shall take, and require Subcontractors to take, all necessary precautions for safety of workers on the Project and shall comply with all applicable federal, state, local, and other safety laws, standards, orders, rules, regulations, and building codes to prevent accidents or injury to persons on, about, or adjacent to School Site where Work is being performed and to provide a safe and healthful place of employment. Contractor shall furnish, erect, and properly maintain at all times, all necessary safety devices, safeguards, construction canopies, signs, nets, barriers, lights, and watchmen for protection of workers and the public and shall post danger signs warning against hazards created by such features in the course of construction.

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5.12.8. Hazards Control. Contractor shall store volatile wastes in covered metal containers and remove them from the Site regularly, which shall be daily when appropriate for the type of hazardous wastes to be removed. Contractor shall prevent accumulation of wastes that create hazardous conditions. Contractor shall provide adequate ventilation during use of volatile or noxious substances.

5.12.9. Contractor shall designate a responsible member of its organization on the Project, whose duty shall be to post information regarding protection and obligations of workers and other notices required under occupational safety and health laws, to comply with reporting and other occupational safety requirements, and to protect the life, safety, and health of workers. Name and position of person so designated shall be reported to District by Contractor.

5.12.10. Contractor shall correct any violations of safety laws, rules, orders, standards, or regulations. Upon the issuance of a citation or notice of violation by the Division of Occupational Safety and Health, Contractor shall correct such violation promptly.

5.12.11. <u>Storm Water Permits</u>. Contractor shall comply with any District storm water requirements that are approved by the District and applicable to the Project, at no additional cost to the District.

5.12.11.1. Contractor shall perform the Work of the Project related to being the District's Qualified SWPPP (Storm Water Pollution Prevention Plan) Practitioner ("**QSP**").

5.12.11.2. As the District's QSP, Contractor shall be responsible for storm water and non-storm water visual observations, sampling, and analysis per the District's SWPPP.

5.12.11.3. Contractor shall strictly follow the requirements to implement all the provisions of the SWPPP including, without limitation, preparation of monitoring and recording reports and providing those to the District.

5.12.11.4. Contractor's indemnity obligations as indicated in the Facilities Lease are applicable to any damages, penalties, fees, charges, or related expenses assessed or charged to the District by any water boards or agencies with jurisdiction related to compliance with the Storm Water Permits.

5.12.12. In an emergency affecting safety of life or of work or of adjoining property, Contractor, without special instruction or authorization, shall act, at its discretion, to prevent such threatened loss or injury. Any compensation claimed by Contractor on account of emergency work shall be determined by agreement.

5.12.13. All salvage materials will become the property of the Contractor and shall be removed from the Site unless otherwise called for in the Contract Documents. The District reserves the right to designate certain items of value that shall be turned over to the District.

5.12.14. All connections to public utilities and/or existing on-site services shall be made and maintained in such a manner as to not interfere with the continuing use of same by the District during the entire progress of the Work.

5.12.15. Contractor shall provide such heat, covering, and enclosures as are necessary to protect all Work, materials, equipment, appliances, and tools against damage by weather conditions, such as extreme heat, cold, rain, snow, dry winds, flooding, or dampness.

5.12.16. The Contractor shall protect and preserve the Work from all damage or accident, providing any temporary roofs, window and door coverings, boxing, or other construction as needed. The Contractor shall be responsible for existing structures, walks, roads, trees, landscaping, materials, equipment, furnishings, and/or improvements in working areas; and shall provide adequate protection therefore. If

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temporary removal is necessary of any of the above items, or damage occurs due to the Work, the Contractor shall replace same at his expense with same kind, quality, and size of Work or item damaged. This shall include any adjoining property of the District and others.

5.12.17. Contractor shall take adequate precautions to protect existing roads, sidewalks, curbs, pavements, utilities, adjoining property, and structures (including, without limitation, protection from settlement or loss of lateral support), and to avoid damage thereto, and repair any damage thereto caused by construction operations of the Contractor.

5.12.18. Contractor shall confine apparatus, the storage of materials, and the operations of workers to limits indicated by law, ordinances, permits, or directions of the District, Construction Manager or Architect, and shall not interfere with the Work or unreasonably encumber the School Site or overload any structure with materials. Contractor shall enforce all instructions of District and Architect regarding signs, advertising, fires, and smoking, and require that all workers comply with all regulations while on Project Site(s).

5.12.19. Contractor shall take care to prevent disturbing or covering any survey markers, monuments, or other devices marking property boundaries or corners. If such markers are disturbed, Contractor shall have a civil engineer, registered as a professional engineer in California, replace them at no cost to District.

5.12.20. In the event that the Contractor enters into any agreement with owners of any adjacent property to enter upon the adjacent property for the purpose of performing the Work, Contractor shall fully indemnify, defend, and hold harmless each person, entity, firm, or agency that owns or has any interest in adjacent property. The form and content of the agreement of indemnification shall be approved by the District prior to the commencement of any Work on or about the adjacent property. The Contractor shall also indemnify the District as provided in the indemnification provision herein. These provisions shall be in addition to any other requirements of the owners of the adjacent property.

5.12.21. Infectious Disease Compliance Provisions

5.12.21.1. **Compliance with Orders**. Contractor and its Subcontractors, agents and employees thereof, are responsible for complying with all applicable and existing federal, State, and/or local statutes, orders, rules, regulations, ordinances, and/or directives in any way relating to construction site safety, the Work, the Project, and Site, in connection with any infectious and communicable disease in any form, whether bacterial or viral, including, without limitation, MSRA, influenza, COVID-19, and/or any similar virus or derivative strain ("**Infectious Disease**"). Contractor's obligations hereunder shall include, without limitation providing personal protective equipment ("**PPE**") to its employees and to ensure that its subcontractors provide PPE to its employees to prevent the spread of an Infectious Disease at the Project Site(s).

5.12.21.2. **Infectious Disease and Contract Time**. Contractor agrees that the Contract Time is based on Contractor's full compliance with all applicable and existing federal, State, and/or local statutes, orders, rules, regulations, ordinances, and/or directives relating to construction site safety, the Work, the Project, and the Site in connection with an Infectious Disease. Any dispute concerning the Contract Time in connection with any delay associated with an Infectious Disease shall be resolved pursuant to the Claims procedures in these General Conditions.

5.12.21.3. **Infectious Disease Release**. Contractor acknowledges that it is voluntarily and freely entering into the Contract for this Project and deciding to perform the Work which will require Contractor to enter upon and into the Site and that Contractor use of the Site includes the possible exposure to and illness from an Infectious Disease. Contractor further acknowledges the dangers involved and with full knowledge of these dangers, voluntarily agrees to assume all risks of bodily

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injury, death, or property damage, whether those risks are known or unknown. Contractor hereby releases the District, its agents, representatives, officers, consultants, employees, trustees, and volunteers from any and all liabilities, causes of action, lawsuits, claims, demands, or damages of any kind whatsoever that Contractor, its staff, participants, relatives, children, spouse, partner, household members, family members, employees, guests, invitees, volunteers, agents, consultants, Subcontractors, and any other person tracing exposure or illness to Contractor, now have, or may have in the future, for injury, trauma, illness, loss, unwanted contact, harassment, disability, death or property damages related to being exposed to or contracting an Infectious Disease while using the Site for the performance of the Work. Contractor shall include this paragraph in all subcontracts with Subcontractors.

5.12.21.4. Contractor shall ensure it has supervisor employees onsite that are trained and knowledgeable of all of these requirements to ensure full compliance on Project Site(s).

5.12.21.5. Any cost to comply with these "Infectious Disease Compliance Provisions" shall be at Contractor's sole expense, but may be included in the Contract Price.

5.12.22. <u>Photos, Videos and Use of Drones</u>.

5.12.22.1. Contractor may photograph or video the progress of the Work and shall provide all of those photos and videos to the District at the District's request. Contractor may utilize drones or similar aerial equipment to photograph, video or monitor the progress of the Work and for security purposes, but Contractor must comply with all legal requirements of the Federal government, the State of California, and the County and City in which the Project is located, applicable to the use of drones or similar aerial equipment. In addition, Contractor shall ensure that no photographs, videos or digital recordings of any kind are taken of District students or staff.

5.12.22.2. If Contractor utilizes drones or any other unmanned aircraft during construction operations, Contractor must either ensure its insurance coverage includes unmanned aircraft operations or procure and maintain a separate aircraft liability policy to cover unmanned aircraft operations.

5.13. <u>Working Evenings and Weekends</u>

Contractor may be required to work evenings and/or weekends at no additional cost to the District. Contractor shall give the District seventy-two (72) hours' notice prior to performing any evening and/or weekend work. Contractor shall perform all evening and/or weekend work only upon District's approval and in compliance with all applicable rules, regulations, laws, and local ordinances including, without limitation, all noise and light limitations. Contractor shall reimburse the District for any Inspector and custodial charges necessitated by the Contractor's evening and/or weekend work.

5.14. Demolition

5.14.1. If any of the Work requires the demolition of existing structures, Contractor must perform all Work reasonably required for removal or demolition, whether or not structures are fully detailed in the Drawings and Specifications.

5.14.2. The demolition component of the Work may include the removal of existing materials and components which, depending on the age and design of the structures existing at the Site may contain Hazardous Materials, the full extent of which may not yet be determined. The District has provided Contractor for its reference Site information. Contractor shall plan for and execute the demolition, redesign, and reconstruction of the Work taking into account any uncertainty with respect to Hazardous Materials.

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5.15. Noise and Dust Control

5.15.1. In addition to the noise control, dust control and related requirements in the Specifications, Contractor shall control the noise and dust at the Site as indicated here.

5.15.2. Noise Control. The Contractor shall install noise reducing devices on construction equipment. Contractor shall comply with the requirements of the city and county having jurisdiction with regard to noise ordinances governing construction sites and activities. Construction equipment noise at the Site shall be limited as required by applicable law, rule or regulation. If classes are in session at any point during the progress of the Work, and, in the District's reasonable discretion, the noise from any Work disrupts or disturbs the students or faculty or the normal operation of the school at the Site, at the District's request, the Contractor shall schedule the performance of that Work around normal school hours or make other arrangements so that the Work does not cause disruption or disturbance. In no event shall those arrangements result in adjustment of the Contract Price or the Contract Time.

5.15.3. Dust Control. The Contractor shall be fully and solely responsible for maintaining and upkeeping all areas of the Site and adjoining areas, outdoors and indoors, free from flying debris, grinding powder, sawdust, dirt and dust as well as any other product, product waste or work waste, that by becoming airborne may cause respiratory inconveniences to persons, particularly to students and District personnel. Additionally, the Contractor shall take specific care to avoid deposits of airborne dust or airborne elements. Those protection devices, systems or methods shall be in accordance with the regulations set forth by the EPA and OSHA, and other applicable law, rule or regulation. Additionally, the Contractor shall be responsible to regularly and routinely clean up and remove any and all deposits of dust and other elements. Damage and/or any liability derived from the Contractor's failure to comply with these requirements shall be exclusively at the cost of the Contractor, including, without limitation, any and all penalties that may be incurred for violations of applicable law, rule or regulation, and any amounts expended by the District to pay such damages shall be due and payable to the District on demand. Contractor shall replace any damages property or part thereof and professionally clean any and all items that become covered or partially covered to any degree by dust or other airborne elements. If classes are in session at any point during the progress of Work, and, in the District's reasonable discretion, flying debris, grinding powder, sawdust, dirt or dust from any Work disrupts or disturbs the students or faculty or the normal operation of the school, at the District's request, the Contractor shall schedule the performance of all that Work around normal school hours and make other arrangements so that the Work does not cause disruption or disturbance. In no event shall those arrangements result in adjustment of the Contract Price or the Contract Time.

5.15.4. Contractor Failure to Comply. If the Contractor fails to comply with the requirements for dust control, noise control, or any other maintenance or clean up requirement of the Contract Documents, the District, Architect, Project Inspector, or Construction Manager shall notify the Contractor in writing and the Contractor shall take immediate action. Should the Contractor fail to respond with immediate and responsive action and not later than twenty-four (24) hours from that notification, the District shall have the absolute right to proceed as it may deem necessary to remedy such matter. Any and all costs incurred by the District in connection with those actions shall be the sole responsibility of, and be borne by, the Contractor; the District may deduct those amounts from the Contract Price then or thereafter due the Contractor.

5.16. Archaeological Finds / Human Remains

5.16.1. If Contractor discovers any archeological artifacts during excavation and/or construction, Contractor will immediately stop all affected Work and notify the District immediately, who will:

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5.16.1.1. Call in a qualified archaeologist to assess the discovery and suggest further mitigation, as necessary.

5.16.1.2. Be responsible for contacting the county coroner and a qualified archaeologist.

5.16.2. If any remains are determined to be Native American, the District will contact the appropriate tribal representative.

5.17. <u>Cleaning Up</u>

5.17.1. The Contractor shall provide all services, labor, materials, and equipment necessary for protecting the Work, all school occupants, furnishings, equipment, and building structure from damage until Project Completion and final acceptance by District. Dust barriers shall be provided to isolate dust and dirt from construction operations. Upon Project Completion, Contractor shall clean to the original state any areas beyond the Work area that become dust laden as a result of the Work. The Contractor must erect the necessary warning signs and barricades to ensure the safety of all school occupants. The Contractor at all times must maintain good housekeeping practices to reduce the risk of fire damage and must make a fire extinguisher, fire blanket, and/or fire watch, as applicable, available at each location where cutting, braising, soldering, and/or welding is being performed or where there is an increased risk of fire.

5.17.2. Contractor at all times shall keep Site free from debris such as waste, rubbish, and excess materials and equipment caused by the Work. Contractor shall not leave debris under, in, or about the School Site, but shall promptly remove same from the School Site on a daily basis. If Contractor fails to clean up, District may do so and the cost thereof shall be charged to Contractor. If Contract is for work on an existing facility, Contractor shall also perform specific clean-up on or about the School Site upon request by the District as it deems necessary for the continuing education process. Contractor shall comply with all related provisions of the Specifications.

5.17.3. If the Construction Manager, Architect, or District observes the accumulation of trash and debris, the District will give the Contractor a 24-hour written notice to mitigate the condition.

5.17.4. Should the Contractor fail to perform the required clean-up, or should the clean-up be deemed unsatisfactory by the District, the District will then perform the clean-up. All cost associated with the clean-up work (including all travel, payroll burden, and costs for supervision) will be deducted from the Guaranteed Project Cost, or District may withhold those amounts from payment(s) to Contractor.

6. <u>SUBCONTRACTORS</u>

6.1. Contractor shall provide the District with information for all of Contractor's Subcontracts and Subcontractors.

6.2. No contractual relationship exists between the District and any Subcontractor, supplier, or sub-subcontractor by reason of this Contract.

6.3. <u>Bidding for Subcontractor Work</u>

6.3.1. CONTRACTOR SHALL SOLICIT AND PROCURE SUBCONTRACTORS PURSUANT TO THE SUBCONTRACTOR PROCUREMENT PROCESS ATTACHED TO THE FACILITIES LEASE AS EXHIBIT H.

6.3.2. Contractor agrees and acknowledges that the Subcontractor Procurement Process is integral to the Parties negotiating in good faith to agree upon a GMP. If Contractor fails to comply with any of its obligations to procure Subcontractors in the Contract Documents, it will be considered a material breach

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and Default of the Facilities Lease, and the District shall have the right to terminate the Facilities Lease.

6.3.3. After Contractor solicits Subcontractors, Contractor shall prepare the Guaranteed Project Cost as set forth in **Exhibit C** and **Exhibit H.**

6.4. Contractor agrees to bind every Subcontractor by terms of Contract as far as those terms are applicable to Subcontractor's work. If Contractor shall subcontract any part of this Contract, Contractor shall be as fully responsible to District for acts and omissions of any Subcontractor and of persons either directly or indirectly employed by any Subcontractor, as it is for acts and omissions of persons directly employed by Contractor. The divisions or sections of the Specifications are not intended to control the Contractor in dividing the Work among Subcontractors or limit the work performed by any trade.

6.5. District's consent to, or approval of, or failure to object to, any Subcontractor under this Contract shall not in any way relieve Contractor of any obligations under this Contract and no such consent shall be deemed to waive any provisions of this Contract.

6.6. Contractor is directed to familiarize itself with sections 1720 through 1861 of the Labor Code of the State of California, as regards the payment of prevailing wages and related issues, and to comply with all applicable requirements therein all including, without limitation, section 1775 and the Contractor's and Subcontractors' obligations and liability for violations of prevailing wage law and other applicable laws. Prevailing wage rates are on file with the District and are available to any interested party on request or at **www.dir.ca.gov/oprl/statistics_and_databases.html**.

6.7. The Contractor shall be responsible for the coordination of the trades, Subcontractors, sub-subcontractors, and material or equipment suppliers working on the Project.

6.8. Contractor is solely responsible for settling any differences between the Contractor and its Subcontractor(s) or between Subcontractors.

6.9. Contractor must include in all of its subcontracts the assignment provisions as indicated in the Termination section of these General Construction Provisions.

7. OTHER CONTRACTS/CONTRACTORS

7.1. District reserves the right to let other contracts, and/or to perform work with its own forces, in connection with other portions of the Project or other construction or operations at or about the Site. Contractor shall afford other contractors reasonable opportunity for introduction and storage of their materials and execution of their work and shall properly coordinate and connect Contractor's Work with the work of other contractors.

7.2. In addition to Contractor's obligation to protect its own Work, Contractor shall protect the work of any other contractor that Contractor encounters while working on the Site.

7.3. If any part of Contractor's Work depends for proper execution or results upon work of District or any other contractor, the Contractor shall inspect and promptly report to the District in writing before proceeding with its Work any defects in District's or any other contractor's work that render Contractor's Work unsuitable for proper execution and results. Contractor shall be held accountable for damages to District for District's or any other contractor's work that Contractor failed to inspect or should have inspected. Contractor's failure to inspect and report shall constitute Contractor's acceptance of all District's or any other contractor's work as fit and proper for reception of Contractor's Work, except as to defects that may develop in District's or any other contractor's work after execution of Contractor's Work.

7.4. To ensure proper execution of its subsequent work, Contractor shall measure and inspect work already in

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place and shall at once report to the District in writing any discrepancy between that executed work and the Contract Documents.

7.5. Contractor shall ascertain to its own satisfaction the scope of the Project and nature of District's or any other contracts that have been or may be awarded by District in prosecution of the Project to the end that Contractor may perform this Contract in light of the other contracts, if any.

7.6. Nothing herein contained shall be interpreted as granting to Contractor exclusive occupancy of the Project Site, the School Site, or of the Project. Contractor shall not cause any unnecessary hindrance or delay to the use and/or school operation(s) of the School Site and/or to District or any other contractor working on the Project. If simultaneous execution of any contract or school operation is likely to cause interference with performance of Contractor's Contract, Contractor shall coordinate with those contractor(s), person(s), and/or entity(s) and shall notify the District of the resolution.

8. DRAWINGS AND SPECIFICATIONS

8.1. A complete list of all Drawings for the Project is to be found as an index on the Drawings themselves, and/or may be provided to the Contractor and/or in the Table of Contents.

8.2. Materials or Work described in words that so applied have a well-known technical or trade meaning shall be deemed to refer to recognized standards, unless noted otherwise.

8.3. Drawings and Specifications are intended to comply with all laws, ordinances, rules, and regulations of constituted authorities having jurisdiction, and where referred to in the Contract Documents, the laws, ordinances, rules, and regulations shall be considered as a part of the Contract within the limits specified. Contractor shall bear all expense of correcting work done contrary to said laws, ordinances, rules, and regulations and for which the Contractor knew or reasonably should have known did not comply with those laws, ordinances, rules, and regulations.

8.4. Trade Name or Trade Term

8.4.1. It is not the intention of this Contract to go into detailed descriptions of any materials and/or methods commonly known to the trade under "trade name" or "trade term." The mere mention or notation of "trade name" or "trade term" shall be considered a sufficient notice to Contractor that it will be required to complete the work so named, complete, finished, and operable, with all its appurtenances, according to the best practices of the trade.

8.4.2. The naming of any material and/or equipment shall mean furnishing and installing of same, including all incidental and accessory items thereto and/or labor therefor, as per best practices of the trade(s) involved, unless specifically noted otherwise.

8.4.3. Contract Documents are complementary, and what is called for by one shall be binding as if called for by all. As such, Drawings and Specifications are intended to be fully cooperative and to agree. However, if Contractor observes that Drawings and Specifications are in conflict, Contractor shall promptly notify District and Architect in writing, and any necessary changes shall be made as provided in the Contract Documents.

8.5. Ownership of Drawings

All copies of Plans, Drawings, Designs, Specifications, and copies of other incidental architectural and engineering work, or copies of other Contract Documents furnished by District, are the property of District. They are not to be used by Contractor in other work and, with the exception of signed sets of Contract Documents, are to be returned to District on request at completion of Work, or may be used by District as it

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may require without any additional costs to District. Neither the Contractor nor any Subcontractor, or material or equipment supplier shall own or claim a copyright in the Drawings, Specifications, and other documents prepared by the Architect. District hereby grants the Contractor, Subcontractors, sub-subcontractors, and material or equipment suppliers a limited license to use applicable portions of the Drawings prepared for the Project in the execution of their Work under the Contract Documents.

9. CONTRACTOR'S SUBMITTALS AND SCHEDULES

Contractor's submittals shall comply with the provisions and requirements of the Contract Documents including, without limitation Submittals. No submittal, unless approved in writing by the District as acceptable and complete, shall be a Contract Document. All submittals and schedules must be approved by the District before Contractor can rely on them as a basis for payment or for any other purpose identified in the Contract Documents.

9.1. Construction Schedule

The Contractor shall prepare a detailed Construction Schedule that complies with the construction schedule attached to the Facilities Lease as **Exhibit F** and in compliance with the provisions of the **"Construction Schedule – Network Analysis"** provisions indicated in **Exhibit I** and shall provide all schedules and construction progress documentation as required in the Contract Documents**.** The initial, detailed Construction Schedule shall either be attached to the Facilities Lease in **Exhibit F,** or be submitted to the District for written approval as indicated in the Contract Documents. If the initial detailed Construction Schedule is submitted to the District for written approval, the District approved detailed Construction Schedule shall be the Construction Schedule for the Project.

9.1.1. All items on the Schedule of Values must have a specific completion date on the Construction Schedule, or District has approved the Construction Schedule and the Construction Schedule is fully cost-loaded and resource-loaded, unless waived by the District in writing, and detailed as required by the Contract Documents.

9.1.2. Contractor must provide all schedules both in hard copy and electronically, in a format (e.g., Microsoft Project or Primavera) approved in advance by the District.

9.1.3. The District will review the schedules submitted and the Contractor shall make changes and corrections in the schedules as requested by the District and resubmit the schedules until approved by the District.

9.2. Schedule of Values

The Contractor has provided and the District has approved a Schedule of Values as **Exhibit G** ("Schedule(s) of Values") for all of the Work, which is comprised of quantities and prices of items aggregating the Guaranteed Project Cost and subdivided into component parts. The Schedule of Values includes, at a minimum, the following information and the following structure:

9.2.1. The District expects the Schedule of Values to follow the most current breakdown of scope and categories found in the most recent Construction Specifications Institute ("CSI") MasterFormat documentation. At a minimum, the Contractor must include at least the following categories:

9.2.1.1. Overhead and profit;
9.2.1.2. Supervision;
9.2.1.3. General conditions;
9.2.1.4. Layout;
9.2.1.5. Mobilization;
9.2.1.6. Submittals;

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9.2.1.7. Bonds and insurance;
9.2.1.8. Closeout documentation;
9.2.1.9. Demolition;
9.2.1.10. Installation;
9.2.1.11. Rough-in;
9.2.1.12. Finishes;
9.2.1.13. Testing;
9.2.1.14. Punch list and acceptance.

9.2.2. Divided by each of the following areas:

9.2.2.1. Site work;
9.2.2.2. By each building and phase;
9.2.2.3. By each floor.
9.2.2.4. By division of work.

9.2.3. The Schedule of Values shall not provide for values any greater than the following percentages of the Guaranteed Project Cost:

9.2.3.1. Mobilization and layout combined to equal not more than 1%;
9.2.3.2. Submittals, samples and shop drawings combined to equal not more than 2%,
9.2.3.3. Bonds and insurance combined to equal not more than 3%.
9.2.3.4. Punchlist and acceptance value combined to equal not less than 1%.
9.2.3.5. No item on the Schedule of Value (except noted above) to equal more than 3%.

9.2.4. Closeout Documentation shall have a value in the schedule of values of not less than 5%. The value for Closeout Documentation shall be in addition to and shall not be a part of the Lease Payments.

9.2.5. The preliminary Schedule of Values shall either be attached to the Facilities Lease in **Exhibit G,** or be submitted to the District for written approval as indicated in the Contract Documents. If the preliminary Schedule of Values is submitted to the District for written approval, the District approved Preliminary Schedule of Values shall become the Schedule of Values. The Schedule of Values shall not be modified or amended by the Contractor without the prior consent and approval of the District, which may be granted or withheld in the sole discretion of the District. The Schedule of Values shall only be modified by an executed Change Order.

9.2.6. The District shall have the right at any time to revise the Schedule of Values if, in the District's sole opinion, the Schedule of Values does not accurately reflect the value of the Work performed.

9.3. <u>Safety Plan</u>

Contractor's Safety Plan specifically adapted for the Project. Contractor's Safety Plan shall comply with the following requirements and shall be submitted to the District for information purposes only:

9.3.1. All applicable requirements of CalOSHA and/or of OSHA.

9.3.2. All provisions regarding Project safety, including all applicable provisions in these General Construction Provisions.

9.3.3. Contractor's Safety Plan shall be in English and in the language(s) of the Contractor's and its Subcontractors' employees.

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9.4. Complete Subcontractor List

The name, address, telephone number, facsimile number, email address, California State Contractors License number, Department of Industrial Relations registration number, classification, and monetary value of all Subcontracts for parties furnishing labor, material, or equipment for Project Completion, plus all information required in the Contract Documents. This includes the subcontractor bid and fully executed Contract.

9.5. Monthly Progress Schedule(s)

9.5.1. Contractor must provide monthly to District an updated Monthly Progress Schedule. The first Monthly Progress Schedule shall be based on, and update, the approved detailed Construction Schedule. Thereafter, the Monthly Progress Schedule shall update the last Monthly Progress Schedule. A Monthly Progress Schedule must show all Work completed and to be completed by Contractor. The Monthly Progress Schedule must be sent to the District, in a format acceptable to the District, and contain a written narrative of the progress of Work for that month and any changes, delays, or events that may affect the Work. The process for the District's approval of the Monthly Progress Schedule is the same as the process for approval of the Construction Schedule.

9.5.2. Contractor shall also submit Monthly Progress Schedule(s) with all payment applications.

9.6. Safety Data Sheets (SDS) (formerly known as Material Safety Data Sheets, or MSDSs)

Contractor is required to ensure Safety Data Sheets are available in a readily accessible place at the Work Site for any material requiring a Safety Data Sheet per the Federal "Hazard Communication" standard, or employees right to know law. The Contractor is also required to ensure proper labeling on substance brought onto the job site and that any person working with the material or within the general area of the material is informed of the hazards of the substance and follows proper handling and protection procedures. Two additional copies of the Safety Data Sheets shall also be submitted directly to the District.

9.7. Logistics Plan

Contractor shall provide a staging and logistics plan identifying laydown areas, loading and unloading areas, crane locations, fence locations, temporary utility connections, trailer locations, and emergency evacuation meeting area. This Logistics Plan must be approved by the District prior to the Contractor mobilizing on the Site and shall be updated and revised upon the District's request.

9.8. Contractor Responsibility for Deviations

The Contractor shall not be relieved of responsibility for correcting deviations from the requirements of the Contract Documents by the District's and Architect's review of submittals unless the Contractor has specifically informed the District in writing of such deviation at the time of submission of the submittal and the District has given written approval to the specific deviation. The Contractor shall not be relieved of responsibility for errors or omissions in submittals by the District's and Architect's review or comments thereon.

10. SITE ACCESS, CONDITIONS, AND REQUIREMENTS

10.1. Site Investigation

Contractor has made a careful investigation of the Site and is familiar with the requirements of the Contract and has accepted the known existing conditions of the Site.

10.2. Geotechnical Investigation Report

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10.2.1. When a geotechnical report is available, Contractor must review all geotechnical data provided and determine whether additional data or services are necessary to complete the Work. Such services include, without limitation, test borings, test pits, soil bearing values, percolation tests, water pollution and other environmental tests, ground corrosion and resistivity tests, and other necessary operations determining subsoil, air, and water conditions with reports and appropriate professional interpretations and recommendations thereof. Any information obtained from the geotechnical report made available by District is approximate only, is not guaranteed, does not form a part of the Contract, and Contractor may not rely thereon.

10.2.2. If additional services or investigations are deemed necessary by Contractor, Contractor must submit a request in writing to the District fully detailing the need for additional services. If the District approves the request, Contractor must coordinate directly with the District for performance of the requested services.

10.3. <u>Soils Investigation Report & Site Due Diligence</u>

10.3.1. When a soils investigation report obtained from test holes at Site is available, that report shall be available to the Contractor but shall not be a part of this Contract. Any information obtained from that report or any information given on Drawings as to subsurface soil condition or to elevations of existing grades or elevations of underlying rock is approximate only, is not guaranteed, does not form a part of this Contract. Contractor may reasonably rely thereon, however the Districts makes no warranty regarding the completeness or accuracy of any such report or other information regarding subsurface conditions. Contractor acknowledges that it has made visual examination of Site and has made whatever tests Contractor deems appropriate to determine underground condition of soil.

10.3.2. If Contractor encounters subsurface or latent conditions at Site materially differing from those shown on Drawings or indicated in Specifications, or Unforeseen Site Conditions, Contractor shall give notice to the District immediately before conditions are disturbed and in no event later than ten (10) days after first observance of the conditions.

10.3.2.1. The District will promptly investigate such conditions and, if they differ materially and cause an increase or decrease in Contractor's cost of, or time required for, performance of any part of the Work, will equitably adjustment the Contract Sum or Contract Time, or both.

10.3.2.2. If the District determines that the conditions at the site are not materially different from those indicated in the Contract Documents and that no change in the terms of the Contract is justified, the District will notify Contractor in writing, stating the reasons.

10.3.2.3. If after receiving the response, Contractor still intends to pursue a Claim, it shall provide written notice within ten (10) days after it has received the decision.

10.3.2.4. Conditions will not be qualified as concealed or unknown if they were readily visible or reasonably observable.

10.3.3. Contractor's Diligence. Contractor's agreement to the Contract Price confirms that it has made a careful examination of the Contract Documents, that it has a complete understanding of the nature, extent, and location of Work to be performed and that it expressly represents that it has fully completed the following:

10.3.3.1. Contractor has visited the Project Site(s), and has examined thoroughly and understood the nature and extent of the Contract Documents, Work, Site, locality, actual conditions, as-built conditions, and all local conditions and federal, state and local laws, and regulations that in any manner may affect cost, progress, performance, or furnishing of Work or that relate to any aspect of

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the means, methods, techniques, sequences, or procedures of construction to be employed by Contractor and safety precautions and programs incident thereto;

10.3.3.2. Contractor has conducted or obtained and has understood all examinations, investigations, explorations, tests, reports, and studies that pertain to the subsurface conditions, as-built conditions, underground facilities, and all other physical conditions at or contiguous to the Site or otherwise that may affect the cost, progress, performance, or furnishing of Work, as Contractor considers necessary for the performance or furnishing of Work at the Guaranteed Project Cost, within the Contract Time, and in accordance with the other terms and conditions of Contract Documents, including specifically the provisions of the General Construction Provisions; and no additional examinations, investigations, explorations, tests, reports, studies, or similar information or data are or will be required by Contractor for such purposes;

10.3.3.3. Contractor has correlated its knowledge and the results of all such observations, examinations, investigations, explorations, tests, reports, and studies with the terms and conditions of the Contract Documents;

10.3.3.4. Contractor has given the District prompt written notice of all conflicts, errors, ambiguities, or discrepancies that it has discovered in or among the Contract Documents and the actual conditions, and the written resolution thereof by the District is acceptable to Contractor;

10.3.3.5. Contractor has made a complete disclosure in writing to the District of all facts bearing upon any possible interest, direct or indirect, that Contractor believes any representative of the District or other officer or employee of the District presently has or will have in this Contract or in the performance thereof or in any portion of the profits thereof;

10.3.3.6. Contractor is charged with all information and knowledge that a reasonable contractor would ascertain from having performed this required work, investigation, research, and analysis. The Guaranteed Project Cost includes entire cost of all work "incidental" to completion of the Work.

10.3.3.7. **Conditions Shown on the Contract Documents**: Information as to underground conditions, as-built conditions, or other conditions or obstructions, indicated in the Contract Documents, e.g., on Drawings or in Specifications, has been obtained with reasonable care, and has been recorded in good faith. However, District only warrants, and Contractor may only rely, on the accuracy of limited types of information.

10.3.3.7.1. As to above-ground conditions or as-built conditions shown or indicated in the Contract Documents, there is no warranty, express or implied, or any representation express or implied, that such information is correctly shown or indicated. This information is verifiable by independent investigation and Contractor is required to make such verification. Contractor shall rely on the results of its own independent investigation. Contractor shall not rely on District-supplied information regarding above-ground conditions or as-built conditions. Subject to Public Contract Code section 7104, Contractor shall be responsible for all repairs of any utilities underground damaged by Contractor.

10.3.3.7.2. As to any subsurface condition shown or indicated in the Contract Documents, Contractor may rely only upon the general accuracy of actual reported depths, actual reported character of materials, actual reported soil types, actual reported water conditions, or actual obstructions shown or indicated. District is not responsible for the completeness of such information for preparing a proposal or construction; nor is District responsible in any way for any conclusions or opinions of Contractor drawn from such information; nor is District responsible for subsurface conditions that are not specifically shown (for example, District is not responsible for soil conditions in areas contiguous to areas where a subsurface condition is

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shown).

10.3.4. Conditions Shown in Reports and Drawings Supplied for Informational Purposes: Reference is made to the document entitled Geotechnical Data (if attached), and the document entitled Existing Conditions (if attached), for identification of:

10.3.4.1. **Subsurface Conditions**: Those reports of explorations and tests of subsurface conditions at or contiguous to the Project Site(s) that have been utilized by Architect in preparing the Contract Documents; and

10.3.4.2. **Physical Conditions**: Those drawings of physical conditions in or relating to existing surface or subsurface structures at or contiguous to the Project Site(s) that has been utilized by Architect in preparing the Contract Documents.

10.3.4.3. These reports and drawings are **not** Contract Documents and, except for any "technical" data regarding subsurface conditions specifically identified in Geotechnical Data and Existing Conditions, and underground facilities data, Contractor may not in any manner rely on the information in these reports and drawings. Subject to the foregoing, Contractor must make its own independent investigation of all conditions affecting the Work and must not rely on information provided by District.

10.3.5. Failure to Investigate. Any failure by Contractor and Subcontractors to acquaint themselves with information that is provided, information that could reasonably be obtained, or conditions which could be identified with reasonable investigation, will not relieve Contractor from responsibility to properly estimate the difficulty or cost to perform the Work.

10.4. No Warranty

10.4.1. There is no guarantee or warranty, either expressed or implied that the Site conditions indicated in the information provided by the District are comprehensively representative of those existing throughout the Site, or that Unforeseen Site Conditions or developments may not occur. Making such information available to Contractor will not be construed to be a waiver of this provision.

10.5. Contract Adjustments

10.5.1. Contractor agrees that no claim against the District will be made by Contractor for damages, and hereby waives any rights to damages, if during the progress of Work, Contractor encounters subsurface conditions at Site materially differing from those shown on Drawings or indicated in Specifications, unless that claim is as indicated in the provisions of these General Conditions regarding trenches and/or existing utility lines.

10.5.2. As it relates to all other differing Site conditions, Contractor agrees that no claim against the District will be made by Contractor for damages and hereby waives any right to damages if, during progress of the Work, Contractor encounters differing Site conditions, unless Contractor establishes by satisfactory evidence that the conditions were reasonably unforeseeable based on all the information available to Contractor or that could have been reasonably ascertained by Contractor prior to the Parties establishing the GPC.

10.6. Access to Work

District and its representatives shall at all times have access to Work wherever it is in preparation or progress, including storage and fabrication. Contractor shall provide safe and proper facilities for such access so that District's representatives may perform their functions.

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10.7. Layout and Field Engineering

10.7.1. All field engineering required for layout of this Work and establishing grades for earthwork operations shall be furnished by Contractor at its expense. This Work shall be done by a qualified, California-registered civil engineer and/or licensed surveyor (as appropriate) approved in writing by District and Architect.

10.7.2. The Contractor shall be responsible for having ascertained pertinent local conditions such as location, accessibility, and general character of the Site and for having satisfied itself as to the conditions under which the Work is to be performed. District shall not be liable for any claim for allowances because of Contractor's error or negligence in acquainting itself with the conditions at the Site.

10.7.3. Contractor shall protect and preserve established benchmarks and monuments and shall make no changes in locations without the prior written approval of District. Contractor shall replace any benchmarks or monuments that are lost or destroyed subsequent to proper notification of District and with District's approval.

10.8. Utilities & Sanitary Facilities

Utilities necessary to complete the Work and to completely perform all of the Contractors' obligations shall be obtained by the Contractor without adjustment of the Guaranteed Project Cost. The Contractor shall furnish and install necessary or appropriate temporary distributions of utilities, including utilities furnished by the District. Any such temporary distributions shall be removed by the Contractor upon completion of the Work. The costs of all such utility services, including the installation and removal of temporary distributions thereof, shall be borne by the Contractor and included in the Guaranteed Project Cost. Also refer to other utility requirements as indicated in the Specifications. At all times during Work at the Site, the Contractor shall obtain and maintain temporary sanitary facilities in conformity with applicable law, rule or regulation. The Contractor shall maintain temporary sanitary facilities in a neat and clean manner with sufficient toilet room supplies. Personnel engaged in the Work are not permitted to use toilet facilities at the Site. Also refer to other Sanitary facility requirements as indicated in the Specifications.

10.9. Surveys

Contractor shall provide surveys done by a qualified, California-registered civil engineer and/or licensed surveyor (as appropriate) to determine locations of construction, grading, and site work as required to perform the Work.

10.10. Regional Notification Center

The Contractor, except in an emergency, shall contact the appropriate regional notification center at least two (2) days prior to commencing any excavation if the excavation will be conducted in an area or in a private easement that is known, or reasonably should be known, to contain subsurface installations other than the underground facilities owned or operated by the District, and obtain an inquiry identification number from that notification center. No excavation shall be commenced and/or carried out by the Contractor unless an inquiry identification number has been assigned to the Contractor or any Subcontractor and the Contractor has given the District the identification number. Any damages arising from Contractor's failure to make appropriate notification shall be at the sole risk and expense of the Contractor. Any delays caused by failure to make appropriate notification shall be at the sole risk of the Contractor and shall not be considered for an extension of the Contract time.

10.11. Existing Utility Lines

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10.11.1. Pursuant to Government Code section 4215, District assumes the responsibility for removal, relocation, and protection of main or trunk utility lines and facilities located on the construction Site at the time of commencement of construction under this Contract with respect to any such utility facilities that are not identified in the Plans and Specifications. Contractor shall not be assessed for liquidated damages for delay in Project Completion caused by failure of District or the owner of a utility to provide for removal or relocation of such utility facilities.

10.11.2. Locations of existing utilities provided by District shall not be considered exact, but approximate within reasonable margin and shall not relieve Contractor of responsibilities to exercise reasonable care nor costs of repair due to Contractor's failure to do so. District shall compensate Contractor for the costs of locating, repairing damage not due to the failure of Contractor to exercise reasonable care, and removing or relocating such utility facilities not indicated in the Plans and Specifications with reasonable accuracy, and for equipment necessarily idle during such work.

10.11.3. No provision herein shall be construed to preclude assessment against Contractor for any other delays in Project Completion. Nothing in this Section shall be deemed to require District to indicate the presence of existing service laterals, appurtenances, or other utility lines, with the exception of main or trunk utility lines, whenever the presence of these utilities on the Site of the construction Project can be inferred from the presence of other visible facilities, such as buildings, meter junction boxes, trenches on or adjacent to the Site of the construction.

10.11.4. If Contractor, while performing Work under this Contract, discovers utility facilities not identified by District in Contract Plans and Specifications, Contractor shall immediately, but in no case longer than two (2) Business Days, notify the District and the utility in writing. The cost of repair for damage to above-mentioned visible facilities without prior written notification to the District shall be borne by the Contractor.

10.11.5. Notwithstanding the foregoing, Contractor must provide at least fourteen (14) Business Days' written notice to the District and receive the District Approval before interrupting any utility service at the Project, and all emergency power, etc., must be in place prior to disruption of service.

10.11.6. Should, during construction, Contractor disturb, damage, or disconnect any existing utilities or services identified by the District consistent with Government Code section 4215, Contractor is responsible, at no additional cost or time, to the District, for all expenses and consequential damages of every type arising from such disturbance or the replacement or repair thereof and must repair such items as required to maintain continuing service, including emergency repairs.

10.12. Notification

Contractor understands, acknowledges and agrees that the purpose for prompt notification to the District pursuant to these provisions is to allow the District to investigate the condition(s) so that the District shall have the opportunity to decide how the District desires to proceed as a result of the condition(s). Accordingly, failure of Contractor to promptly notify the District in writing, pursuant to these provisions, shall constitute Contractor's waiver of any claim for damages or delay incurred as a result of the condition(s).

10.13. Hazardous Materials

Contractor shall comply with all provisions and requirements of the Contract Documents related to hazardous materials including, without limitation, certifications related to hazardous materials in the document entitled Certifications to be Completed by Contractor.

10.14. No Signs

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Neither the Contractor nor any other person or entity shall display any signs not required by law or the Contract Documents at the Site, fences trailers, offices, or elsewhere on the Site without specific prior written approval of the District.

11. TRENCHES

11.1. Trenches Greater Than Five Feet

Pursuant to Labor Code section 6705, if the Guaranteed Project Cost exceeds $25,000 and involves the excavation of any trench or trenches five (5) feet or more in depth, the Contractor shall, in advance of excavation, promptly submit to the District and/or a registered civil or structural engineer employed by the District or Architect, a detailed plan showing the design of shoring for protection from the hazard of caving ground during the excavation of such trench or trenches.

11.2. Excavation Safety

If such plan varies from the Shoring System Standards established by the Construction Safety Orders, the plan shall be prepared by a registered civil or structural engineer, but in no case shall such plan be less effective than that required by the Construction Safety Orders. No excavation of such trench or trenches shall be commenced until said plan has been accepted by the District or by the person to whom authority to accept has been delegated by the District.

11.3. No Tort Liability of District

Pursuant to Labor Code section 6705, nothing in this Article shall impose tort liability upon the District or any of its employees.

11.4. No Excavation Without Permits

The Contractor shall not commence any excavation Work until it has secured all necessary permits including the required CAL OSHA excavation/shoring permit. Any permits shall be prominently displayed on the Site prior to the commencement of any excavation.

11.5. Discovery of Hazardous Waste, Unusual Conditions and /or Unforeseen Site Conditions

11.5.1. Pursuant to Public Contract Code section 7104, if the Work involves digging trenches or other excavations that extend deeper than four feet below the Surface, the Contractor shall immediately, but in no case longer than two (2) Business Days, and before the following conditions are disturbed, notify the District, in writing, of any:

11.5.1.1. Material that the Contractor believes may be material that is hazardous waste, as defined in section 25117 of the Health and Safety Code, that is required to be removed to a Class I, Class II, or Class III disposal site in accordance with provisions of existing law.

11.5.1.2. Subsurface or latent physical conditions at the Site differing from those indicated.

11.5.1.3. Unknown physical conditions at the Site of any unusual nature, different materially from those ordinarily encountered and generally recognized as inherent in work of the character provided for in the Contract.

11.5.2. The District shall promptly investigate the conditions, and if it finds that the conditions do materially so differ, or do involve hazardous waste, and cause a decrease or increase in the Contractor's cost of, or the time required for, performance of any part of the Work, shall issue a Change Order under

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the procedures described herein.

11.5.3. In the event that a dispute arises between District and the Contractor whether the conditions materially differ, or involve hazardous waste, or cause a decrease or increase in the Contractor's cost of, or time required for, performance of any part of the Work, the Contractor shall not be excused from any scheduled Completion date provided for by the Contract, but shall proceed with all work to be performed under the Contract. The Contractor shall retain any and all rights provided by the Contract or by law that pertain to the resolution of disputes and protests, which include the requirement that Contractor complies with the notice and PCO provisions of the Contract Documents. Contractor's failure to submit a proposed change order pursuant to the terms of the Contract Documents shall be deemed a waiver of Contractor's right to an adjustment of the GPC of Contract Time.

12. INSURANCE AND BONDS

12.1. Contractor's Insurance

The Contractor shall comply with the insurance requirements as indicated in the Facilities Lease.

12.2. Contract Security - Bonds

12.2.1. Contractor shall furnish two surety bonds issued by a California admitted surety insurer as follows:

12.2.1.1. **Performance Bond**: A bond in an amount at least equal to one hundred percent (100%) of Contract Price as security for faithful performance of this Contract.

12.2.1.2. **Payment Bond**: A bond in an amount at least equal to one hundred percent (100%) of the Contract Price as security for payment of persons performing labor and/or furnishing materials in connection with this Contract.

12.2.2. Cost of bonds shall be included in the Guaranteed Project Cost.

12.2.3. All bonds related to this Project shall be on the forms provided in the Contract Documents and shall comply with all requirements of the Contract Documents.

13. WARRANTY/GUARANTEE/INDEMNITY

13.1. Warranty/Guarantee

13.1.1. The Contractor shall obtain and preserve for the benefit of the District, manufacturer's warranties on materials, fixtures, and equipment incorporated into the Work. All manufacturer, material, and fixture warranties shall commence at Project Completion. Contractor shall ensure that all warranties are maintained for the benefit of the District, regardless of who the manufacturer is, who the installing Subcontractor was, if any, etc. While the District will fully expect the Contractor to manage all warranty work through all applicable warranty periods, the District must have that same ability if the Contractor fails to perform its warranty obligations as required in this **Exhibit D**.

13.1.2. In addition to guarantees required elsewhere, Contractor shall, and hereby does guarantee and warrant all Work furnished on the Project against all defects for a period of **ONE (1)** year after the later of the following dates:

13.1.2.1. Project Completion,

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13.1.2.2. The final commissioning date for all systems, equipment and components that are within the Project, if any.

At the District's sole option, Contractor shall repair or replace any and all of that Work, together with any other Work that may be displaced in so doing, that may prove defective in workmanship and/or materials within a **ONE (1)** year period from date of Project Completion as defined above without expense whatsoever to District. Product or system component warranties shall run from the date of Project Completion and may contain extended warranties per the Specifications In the event of failure of Contractor and/or Surety to commence and pursue with diligence said replacements or repairs within ten (10) days after being notified in writing, Contractor and Surety hereby acknowledge and agree that District is authorized to proceed to have defects repaired and made good at expense of Contractor and/or Surety who hereby agree to pay costs and charges therefore immediately on demand.

13.1.3. If, in the opinion of District, defective work creates a dangerous condition or requires immediate correction or attention to prevent further loss to District or to prevent interruption of operations of District, District will attempt to give the notice required above. If Contractor or Surety cannot be contacted or neither complies with District's request for correction within a reasonable time as determined by District, District may, notwithstanding the above provision, proceed to make any and all corrections and/or provide attentions the District believes are necessary. The costs of correction or attention shall be charged against Contractor and Surety of the guarantees provided in this Article or elsewhere in this Contract.

13.1.4. The above provisions do not in any way limit the guarantees on any items for which a longer guarantee is specified or on any items for which a manufacturer gives a guarantee for a longer period. Contractor shall furnish to District all appropriate guarantee or warranty certificates as indicated in the Specifications or upon request by District.

13.1.5. Nothing herein shall limit any other rights or remedies available to District.

13.2. Indemnity

Contractor shall indemnify the District as indicated in the Facilities Lease.

14. TIME

14.1. Notice to Proceed

The District may issue a Notice to Proceed to commence construction Work, or will otherwise instruct the Contractor to begin performing the Work of the Project.

14.2. Computation of Time / Adverse Weather

14.2.1. The Contractor will only be allowed a time extension for Adverse Weather conditions if requested by Contractor and only if all of the following conditions are met:

14.2.1.1. The weather conditions constitute Adverse Weather, as defined herein;

14.2.1.2. Contractor can verify that the Adverse Weather caused delays in excess of five hours of the indicated labor required to complete the scheduled tasks of Work on the day affected by the Adverse Weather;

14.2.1.3. The Contractor's crew is dismissed as a result of the Adverse Weather; and

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14.2.1.4. The number of days of delay for the month exceeds the following parameters, or twenty nine (29) days annually, which will reset at the beginning of each calendar year of the Project duration. The District and Contractor may negotiate a different minimum number of days or a cumulative number of days for the duration of the Project, which shall be as indicated in **Exhibit K** to the Facilities Lease:

January	**7**	July	**0**
February	**7**	August	**0**
March	**4**	September	**0**
April	**3**	October	**2**
May	**1**	November	**2**
June	**1**	December	**2**

14.2.2. A day-for-day extension will only be allowed for those days in excess of those indicated herein.

14.2.3. The Contract Time has been determined with consideration given to the average climate weather conditions prevailing in the County in which the Project is located.

14.3. Hours of Work

Work shall be performed during regular working hours as permitted by the appropriate governmental agency except that in the event of an emergency, or when required to complete the Work in accordance with job progress, Work may be performed outside of regular working hours with the advance written consent of the District and approval of any required governmental agencies (e.g., the city within which the Project is located). Contractor shall confirm with the governmental agencies what the permitted work hours are for the jurisdiction in which the Project is located. Contractor and Subcontractors shall continuously furnish sufficient forces to ensure the performance of the Work in accordance with the Construction Schedule. In no event will the District be responsible for the costs of Work performed outside of regular working hours, including, without limitation, overtime or weekend Work, unless expressly agreed to by the District in writing and approved in a Change Order.

14.4. Progress and Project Completion

14.4.1. Time of the Essence

Time limits stated in the Contract Documents are of the essence to the Contract. By executing the Facilities Lease, the Contractor confirms that the Contract Time is a reasonable period for Project Completion.

14.4.2. No Commencement Without Insurance

The Contractor shall not commence operations on the Project or elsewhere prior to the effective date of insurance and bonds. The date of commencement of the Work shall not be changed by the effective date of such insurance. If Contractor commences Work without insurance and bonds, all Work is performed at Contractor's peril and shall not be compensable until and unless Contractor secures bonds and insurance pursuant to the terms of the Contract Documents and subject to District claim for damages.

14.4.3. Sufficient Forces

Contractor and Subcontractors shall continuously furnish sufficient forces to ensure the prosecution of the Work in accordance with the Construction Schedule to obtain Project

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Completion within the Contract Time.

14.5. Schedule

Contractor shall provide to District, Construction Manager, and Architect a schedule in conformance with the Contract Documents and as required in these General Construction Provisions.

14.6. Expeditious Completion

The Contractor shall proceed expeditiously with adequate forces and shall achieve Completion within the Contract Time.

15. EXTENSIONS OF TIME – LIQUIDATED DAMAGES

15.1. Contractor's Notice of Delay

15.1.1. In addition to the requirements indicated in this subsection, Contractor shall submit any request for an adjustment of the Contract Price or the Contract Time through the Change Order provisions in this **Exhibit D**.

15.1.2. Contractor shall, within **FIVE (5)** Days of any delay impacting the critical path in completing the Work, notify District in writing of the causes of the delay including documentation and facts explaining the delay.

15.1.3. Any request by Contractor for an adjustment of the Contract Price or the Contract Time for a delay shall be submitted in accordance with the provisions in the Contract Documents governing changes in Work. When requesting time, requests must be submitted with full justification and documentation. Such justification must be based on the official Construction Schedule as updated at the time of occurrence of the delay or execution of Work related to any changes to the Scope of Work.

15.2. Types of Delay.

There are three (3) types of delay as indicated and defined below:

15.2.1. Excusable Delay(s). A delay that entitles Contractor to an adjustment of the Contract Time but **NOT** an adjustment of the Contract Price.

15.2.2. Excusable and Compensable Delay(s). A delay that entitles Contractor to an adjustment of the Contract Price and an adjustment to the Contract Time, and excuses Contractor from an assessment of Liquidated Damages for the specific delay period approved by the District for the Excusable and Compensable Delay.

15.2.3. Unexcused Delay(s). A delay that does not entitle Contractor to an adjustment of the Contract Price and/or to an adjustment of the Contract Time, and for which the District may impose Liquidated Damages. An Unexcused Delay will be any delay caused by any delay other than a Excusable Delay and Excusable and Compensable Delay.

15.3. Documentation in Support of Delay.

Any claim for delay must include the following information as support, without limitation:

15.3.1. Duration. The duration of the activity relating to the changes in the Work and the resources (manpower, equipment, material, etc.) required to perform the activities within the stated duration.

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15.3.2. Schedule Analysis. A detailed schedule analysis articulating the cause of any delay and explaining the delay's impact to critical path and each activity of the Project. This analysis may be in the form of a time impact analysis. The time impact analysis shall provide all documentation and justification necessary to substantiate the requested extension. All supporting documentation shall be based on the then current Monthly Progress Schedule.

15.3.3. Logical Ties / Fragnets. Specific logical ties to the Contract Schedule for the proposed changes and/or delay showing the activity/activities in the Construction Schedule that are affected by the change and/or delay. (A portion of any delay of seven (7) days or more must be provided.) Include a "fragnet" analysis for the portion of the schedule and the activities the Contractor contends are impacted by the delay and a detailed time impact analysis in compliance with the provisions of the **"Construction Schedule – Network Analysis"** provisions indicated in **Exhibit I**.

15.3.4. Updated Construction Schedule. A recovery or updated Construction Schedule must be submitted.

15.4. <u>District's Review and Determination of Delay</u>

15.4.1. District shall review the facts and extent of any noticed delay and may grant Contract Time extension(s) of time for completing Work when, in the District's judgment, the findings of fact justify an extension.

15.4.2. Following submission of a notice of delay, the District may determine whether Contractor is entitled to an extension of the Contract Time, and, if applicable, an increase in the Contract Price arising from any properly noticed and substantiated delay. In making that determination, District will consider the following, based on the evidence submitted by Contractor and any investigations performed by District:

15.4.2.1. Whether the delay is an Excusable, Excusable and Compensable Delay, or Unexcused Delay;

15.4.2.2. How long the delay continues;

15.4.2.3. To what extent the prosecution and Completion of the Work might be delayed thereby; and

15.4.2.4. Compensation, if any, due to Contractor.

15.4.3. Contract Time extensions shall apply only to that portion of Work affected by delay, and shall not apply to other portions of Work not so affected, in the sole discretion of the District.

15.4.4. An extension of time may only be granted if Contractor has timely submitted the updated Construction Schedule as required herein.

15.4.5. Contractor's failure to request adjustment(s) of the Contract Time in strict conformity with applicable provisions of the Contract Documents shall be deemed Contractor's waiver of its right to assert a claim for a delay.

15.5. <u>Excusable Delay(s)</u>

15.5.1. A delay is an Excusable Delay only if **<u>all</u>** the following conditions are met:

15.5.1.1. Could have not been avoided by the Contractor exercising care, prudence, foresight, and diligence; and

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15.5.1.2. Actually extended the most current Project Completion date.

15.5.2. The Contractor may be entitled to an extension of the Project Completion date if there is an Excusable Delay, but the Contractor shall not be entitled to additional compensation for an Excusable Delay.

15.5.3. Excusable Delays are limited to interruptions that satisfy the above requirements and that are Force Majeure Events and/or Adverse Weather.

15.5.4. If an Infectious Disease impacts the progress of the Work and Contractor demonstrates that the event satisfies the conditions of the Contract Documents for an adjustment to the Contract Time, it will be considered a Force Majeure Event.

15.5.5. <u>Computation of Time / Adverse Weather</u>

15.5.5.1. The Contractor will only be allowed a time extension as an Excusable Delay for Adverse Weather conditions if requested by Contractor within **FIVE (5)** Days of the Adverse Weather event, and only if **<u>all</u>** of the following conditions are met in addition to those for an Excusable Delay above:

15.5.5.1.1. The weather conditions constitute Adverse Weather, as defined herein and further specified in **Exhibit K**;

15.5.5.1.2. Contractor can verify that the Adverse Weather caused delays in excess of five (5) hours of the indicated labor required to complete the scheduled tasks of Work on the day affected by the Adverse Weather;

15.5.5.1.3. The Contractor's crew is dismissed as a result of the Adverse Weather; and

15.5.5.1.4. The number of days of delay for the month exceed those indicated in the **Exhibit K**.

15.5.5.2. A day-for-day extension will only be allowed for those days in excess of those indicated in the **Exhibit K** and only if the tasks of Work on the day affected by the Adverse Weather were tasks required to be performed on that day to maintain the critical path of the Construction Schedule.

15.5.5.3. The Contractor shall work seven (7) days per week, if necessary, irrespective of inclement weather, to maintain access and the Construction Schedule, and to protect the Work under construction from the effects of Adverse Weather, all at no further cost to the District.

15.5.6. Contractor is aware that governmental agencies and utilities, including, without limitation, the Division of the State Architect, the Department of General Services, gas companies, electrical utility companies, water districts, cities, counties and other agencies may have to approve Contractor-prepared drawings or approve a proposed installation. Contractor shall include in its proposal, time for possible review of its drawings and for reasonable delays and damages that may be caused by such agencies. Contractor is not entitled to make a claim for damages or delays or an Excusable Delay arising from the review of Contractor's drawings or other approvals from the Division of the State Architect, the Department of General Services, gas companies, electrical utility companies, water districts, and other agencies.

15.5.7. Neither the financial resources of the Contractor or any person or entity directly or indirectly engaged by the Contractor in performance of any portion of the Work shall be deemed conditions beyond the control of the Contractor. If an event of Excusable Delay occurs, the Contract Time shall be subject to adjustment hereunder only if the Contractor establishes: (i) full compliance with all applicable provisions

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of the Contract Documents relative to the method, manner and time for Contractor's notice and request for adjustment of the Contract Time; (ii) that the event(s) forming the basis for Contractor's request to adjust the Contract Time are outside the reasonable control and without any fault or neglect of the Contractor or any person or entity directly or indirectly engaged by Contractor in performance of any portion of the Work; and (iii) that the event(s) forming the basis for Contractor's request to adjust the Contract Time directly and adversely impacted the critical path of the Work as indicated in the approved Construction Schedule or the most recent updated approved Construction Schedule relative to the date(s) of the claimed event(s) of Excusable Delay.

15.6. <u>Excusable and Compensable Delay(s)</u>

15.6.1. A delay is an Excusable and Compensable Delay only if **<u>all</u>** of the following conditions are met:

15.6.1.1. The District is responsible for the delay;

15.6.1.2. The delay is unreasonable under the circumstances involved and impacts the critical path of the Work and extends the most current Contract Completion date;

15.6.1.3. The delay was not within the contemplation of District and Contractor;

15.6.1.4. Contractor complies with the Change Order procedures, and if necessary, the Claims procedures of the Contract Documents;

15.6.1.5. The delay could not have been avoided or mitigated by the Contractor's care, prudence, foresight, and diligence;

15.6.1.6. The delay extends the most current Contract Completion date; and

15.6.1.7. The delay is not concurrent with a Contractor-caused delay or other type of Excusable Delay.

15.6.2. In accordance with California Public Contract Code section 7102, if the Contractor's progress is delayed by the events described in the preceding subsection, Contractor shall not be precluded from the recovery of damages directly and proximately resulting therefrom. In that event, Contractor's damages, if any, shall be limited to direct, actual and unavoidable additional costs of labor, materials or construction equipment directly resulting from that delay, and shall exclude special, indirect or consequential damages. In no event shall Contractor seek costs or damages for delays, interruptions, hindrances or disruptions to the Work for on-Site or off-Site costs or damages based upon formulas, e.g. Eichleay or other formula. Except as expressly provided for herein, Contractor shall not have any other claim, demand or right to adjustment of the Contract Price arising out of delay, interruption, hindrance or disruption to the progress of the Work. Adjustments to the Contract Price and the Contract Time, if any, on account of Changes to the Work or Suspension of the Work shall be governed by the applicable provisions of the Contract Documents, including without limitation, the "Changes in the Work" section and the percentages in the "Format for Proposed Change" section of these General Construction Provisions.

15.6.3. Delays from Force Majeure Events may **<u>NOT</u>** constitute an Excusable and Compensable Delay, but may only constitute an Excusable Delay.

15.7. <u>Unexcused Delay(s) – Liquidated Damages</u>

15.7.1. Unexcused Delays refer to any delay to the progress of the Work caused by events or factors other than those specifically identified in the "Excusable Delay(s)" or the "Excusable and Compensable Delay(s)" sections above. Neither the Contract Price nor the Contract Time shall be adjusted on account

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of Unexcused Delays.

15.7.2. Contractor and District hereby agree that the exact amount of damages for failure to complete the Work within the time specified is extremely difficult or impossible to determine. If the Work is not completed within the time specified in the Contract Documents, it is understood that the District will suffer damage. It being impractical and unfeasible to determine the amount of actual damage, it is agreed the Contractor shall forfeit and pay to District as fixed and liquidated damages, and not as a penalty, the amount set forth in the Contract Documents for each day of delay in Completion. Contractor and its Surety shall be liable for the amount thereof pursuant to Government Code section 53069.85.

15.7.3. Contractor shall not forfeit or pay liquidated damages for an Excusable Delay or an Excusable and Compensable Delay.

15.8. Float or Slack in the Schedule

Float or slack is the amount of time between the early start date and the late start date, or the early finish date and the late finish date, of any of the activities in the schedule. Float or slack is not for the exclusive use of or benefit of either the District or the Contractor, however it shall be used as necessary to accommodate delays in the progress of the Work which may occur during the course of construction, as determined by the District. Contractor shall not be entitled to an extension of time for any claimed delays to the extent that such delays may be covered by the float.

16. CHANGES IN THE WORK

16.1. No Changes Without Authorization

16.1.1. There shall be no change whatsoever in the Drawings, Specifications, or in the Work without an executed Change Order authorized by the District as herein provided. District shall not be liable for the cost of any extra work or any substitutions, changes, additions, omissions, or deviations from the Drawings and Specifications unless the District's governing board has authorized the same and the cost thereof has been approved in writing by Change Order. No extension of time for performance of the Work shall be allowed hereunder unless claim for such extension is made at the time changes in the Work are ordered, and such time duly adjusted in writing in the Change Order. The provisions of the Contract Documents shall apply to all such changes, additions, and omissions with the same effect as if originally embodied in the Drawings and Specifications.

16.1.2. Verbal Order of Change in the Work. Any verbal order, direction, instruction, interpretation, or determination from the District, the Project Inspector or the Architect which in the opinion of the Contractor causes any change to the scope of the Work, or otherwise requires an adjustment to the Contract Price or the Contract Time, shall be treated as a Change only if:

16.1.2.1. The Contractor gives the District written notice within three (3) Business Days of the order, directions, instructions, interpretation or determination and prior to acting in accordance therewith, **and**

16.1.2.2. The District confirms in writing the verbal order within 24 hours.

Time is of the essence in Contractor's written notice pursuant to the preceding sentence so that the District can promptly investigate and consider alternative measures to address the order, direction, instruction, interpretation or determination giving rise to Contractor's notice. Accordingly, Contractor acknowledges that its failure, for any reason, to give written notice within three (3) Business Days of any right to assert or claim any entitlement to an adjustment of the Contract Time or the Contract Price on account of that verbal order, direction, instruction, interpretation or

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determination shall constitute a waiver of its right to make that claim. The written notice shall state the date, circumstances, extent of adjustment to the Contract Price or the Contract Time, if any, requested, and the source of the verbal order, directions, instructions, interpretation or determination that the Contractor regards as a Change. Unless the Contractor acts in strict accordance with this procedure, any verbal order, direction, instruction, interpretation or determination shall not be treated as a Change and the Contractor hereby waives any claim for any adjustment to the Contract Price or the Contract Time on account thereof.

16.1.3. Contractor shall perform immediately all work that has been authorized by a fully executed Change Order, Unilateral Change Order, or Force Account Directive. Contractor shall be fully responsible for any and all delays and/or expenses caused by Contractor's failure to expeditiously perform this Work and Contractor's failure or refusal to proceed with that Work may be deemed to be Contractor's default of a material obligation of the Contractor under the Contract Documents.

16.1.4. Should any Change Order result in an increase in the Guaranteed Project Cost, the cost of that Change Order shall be agreed to, in writing, in advance by Contractor and District. In the event that Contractor proceeds with any change in Work without a Change Order executed by the District, Contractor waives any claim of additional compensation or time for that additional work.

16.1.5. Contractor understands, acknowledges, and agrees that the reason for District authorization is so that District may have an opportunity to analyze the Work and decide whether the District shall proceed with the Change Order or alter the Project so that a change in Work becomes unnecessary.

16.1.6. In an emergency affecting safety of life or of work or of adjoining property, Contractor, without special instruction or authorization, shall act, at its discretion, to prevent all threatened loss or injury. Any compensation or time claimed by Contractor on account of emergency work shall be determined as indicated herein as a PCO.

16.2. <u>Architect Authority</u>

The Architect will have authority to order minor changes in the Work not involving any adjustment in the Guaranteed Project Cost, or an extension of the Contract Time, or a change that is inconsistent with the intent of the Contract Documents. These changes shall be effected by written Change Order, Unilateral Change Order, or by Architect's response(s) to RFI(s).

16.3. <u>Change Orders</u>

16.3.1. Definition of Change Order. A Change Order is a written instrument prepared and issued by the District and signed by the District (as authorized by the District's governing board), the Contractor, the Architect, and approved by the Project Inspector (if necessary) and DSA (if necessary), stating their agreement regarding all of the following. If a Change Order is required to be approved by DSA, the District may call it a "*Construction Change Document*":

16.3.1.1. A description of a change in the Work;

16.3.1.2. The amount of the adjustment in the Guaranteed Project Cost, if any; and

16.3.1.3. The extent of the adjustment in the Contract Time, if any.

16.3.2. All Adjustments in Change Order. If the District approves a Change, the District or the Architect shall provide a written Change Order to the Contractor describing the Change and setting forth the adjustment to the Contract Time and the Contract Price, if any, on account of that Change. All Change Orders shall be full payment and final settlement of all rights for direct, indirect and consequential costs,

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including without limitation, costs of delays or impacts related to, or arising out of, items covered and affected by the Change Order, as well as any adjustments to the Contract Time. Any demand or request for an adjustment to the Contract Time or the Contract Price relating to any Change incorporated into a Change Order not presented by the Contractor for inclusion in the Change Order shall be deemed waived. The Contractor shall execute the Change Order prepared pursuant to the foregoing. After the Change Order has been prepared and forwarded to the Contractor for execution, the Contractor shall not modify or amend the form or content of such Change Order, or any portion thereof.

16.4. Unilateral Change Orders

16.4.1. A Unilateral Change Order is a written order prepared and issued by the District, the Construction Manager, and/or the Architect and signed by the District, directing a change in the Work. The District may as provided by law, by Unilateral Change Order and without invalidating the Contract, order changes in the Work consisting of additions, deletions, or other revisions. If all or a portion of the Project is being funded by funds requiring approval by the State Allocation Board (SAB), these revisions may be subject to compensation once approval of same is received and funded by the SAB, and funds are released by the Office of Public School Construction (OPSC). Any dispute as to the sum of the Unilateral Change Order or timing of payment shall be resolved pursuant to the Payment and Claims provisions herein. **A Unilateral Change Order is NOT a "*Construction Change Document*" (which is defined above as a Change Order that DSA must approve)**.

16.4.2. The District may issue a Unilateral Change Order in the absence of agreement on the terms of a Change Order.

16.5. Force Account Directives

16.5.1. When work, for which a definite price has not been agreed upon in advance, is to be paid for on a time-and-material basis, all direct costs necessarily incurred and paid by the Contractor for labor, material, and equipment used in the performance of that Work, shall be subject to the approval of the District and compensation will be determined as set forth herein.

16.5.2. District will issue a Force Account Directive (which may also be called a "Construction Directive") to proceed with the Work on a force account (time-and-material) basis, and a not-to-exceed budget will be established by District.

16.5.3. All requirements regarding direct cost for labor, labor burden, material, equipment, and markups on direct costs for overhead and profit described in this section shall apply to Force Account Directives. However, District will only pay for actual costs verified in the field by the District or its authorized representative(s) on a daily basis.

16.5.4. Contractor shall be responsible for all cost related to the administration of Force Account Directive. The markup for overheard and profit for Contractor modifications shall be full compensation to the Contractor to administer Force Account Directive.

16.5.5. Contractor shall notify District or its authorized representative(s) at least twenty-four (24) hours prior to proceeding with any of the Force Account Directive work. Furthermore, the Contractor shall notify the District when it has consumed eighty percent (80%) of the budget, and shall not exceed the budget unless specifically authorized in writing by the District. Contractor will not be compensated for force account work in the event that Contractor fails to timely notify the District regarding the commencement of Force Account Directive work, or to the extent exceeding the Force Account Directive budget.

16.5.6. Contractor shall diligently proceed with the work, and on a daily basis, submit a daily time-and-

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material report on a form supplied by the District no later than 5:00 p.m. each day. The report shall contain a detailed itemization of the daily labor, material, and equipment used on the time-and-material work only. The names of the individuals performing the force account work shall be included on the daily time-and-material reports. The type and model of equipment shall be identified and listed. District will review the information contained in the reports, and sign the reports no later than the next work day, and return a copy of the report to Contractor for its records. District will not sign, nor will Contractor receive compensation for work District cannot verify. Contractor will provide a weekly Force Account Directive summary indicating the status of each Force Account Directive in terms of percent complete of the not-to-exceed budget and the estimated percent complete of the work.

16.5.7. In the event Contractor and District reach a written agreement on a set cost for the work while the work is proceeding based on a Force Account Directive, the Contractor's signed daily time-and-material reports shall be discontinued and all previously signed reports shall be invalid.

16.6. Price Request/Request for Proposal

16.6.1. Definition of Price Request. A Price **Request** (or a "**Request for Proposal**"; a"**PR**") is a written request prepared by the District requesting the Contractor to submit to the District an estimate of the effect of a proposed change in the Work on the Guaranteed Project Cost and the Contract Time.

16.6.2. Scope of Price Request. A Price Request shall contain adequate information, including any necessary Drawings and Specifications, to enable Contractor to provide the cost breakdowns required herein. The Contractor shall not be entitled to any additional compensation for preparing a response to a Price Request, whether ultimately accepted or not.

16.6.3. Do not consider Price Requests to be instructions either to stop work in progress or to execute the proposed change.

16.6.4. Within the time specified in Price Request after receipt of Price Request, submit a quotation estimating cost adjustments to the Contract Price and the Contract Time necessary to execute the change.

16.6.4.1. Include a list of quantities of products required or eliminated and unit costs, with total amount of purchases and credits to be made. If requested, furnish survey data to substantiate quantities.

16.6.4.2. Indicate applicable taxes, delivery charges, equipment rental, and amounts of trade discounts.

16.6.4.3. Include costs of labor and supervision directly attributable to the change.

16.6.4.4. Include an updated Contractor's Construction Schedule that indicates the effect of the change, including, but not limited to, changes in activity duration, start and finish times, and activity relationship. Use available total float before requesting an extension of the Contract Time.

16.7. Proposed Change Order/Change Order Request

16.7.1. Definition of Proposed Change Order. A **Proposed Change Order** (or a "**Change Order Request**"; a "**PCO**") is a written request prepared by the Contractor requesting that the District and the Architect issue a Change Order based upon a proposed change to the Work.

16.7.2. Changes in Guaranteed Project Cost. A PCO shall include breakdowns pursuant to the revisions herein to validate any change in Guaranteed Project Cost.

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16.7.3. Changes in Time. A PCO shall also include any changes in time required to complete the Project. Include an updated Contractor's Construction Schedule that indicates the effect of the change, including, but not limited to, changes in activity duration, start and finish times, and activity relationships. Use available total float before requesting an extension of the Contract Time. Any additional time requested shall not be the number of days to make the proposed change, but must be based upon the impact to the Construction Schedule as defined in the Contract Documents. If Contractor fails to request a time extension in a PCO, then the Contractor is thereafter precluded from requesting time and/or claiming a delay. If the Contractor is requesting additional time and believes that time is both Excusable and Compensable, then the Contractor must provide detailed documentation that supports its position and that addresses all the components of the "Excusable and Compensable Delay(s)" section above.

16.7.4. Unknown and/or Unforeseen Conditions. If Contractor submits a PCO requesting an increase in Guaranteed Project Cost and/or Contract Time that is based at least partially on Contractor's assertion that Contractor has encountered Unforeseen Site Conditions on the Project, then Contractor shall base the PCO on provable information that demonstrates that the Unforeseen Site Conditions were actually or reasonably constitute Unforeseen Site Conditions and were unknown and/or unforeseen to Contractor. If not, the District shall deny the PCO and the Contractor shall complete the Project without any increase in Guaranteed Project Cost and/or Contract Time based on that PCO.

16.7.5. Time to Submit PCO. Contractor shall submit its PCO within five (5) days of the date Contractor discovers, or reasonably should discover, the circumstances giving rise to the proposed change order, unless additional time to submit a proposed change order is granted in writing by the District. Time is of the essence in Contractor's written notice pursuant to the preceding sentence so that the District can promptly investigate and consider alternative measures to address the basis for the PCO. Accordingly, Contractor acknowledges that its failure, for any reason, to give written notice (with Supporting Documentation to permit the District's review and evaluation) within this time frame shall be deemed Contractor's waiver, release, discharge and relinquishment of any right to assert or claim any entitlement to an adjustment of the Contract Time or the Contract Price on account of the circumstances giving rise to the PCO.

16.7.6. COVID-19 and other Infectious Disease(s).

16.7.6.1. Contractor agrees that the Contract Price and the Contract Time are based on the Contractor's full compliance with all applicable and existing federal, state, and/or local statutes, orders, rules, regulations, ordinances, and/or directives relating to construction site safety in connection with Infectious Disease(s) (as defined herein) including COVID-19, and/or any similar virus or derivative strain at the time of Contract award. Therefore, any cost or delay associated with Infectious Disease(s), or any derivative or similar strain thereof, or any federal, state, or local order relating thereto, shall not be considered compensable unless:

16.7.6.1.1. It occurred after the date of the award of the Contract to Contractor;

16.7.6.1.2. It materially increases the Contract Price or the Contract Time; and

16.7.6.1.3. Contractor notifies the District within 10 days of notice of any a new derivative, strain, or new public health order(s), including the anticipated increase to the Contract Price or Contract Time due to the new derivative, strain, or new public health order(s), and Contractor substantiates those costs with detailed supporting documentation as required for a PCO.

16.7.6.2. If, during the construction of the Project, the applicable and existing federal, state, and/or local statutes, orders, rules, regulations, ordinances, and/or directives relating to construction site safety in connection with Infectious Disease(s), and/or any similar virus or derivative strain, are changed or rescinded (e.g., by the reduction of potential exposure or risk due to vaccinations), the

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Parties agree to reduce the Contract Price and the Contract Time due to the removal of the required efforts. If the Parties cannot mutually agree on the appropriate reduction, the District may issue a Unilateral Change Order for an amount of time and money it determines to be both reasonable and appropriate. The Parties agree that any dispute related to this provision will be resolved pursuant to the Claims Resolution Process herein.

16.8. <u>Format for Proposed Change Order</u>

The following format(s) on the following two (2) pages shall be used as applicable by the District and the Contractor (e.g., Change Orders, PCO's) to communicate proposed additions and deductions to the Contract, supported by attached documentation

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FORMAT FOR PROPOSED CHANGE FOR SUBCONTRACTOR PERFORMED WORK

	SUBCONTRACTOR PERFORMED WORK	*ADD*	*DEDUCT*
(A)	**Labor Charge** 1. **Hours.** Attach total itemized hours, by each Subcontractor at each tier. 2. **Rate.** This shall be no more than the Straight-Time Total Hourly Rate as determined by the Department of Industrial Relations ("DIR") for the applicable local labor category.		
(B)	**Labor Burden & Worker's Compensation Charge** 1. This shall be no more than twenty percent (20%) of **item (A)**, the Labor Charge. 2. This shall be the total cumulative charge permitted for all Subcontractors or all labor performed by the Subcontractor or Subcontractor's Subcontractor(s) (i.e., all "lower-tier" Subcontractor(s)).		
(C)	**Subtotal (A+B)**		
(D)	**Material Charge** Attach itemized quantity and unit cost plus sales tax and invoice(s) from vendor(s)		
(E)	**Equipment Charge** Attach invoice(s) from supplier(s).		
(F)	**Subtotal (C+D+E)**		
(G)	**Subcontractor's Overhead and Profit Charge** 1. This shall be no more than eight percent (8%) of **item (F)**. 2. This shall be the total cumulative mark-up permitted for the Subcontractor and Subcontractor's Subcontractor(s) (i.e., all "lower-tier" Subcontractor(s)).		
(H)	**Subtotal (F+G)**		
(I)	**General Contractor's "Mark-Up" and "Fee/Overhead & Profit"** **At or below those amounts indicated in the Contractor's response to the RFQ and/or RFP for this Project.**		
(J)	**General Contractor's Bond Cost** **At or below the amount indicated in the Contractor's response to the RFQ and/or RFP for this Project.**		
(K)	**General Contractor's Insurance Cost** **At or below the amount indicated in the Contractor's response to the RFQ and/or RFP for this Project.**		
(L)	**TOTAL (H+I+J+K)**		
(M)	**Time**	**_____ Days**	

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FORMAT FOR PROPOSED CHANGE FOR CONTRACTOR PERFORMED WORK

	GENERAL CONTRACTOR PERFORMED WORK	*ADD*	*DEDUCT*
(A)	**Labor Charge** 1. **Hours.** Attach total itemized hours. 2. **Rate.** This shall be no more than the Straight-Time Total Hourly Rate as determined by the Department of Industrial Relations ("DIR") for the applicable local labor category.		
(B)	**Labor Burden & Worker's Compensation Charge** 1. This shall be no more than twenty percent (20%) of **item (A)**, the Labor Charge. 2. This shall be the total cumulative charge permitted for all labor performed by Contractor.		
(C)	**Subtotal (A+B)**		
(D)	**Material Charge** Attach itemized quantity and unit cost plus sales tax and invoice(s) from vendor(s).		
(E)	**Equipment Charge** Attach invoice(s) from supplier(s).		
(F)	**Subtotal (C+D+E)**		
(G)	**General Contractor's "Mark-Up" and "Fee/Overhead & Profit"** **At or below those amounts indicated in the Contractor's response to the RFQ and/or RFP for this Project.**		
(H)	**General Contractor's Bond Cost** **At or below the amount indicated in the Contractor's response to the RFQ and/or RFP for this Project.**		
(I)	**General Contractor's Insurance Cost** **At or below the amount indicated in the Contractor's response to the RFQ and/or RFP for this Project.**		
(J)	**TOTAL (F+G+H+I)**		
(K)	**Time**	**_____ Days**	

16.8.1. All Proposed Change Order requests by Contractor for a change shall include a complete itemized breakdown with the following detail:

16.8.1.1. **Labor**. Labor breakdown by trade classification, wage rates, and estimated hours. Labor costs shall only include fringe benefits indicated by governing trade organizations. Wages shall not exceed current prevailing wages in the locality for performance of the changes.

16.8.1.1.1. The Contractor's or Subcontractors' labor burden and Workers' Compensation premium shall only be charged as indicated herein. In no event shall Contractor include any other charges than as indicated herein without the prior written approval of the District.

16.8.1.2. **Material**. Material quantities, and types of products, and transportation costs, if applicable.

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16.8.1.3. **Equipment**. Equipment breakdown by make, type, size, rental rates, equipment hours and transportation costs, if applicable.

16.8.1.3.1. The equipment costs shall not exceed one hundred percent (100%) of the Association of Equipment Distributors (AED) rental rates or Caltrans rates, whichever is less. Hourly, daily, weekly, or monthly rates shall be used, whichever is lower. Hourly rates including operator shall not be used.

16.8.1.3.2. The time to be paid for equipment shall be the actual time that the equipment is in (1) productive operation on the Work or (2) idled because of the event or circumstance giving rise to the Proposed Change Order.

16.8.1.3.2.1. To calculate the costs of idle equipment, the Contractor must use the applicable idle equipment rate. For example, and clarification purposes only, if the rate for "X" piece of equipment is $100 and the applicable delay factor is .20 for that piece of equipment, then the hourly rate for idle equipment shall be $20 ($100 x .20), which shall be applied against the number of hours idle. In no event shall Contractor charge an amount greater than 50% of the applicable equipment rate for idle equipment.

16.8.1.3.2.2. In computing the hourly rental of equipment, any time less than thirty (30) minutes shall be considered one-half (1/2) hour.

16.8.1.3.2.3. No payment will be made for time while equipment is inoperative due to breakdown, or for non-workdays.

16.8.1.3.2.4. The rental time shall not include the time required to move the equipment to and from the Site. No mobilization or demobilization will be allowed for equipment already on site. If equipment is not moved by its own power, then loading and transportation costs will be paid in lieu of rental time thereof. However, neither moving time nor loading and transportation costs will be paid if the equipment is used on the Project Site in any other way than upon the work directly related to the event or circumstance giving rise to the Proposed Change Order.

16.8.1.3.3. Individual pieces of equipment having a replacement value of one thousand dollars ($1,000) or less shall be considered to be small tools or small equipment, and no payment will be made since the costs of these tools and equipment is included as part of the markup for overhead and profit defined herein.

16.8.1.3.4. Payment to the Contractor for the use of equipment as set forth above shall constitute full compensation to the Contractor for the cost of fuel, power, oil, lubricants, supplies, small equipment, necessary attachments, repairs and maintenance of any kind, depreciation, storage, insurance, labor (except for equipment operators), and any and all costs to the Contractor incidental to the use of the equipment.

16.8.1.3.5. Should Contractor, or any of its owners, officers, directors or agents, hold any ownership interest in any company, organization, association or corporation from whom rental equipment is secured. Contractor shall immediately notify District of such and the price set for any such rental shall be agreed upon in advance by the Contractor and the District.

16.8.1.4. **Mark-Up, Fee / Overhead and Profit.** Markup for overhead and profit, which shall be used to compensate Contractor for all costs for all administration, general conditions, and supervision, including, without limitation:

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16.8.1.4.1. All home office overhead, field office overhead, field office personnel including, but not limited to, principals, project managers, superintendents, supervisory foremen, estimators, project engineers, detailers, draftsmen, schedulers, consultants, watchmen, payroll clerks, administrative assistants, labor compliance costs and secretaries.

16.8.1.4.2. All field and field office expenses including, but not limited to, field trailers, parking, storage sheds, office equipment and supplies, telephone service and long distance telephone calls, computers, fax machines, temporary utilities, sanitary facilities and services, janitorial services, small tools and equipment with a cost under $1000 each, portable scaffolding, blocking, shores, appliances, job vehicles, security and fencing, conformance to regulatory requirements including compliance to safety regulations, safety programs and meetings, cartage, warranties, As-Built Drawings, as well as any related maintenance costs.

16.8.1.4.3. Administrative functions such as, but not limited to, reviewing, coordinating, distributing, processing, posting, recording, estimating, negotiating, expediting, engineering, drawing, detailing, revising shop drawings, carting, cleaning, protecting the work, and other incidental Work related to the change.

16.8.1.4.4. All other costs and taxes required to be paid, but not included under direct costs as defined above including, without limitation, payroll taxes, social security, etc.

16.8.1.4.5. All costs for Contractor's bonds and insurance.

16.8.1.4.6. Taxes: Federal excise tax shall not be included. District will issue an exemption on request.

16.8.1.5. **Contract Time.** Justification for any adjustment in Contract Time including a schedule analysis identifying critical schedule activities delayed by the request. Contract Time shall be extended or reduced by Change Orders, Unilateral Change Orders, or Force Account Directives for a period of time commensurate with the time reasonably necessary to perform a Change. This time must be requested in writing by the Contractor with the Price Request, PCO, or expressly in writing as part of its documentation for Unilateral Change Orders, or Force Account Directives. The Contractor shall justify any Contract Time extension by submittal of a schedule analysis as required in this Changes section of these General Construction Provisions accurately portraying the impact of the change on the critical path of the Construction Schedule. Changes performed within available float shall not justify an extension to the Contract Time. The District shall make the final determination of the amount of Contract Time to allocate to any Change.

16.8.1.6. **Supporting Documentation.** Contractor shall include with each PCO, along with the itemized breakdown as required herein, reasonable documentation substantiating the requested change in the Contract Price and Contract Time. If the District deems Contractor's supporting documentation incomplete or inadequate to substantiate the requested change to the Contract Price and Contract Time, the District may request that Contractor supplement the PCO with additional, reasonable supporting documentation.

16.9. <u>Change Order Certification</u>

16.9.1. All Change Orders and PCOs shall include the following certification by the Contractor. The Parties acknowledged that if a Change Order is approved that does not include this language, that Change Order shall be deemed to include this certification language:

The undersigned Contractor approves the foregoing as to the changes, if any, and the Guaranteed Project Cost specified for each item and as to the extension of time allowed, if

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any, for Project Completion, and agrees to furnish all labor, materials, and service, and perform all work necessary to complete any additional work specified for the consideration stated herein. Submission of sums that have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650 et seq. It is understood that the changes herein to the Contract shall only be effective when approved by the governing board of the District. It is expressly understood that the value of the extra Work or changes expressly includes any and all of the Contractor's costs and expenses, both direct and indirect, resulting from additional time required on the Project or resulting from delay to the Project. Any costs, expenses, damages, or time extensions not included are deemed waived.

16.10. <u>Determination of Change Order Cost</u>

16.10.1. The amount of the increase or decrease in the Guaranteed Project Cost from a Change Order, if any, shall be determined in one or more of the following ways as applicable to a specific situation and at the District's discretion:

16.10.1.1. District acceptance of a PCO;

16.10.1.2. By agreement between District and Contractor.

16.10.1.3. By amounts contained in Contractor's schedule of values, if applicable;

16.10.1.4. By the District, based upon actual and necessary costs incurred by the Contractor as determined by the District on the basis of the Contractor's records. Promptly upon determining the extent of adjustment to the Contract Price, the District shall notify the Contractor in writing of the same; the Contractor shall be deemed to have accepted the District's determination of the amount of adjustment to the Contract Price on account of a Change to the Work unless Contractor shall notify the District, in writing, not more than fifteen (15) days from the date of the District's written notice, of any objection to the District's determination. Failure of the Contractor to timely notify the District of Contractor's objections to the District's determination of the extent of adjustment to the Contract Price shall be deemed Contractor's acceptance of the District's determination and a waiver of any right or basis of the Contractor to thereafter protest or otherwise object to the District's determination. Notwithstanding any objection of the Contractor to the District's determination of the extent of any adjustment to the Contract Price pursuant to this provision, Contractor shall diligently proceed to perform and complete any such Change.

16.10.2. If the District has put in contingency(s) and/or allowance(s) in **Exhibit C** to the Facilities Lease, then approved Change Order(s) may be paid out of those contingency(s) and/or allowance(s), pursuant to **Exhibit C** and if agreed to by the District.

16.11. <u>Deductive Change Orders</u>

All deductive Change Order(s) must be prepared pursuant to the provisions herein. If Contractor offers a proposed amount for a deductive Change Order(s), Contractor shall include a minimum of five percent (5%) total overhead, profit & general conditions to be deducted with the amount of the work of the Change Order(s). If Subcontractor work is involved, Subcontractors shall also include a minimum of five percent (5%) total overhead, profit & general conditions to be deducted with the amount of its deducted work. Any deviation from this provision shall only be permitted with the District's prior written approval.

16.12. <u>Discounts, Rebates, and Refunds</u>

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For purposes of determining the cost, if any, of any change, addition, or omission to the Work hereunder, all trade discounts, rebates, refunds, and all returns from the sale of surplus materials and equipment shall accrue and be credited to the Contractor, and the Contractor shall make provisions so that such discounts, rebates, refunds, and returns may be secured, and the amount thereof shall be allowed as a reduction of the Contractor's cost in determining the actual cost of construction for purposes of any change, addition, or omission in the Work as provided herein. Such discounts and rebates generated as a result of early payments shall only be credited to the District, provided that the District provides Contractor with early payment in order to secure such discounts and rebates.

16.13. Accounting Records

With respect to portions of the Work performed by Change Orders, Unilateral Change Orders, or Force Account Directives, Contractor shall keep and maintain cost-accounting records satisfactory to the District, which shall be available to the District on the same terms as any other books and records the Contractor is required to maintain under the Contract Documents.

16.14. Notice Required

If the Contractor desires to make a claim for an increase in the Guaranteed Project Cost, or any extension in the Contract Time for Project Completion, it shall notify the District pursuant to the provisions herein. No claim shall be considered unless made in accordance with the provisions herein. Contractor shall proceed to execute the Work even though the adjustment may not have been agreed upon. Any change in the Guaranteed Project Cost or extension of the Contract Time resulting from such claim shall be authorized by a Change Order.

16.15. Applicability to Subcontractors

Any requirements under this Article shall be equally applicable to Change Orders, Unilateral Change Orders, or Force Account Directives issued to Subcontractors by the Contractor to the extent as required by the Contract Documents.

16.16. Alteration to Change Order Language

Contractor shall not alter Change Orders or reserve time in Change Orders. Contractor shall execute finalized Change Orders and proceed under the provisions herein with proper notice.

16.17. Failure of Contractor to Execute Change Order

Contractor shall be in default of the Contract if Contractor fails to execute a Change Order when the Contractor agrees with the addition and/or deletion of the Work in that Change Order.

17. REQUESTS FOR INFORMATION

17.1. Any Request for Information ("RFI") shall reference all applicable Contract Document(s), including Specification section(s), detail(s), page number(s), drawing number(s), and sheet number(s), etc. The Contractor shall make suggestions and interpretations of the issue raised by each Request for Information. A Request for Information cannot modify the Guaranteed Project Cost, Contract Time, or the Contract Documents.

17.2. The Contractor shall be responsible for any costs incurred for professional services that District may deduct from any amounts owing to the Contractor, if Contractor makes multiple Requests for Information that request interpretation(s) or decision(s) of a matter where the information sought is equally available to the Contractor. District, at its sole discretion, shall deduct from and/or invoice Contractor for all the professional

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services arising herein.

17.3. Requests for Information shall comply with all requirements of the Contract Documents.

17.4. Prior to submitting the RFI, Contractor shall diligently review the Contract Documents for information responsive to the RFI, including information incorporated by reference. Contractor should not issue an RFI regarding information contained in or inferable from the Contract Documents, including information incorporated by reference. An RFI is invalid if the RFI response is contained in or inferable from the Contract Documents.

17.5. Contractor shall be responsible for preparing and submitting each RFI so as to not cause delay to the progress of the Work nor to cause any impact to the Contractor's labor productivity. An RFI may be considered untimely if not submitted within **Forty-Eight (48) hours** of receipt from a Contractor's subcontractor. Untimely submission of any RFI will preclude Contractor from asserting any claims for delay or for labor impact against the District.

17.6. If the Contractor fails to timely notify the District and the Architect in writing of any Conditions encountered and the Contractor proceeds to perform any portion of the Work containing or affected by such Conditions the Contractor shall bear all costs associated with or required to correct, remove, or otherwise remedy any portion of the Work affected thereby without adjustment of the Contract Time or the Contract Price. In requesting information of the District to address and resolve any conditions, the Contractor shall act with promptness in submitting any written request so as to allow the District a reasonable period of time to review, evaluate and respond to any request, taking into account the then current status of the progress and completion of the Work and the actual or potential impact of any conditions upon the completion of the Work within the Contract Time. The Contract Time shall not be subject to adjustment in the event that the Contractor shall fail to timely request information from the District.

18. PAYMENTS

18.1. Guaranteed Project Cost

As compensation for Contractor's construction of the Project, the District shall pay Contractor pursuant to the terms of **Exhibit C** to the Facilities Lease.

18.2. Applications for Tenant Improvement Payments

18.2.1. Procedure for Applications for Tenant Improvement Payments

18.2.1.1. Not before the fifth (5th) Day of each calendar month during the progress of the Work, Contractor shall submit to the District and the Architect an itemized Application for Payment for operations completed in accordance with the Schedule of Values. The Contractor shall include in the Application for Tenant Improvement Payments an itemized list of equipment and materials that are stored off-site and are in the Contractor's possession. Each Application for Tenant Improvement Payment shall be notarized, if required, and supported by the following or each portion thereof unless waived by the District in writing:

18.2.1.1.1. The amount paid to the date of the Application for Tenant Improvement Payment to the Contractor, to all its Subcontractors, and all others furnishing labor, material, or equipment for its Contract;

18.2.1.1.2. The amount being requested under the Application for Tenant Improvement Payment by the Contractor on its own behalf and separately stating the amount requested on behalf of each of the Subcontractors and all others furnishing labor, material, and equipment

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under the Contract;

18.2.1.1.3. The balance that will be due to each of such entities after said payment is made;

18.2.1.1.4. A certification that the As-Built Drawings and annotated Specifications are current;

18.2.1.1.5. Itemized breakdown of work done for the purpose of requesting partial payment;

18.2.1.1.6. An updated and acceptable construction schedule in conformance with the provisions herein;

18.2.1.1.7. The additions to and subtractions from the Guaranteed Project Cost and Contract Time;

18.2.1.1.8. A total of the cumulative Retention withheld prior to the current Application for Payment, and that to be withheld under the current Application for Payment (5% of the current Application for Payment);

18.2.1.1.9. Verified material invoices, evidence of equipment purchases, rentals, and other support and details of cost as the District may require from time to time;

18.2.1.1.10. The percentage of completion of the Contractor's Work by line item;

18.2.1.1.11. Schedule of Values updated from the preceding Application for Tenant Improvement Payment;

18.2.1.1.12. If Contractor includes in the Application for Tenant Improvement Payments an itemized list of equipment and materials that are stored off-site and are in the Contractor's possession, the Contractor's Application for Tenant Improvement Payment shall be supported by the following:

18.2.1.1.12.1. Itemized breakdown of equipment and materials that are stored off-site and are in the Contractor's possession for the purpose of requesting partial payment, identifying the serial numbers and exact storage location of each piece of equipment and material;

18.2.1.1.12.2. Verified invoices for equipment and materials that are stored off-site and are in the Contractor's possession;

18.2.1.1.12.3. Original copy of Property of Others Insurance, Employee Theft Protection Insurance Policy or an Employee Theft Protection Bond. These documents shall include for the itemized equipment and materials that are stored off-site and are in the Contractor's possession, certificates and endorsements stating the coverage and stating that the District is a loss payee or obligee, as appropriate;

18.2.1.1.13. A duly completed and executed "Conditional Waiver and Release on Progress Payment" compliant with Civil Code section 8132 from each subcontractor of any tier and supplier to be paid from the current Tenant Improvement Payment;

18.2.1.1.14. A duly completed and executed "Unconditional Waiver and Release on Progress Payment" compliant with Civil Code section 8134 from each subcontractor of any tier and supplier that was paid from the Tenant Improvement Payment from sixty (60) days prior; and

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18.2.1.1.15. A certification by the Contractor of the following:

18.2.1.1.15.1.1. The Contractor warrants title to all Work performed as of the date of this payment application. The Contractor further warrants that all Work performed as of the date of this payment application is free and clear of liens, claims, security interests, or encumbrances in favor of the Contractor, Subcontractors, material and equipment suppliers, workers, or other persons or entities making a claim by reason of having provided labor, materials, and equipment relating to the Work, except those of which the District has been informed.

18.2.1.1.16. If requested by the District, a third party, or as required by the California Department of Industrial Relations, all requested or required certified payroll record ("CPR(s)") for each journeyman, apprentice, worker, or other employee employed by the Contractor and/or each Subcontractor in connection with the Work for the period of the Application for Payment.

18.2.1.2. Except as expressly provided for herein, no payments shall be made by the District on account of any item of the Work, including without limitation, materials or equipment that, at the time of the Contractor's submittal of an Application for Tenant Improvement Payments, has/have not been incorporated into and made a part of the Work.

18.2.2. Prerequisites for Tenant Improvement Payments

18.2.2.1. First Payment Request: The following items, if applicable, must be completed before the District will accept and/or process the Contractor's first payment request:

18.2.2.1.1. Schedule of unit prices, if applicable;

18.2.2.1.2. Receipt by Architect of all submittals due as of the date of the payment application;

18.2.2.1.3. Copies of authorizations and licenses from governing authorities;

18.2.2.1.4. Initial progress report;

18.2.2.1.5. Surveyor qualifications;

18.2.2.1.6. Written acceptance of District's survey of rough grading, if applicable;

18.2.2.1.7. List of all Subcontractors, with names, license numbers, telephone numbers, and Scope of Work;

18.2.2.1.8. All bonds and insurance endorsements; and

18.2.2.2. No Waiver of Criteria. Any payments made to Contractor where criteria set forth herein have not been met shall not constitute a waiver of said criteria by District. The approval of any Application for Progress Payment or the disbursement of any Tenant Improvement Payment to the Contractor shall not be deemed nor constitute acceptance of defective Work or Work not in conformity with the Contract Documents. Instead, such payment shall be construed as a good faith effort by District to resolve differences so Contractor may pay its Subcontractors and suppliers. Contractor agrees that failure to submit such items may constitute a breach of contract by Contractor and may subject Contractor to termination.

18.3. District's Approval of Application for Tenant Improvement Payment

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18.3.1. Upon receipt of an Application for Tenant Improvement Payment, The District shall act in accordance with both of the following:

18.3.1.1. Each Application for Tenant Improvement Payment shall be reviewed by the District as soon as practicable after receipt for the purpose of determining that the Application for Tenant Improvement Payment is a proper Application for Tenant Improvement Payment.

18.3.1.2. Any Application for Tenant Improvement Payment determined not to be a proper Application for Tenant Improvement Payment suitable for payment shall be returned to the Contractor as soon as practicable, but not later than seven (7) days, after receipt. An Application for Tenant Improvement Payment returned pursuant to this paragraph shall be accompanied by a document setting forth in writing the reasons why the Application for Tenant Improvement Payment is not proper. The number of days available to the District to make a payment without incurring interest pursuant to this section shall be reduced by the number of days by which the District exceeds this seven-day return requirement.

18.3.1.3. An Application for Tenant Improvement Payment shall be considered properly executed if funds are available for each payment request from a Schedule of Value line item in the Application for Tenant Improvement Payment, and payment is not delayed due to an audit inquiry by a financial officer or auditor of the District, the County, or the State.

18.3.1.3.1. An Application for Tenant Improvement Payment shall be considered improperly executed and returned, if payment is requested from a Schedule of Value line item that exceeds the percentage of work performed in that pay period for that scope of work, or that does not have funds available or that have been exhausted for that Schedule of Value line item, or if an Application for Tenant Improvement Payment includes line items not shown in the Schedules of Values of **Exhibit G**.

18.3.2. The District's review of the Contractor's Application for Tenant Improvement Payment will be based on the District's and the Architect's observations at the Site and the data comprising the Application for Tenant Improvement Payment that the Work has progressed to the point indicated and that, to the best of the District's and the Architect's knowledge, information, and belief, the quality of the Work is in accordance with the Contract Documents. The foregoing representations are subject to:

18.3.2.1. Observation of the Work for general conformance with the Contract Documents,

18.3.2.2. Results of subsequent tests and inspections,

18.3.2.3. Minor deviations from the Contract Documents correctable prior to Project Completion, and

18.3.2.4. Specific qualifications expressed by the Architect.

18.3.3. District's approval of the certified Application for Tenant Improvement Payment shall be based on Contractor complying with all requirements for a fully complete and valid certified Application for Tenant Improvement Payment.

18.3.4. If Contractor includes in its Application for Tenant Improvement Payments an itemized list of equipment and materials that are stored off-site and are in the Contractor's possession, Contractor shall provide all required supporting documentation.

18.3.5. <u>Payments to Contractor</u>

18.3.5.1. Within thirty (30) days after District approval of the Application for Tenant Improvement

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Payment, Contractor shall be paid a sum equal to ninety-five percent (95%) of the value of the Work performed (as verified by Architect and Inspector and certified by Contractor) up to the last day of the previous month, less the aggregate of previous payments and other amounts statutorily or contractually necessary to be withheld, including, without limitation, any item listed as "Reasons to Withhold Payment" herein below. Contractor shall continue to perform and shall complete the Project.

18.3.5.2. As the amount of the GPC that remains with the District approaches the total amount of the Lease Payments, the District shall ensure it maintains sufficient funds for the total Lease Payments and all other amounts statutorily or contractually necessary, including, without limitation, any item listed as "Reasons to Withhold Payment" herein below. Contractor shall continue to perform and shall complete the Project.

18.3.5.3. The value of the Work completed shall be Contractor's best estimate. No inaccuracy or error in said estimate shall operate to release the Contractor, or any Surety upon any bond, from damages arising from such Work, or from the District's right to enforce each and every provision of this Contract, and the District shall have the right subsequently to correct any error made in any estimate for payment.

18.3.6. No Waiver

No payment by District hereunder shall be interpreted so as to imply that District has inspected, approved, or accepted any part of the Work. Notwithstanding any payment, the District may enforce each and every provision of this Contract. The District may correct or require correction of any error subsequent to any payment.

18.3.7. Warranty of Title

18.3.7.1. If a lien or a claim based on a stop payment notice of any nature should at any time be filed against the Work or any District property, by any entity that has supplied material or services at the request of the Contractor, Contractor and Contractor's Surety shall promptly, on demand by District and at Contractor's and Surety's own expense, take any and all action necessary to cause any such lien or a claim based on a stop payment notice to be released or discharged immediately therefrom.

18.3.7.2. If the Contractor fails to furnish to the District within ten (10) Days after demand by the District, satisfactory evidence that a lien or a claim based on a stop payment notice has been so released, discharged, or secured, the District may discharge such indebtedness and deduct the amount required therefor, together with any and all losses, costs, damages, and attorney's fees and expense incurred or suffered by District from any sum payable to Contractor under the Contract.

18.3.8. Decisions to Withhold Payment

18.3.8.1. Reasons to Withhold Payment

The District may withhold payment to the extent reasonably necessary to protect the District if, in the District's opinion, the representations to the District required herein cannot be made. The District may withhold payment to such extent as may be necessary to protect the District from loss because of, but not limited to:

18.3.8.1.1. Defective Work not remedied within **FORTY-EIGHT (48)** hours of written notice to Contractor;

18.3.8.1.2. Stop payment notices or other liens served upon the District as a result of the

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Contract;

18.3.8.1.3. Liquidated damages assessed against the Contractor;

18.3.8.1.4. The cost of Project Completion if there exists reasonable doubt that the Work can be completed for the unpaid balance of the Guaranteed Project Cost or by the Contract Time;

18.3.8.1.5. Damage to the District or other contractor(s);

18.3.8.1.6. Unsatisfactory prosecution of the Work by the Contractor:

18.3.8.1.7. Failure to store and properly secure materials;

18.3.8.1.8. Failure of the Contractor to submit, on a timely basis, proper, sufficient, and acceptable documentation required by the Contract Documents, including, without limitation, a Construction Schedule, Submittal Schedule, Schedule of Values, Monthly Progress Schedules, Shop Drawings, Product Data and samples, Proposed product lists, executed Change Orders, and/or verified reports;

18.3.8.1.9. Failure of the Contractor to submit As-Built Drawings;

18.3.8.1.10. Erroneous estimates by the Contractor of the value of the Work performed, or other false statements in an Application for Payment;

18.3.8.1.11. Unauthorized deviations from the Contract Documents;

18.3.8.1.12. Failure of the Contractor to prosecute the Work in a timely manner in compliance with the milestones within the Construction Schedule, established progress schedules, and/or completion dates;

18.3.8.1.13. The failure to provide certified payroll records acceptable to the District for each journeyman, apprentice, worker, or other employee employed by the Contractor and/or each Subcontractor in connection with the Work for the period of the Application for Payment;

18.3.8.1.14. Failure to properly pay prevailing wages as defined in Labor Code section 1720 et seq., and/or failure to comply with any other Labor Code requirements;

18.3.8.1.15. Failure to properly maintain or clean up the Site;

18.3.8.1.16. Payments to indemnify, defend, or hold harmless the District;

18.3.8.1.17. Any payments due to the District, including but not limited to payments for failed tests, utilities changes, or permits;

18.3.8.1.18. Failure to pay Subcontractor(s) or supplier(s) as required by law and by the Contract Documents;

18.3.8.1.19. Contractor is otherwise in breach, default, or in substantial violation of any provision of this Contract;

18.3.8.1.20. Extra services for Architect;

18.3.8.1.21. Extra services for the Inspector including but not limited to overtime tests and

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inspection or reinspection required due to Contractor's failed tests or installation of unapproved or defective materials and Contractor's requests for inspection and Contractor's failure to attend the inspection; and

18.3.8.1.22. Any other obligation(s) of the District which the District is authorized and/or compelled by law to perform.

18.3.8.2. Reallocation of Withheld Amounts. District may, in its reasonable discretion, apply any withheld amount to pay outstanding claims or obligations as defined herein. In so doing, District shall make such payments on behalf of Contractor only after providing fourteen (14) days prior written notice to Contractor, requesting the Contractor provide information in response to same. District shall consider all information provided by Contractor in exercising its discretion to pay any such claim or obligation. These payments may be made without prior judicial determination of claim or obligation. District will render Contractor an accounting of funds disbursed on behalf of Contractor.

18.3.8.3. If Contractor defaults or neglects to carry out the Work in accordance with the Contract Documents or fails to perform any provision thereof, District may, after **FORTY-EIGHT (48)** hours written notice to the Contractor and, without prejudice to any other remedy, make good such deficiencies. The District shall adjust the total Guaranteed Project Cost by reducing the amount thereof by the cost of making good such deficiencies. If District deems it inexpedient to correct Work that is damaged, defective, or not done in accordance with Contract provisions, an equitable reduction in the Guaranteed Project Cost (of at least one hundred twenty-five percent (125%) of the estimated reasonable value of the nonconforming Work) shall be made therefor.

18.3.9. Payment After Cure

When Contractor removes the grounds for declining approval, payment shall be made for amounts withheld because of them. No interest shall be paid on any amounts withheld due to the failure of the Contractor to perform in accordance with the terms and conditions of the Contract Documents.

18.4. Subcontractor Payments

18.4.1. Payments to Subcontractors

No later than seven (7) days after receipt of each Tenant Improvement Payment, or pursuant to Business and Professions Code section 7108.5 and Public Contract Code section 7107, the Contractor shall pay to each Subcontractor, out of the amount paid to the Contractor on account of such Subcontractor's portion of the Work, the amount to which said Subcontractor is entitled. The Contractor shall, by appropriate agreement with each Subcontractor, require each Subcontractor to make payments to its Sub-subcontractors in a similar manner.

18.4.2. No Obligation of District for Subcontractor Payment

The District shall have no obligation to pay, or to see to the payment of, money to a Subcontractor except as may otherwise be required by law.

18.4.3. Joint Checks

Provided Contractor is in breach of its payment obligations to its subcontractors and after 14 days written notice, District shall have the right in its sole discretion, if necessary for the protection of the District, to issue joint checks made payable to the Contractor and Subcontractors and material or equipment suppliers. The joint check payees shall be responsible for the allocation and disbursement of funds included as part of any such joint payment. In no event shall any joint check payment be

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construed to create any contract between the District and a Subcontractor of any tier, any obligation from the District to such Subcontractor, or rights in such Subcontractor against the District.

19. COMPLETION OF THE WORK

19.1. Completion

19.1.1. The Project may only be accepted by action of the governing board of the District.

19.1.2. Completion of the Project will be when the Work to construct the Project is 100% complete, including all punch list items. Final DSA approval of the Project is not required for Project Completion.

19.1.3. Acceptance. There is no "*substantial completion*" for this Project. Even so, the District, at its sole option, may accept the Project and record a Notice of Completion when Project Completion has been completed to the satisfaction of the District, except for minor corrective items, as distinguished from incomplete items. If Contractor fails to complete all minor corrective items within thirty (30) Days after the date of the District's acceptance of the Project, the District shall withhold from the final Tenant Improvement Payment one hundred fifty percent (150%) of an estimate of the amount sufficient to complete the corrective items, as determined by District, until the item(s) are completed.

19.1.3.1. At the end of the thirty (30) Day period, if there are any items remaining to be corrected, District may elect to proceed as provided herein related to adjustments to Guaranteed Project Cost, and/or District's right to perform the Work of the Contractor.

19.2. Closeout Procedures

19.2.1. In addition to the closeout procedures indicated herein, Contractor shall comply with all the closeout requirements, procedures, and actions as indicated in all Contract Documents.

19.2.2. Punch List

The Contractor shall notify the Architect when Contractor considers the Work complete. Upon notification, Architect will prepare a list of minor items to be completed or corrected ("Punch List"). The Contractor and/or its Subcontractors shall proceed promptly to complete and correct items on the Punch List. Failure to include an item on Punch List does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

19.2.3. Closeout Requirements

19.2.3.1. Utility Connections

Buildings shall be connected to water, gas, sewer, and electric services, complete and ready for use. Service connections shall be made and existing services reconnected.

19.2.3.2. As-Built Drawings

19.2.3.2.1. Contractor shall provide exact "as-built" of the Work upon Project Completion as indicated in the Contract Documents ("As-Built Drawings").

19.2.3.2.2. Contractor is liable and responsible for any and all inaccuracies in As-Built Drawings, even if inaccuracies become evident at a future date.

19.2.3.2.3. Upon Project Completion and as a condition precedent to approval of final

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payment, Contractor shall obtain the Inspector and the Architect's approval of the corrected prints and provide to the District the As-Built Drawings and information electronically. When completed, Contractor shall deliver corrected PDF files to the District.

19.2.3.3. Maintenance Manuals: Contractor shall prepare all operation and maintenance manuals and date as indicated in the Contract Documents.

19.2.3.4. Closeout Documentation: Contractor shall provide all Closeout Documentation, which shall include the following, without limitation:

19.2.3.4.1. A full set of final As-Built Drawings, as further defined herein.
19.2.3.4.2. All Operations & Maintenance Manuals and information, as further defined herein.
19.2.3.4.3. All Warranties, as further defined herein.
19.2.3.4.4. Verified report(s) for all scope(s) of work (most recent revision of DSA 6-C,).

19.3. Final Inspection

19.3.1. Contractor shall comply with Punch List procedures as provided herein and in all the Contract Documents and maintain the presence of its District-approved Contractor's superintendent and project manager until the Punch List is complete to ensure proper and timely completion of the Punch List. Under no circumstances shall Contractor demobilize its forces prior to completion of the Punch List. Upon receipt of Contractor's written notice that all of the Punch List items have been fully completed and the Work is ready for final inspection and acceptance, Architect and Project Inspector will inspect the Work and shall submit to Contractor and District a final inspection report noting the Work, if any, required in order to complete in accordance with the Contract Documents. Absent unusual circumstances, this report shall consist of the Punch List items not yet satisfactorily completed.

19.3.2. Upon Contractor's completion of all items on the Punch List and any other uncompleted portions of the Work, the Contractor shall notify the District, the Architect and the Project Inspector, who shall again inspect such Work. If the Architect and the Project Inspector find the Work complete and acceptable under the Contract Documents, the Architect will notify Contractor, who shall then jointly submit to the Architect and the District its final Application for Payment.

19.3.3. Final Inspection Requirements

19.3.3.1. Before calling for final inspection, Contractor shall determine that the following have been performed:

19.3.3.1.1. The Work has been completed.

19.3.3.1.2. All life safety items are completed and in working order.

19.3.3.1.3. Mechanical and electrical Work are complete and tested, fixtures are in place, connected, and ready for tryout.

19.3.3.1.4. Electrical circuits scheduled in panels and disconnect switches labeled.

19.3.3.1.5. Painting and special finishes complete.

19.3.3.1.6. Doors complete with hardware, cleaned of protective film, relieved of sticking or binding, and in working order.

19.3.3.1.7. Tops and bottoms of doors sealed.

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19.3.3.1.8. Floors waxed and polished as specified.

19.3.3.1.9. Broken glass replaced and glass cleaned.

19.3.3.1.10. Grounds cleared of Contractor's equipment, raked clean of debris, and trash removed from Site.

19.3.3.1.11. Work cleaned, free of stains, scratches, and other foreign matter, of damaged and broken material replaced.

19.3.3.1.12. Finished and decorative work shall have marks, dirt, and superfluous labels removed.

19.3.3.1.13. Final cleanup, as provided herein.

19.4. Costs of Multiple Inspections

More than two (2) requests of the District to make a final inspection shall be considered an additional service of District, Architect, Construction Manager, and/or Project Inspector, and all subsequent costs will be invoiced to Contractor and if funds are available, withheld from remaining payments.

19.5. Beneficial Occupancy or Use Prior to Project Completion

19.5.1. District's Rights to Beneficial Occupancy or Use

The District may, at its sole discretion, have Beneficial Occupancy or use of any completed or partially completed portion of the Project at any stage. Neither the District's Final Acceptance, the making of Final Payment, nor the Beneficial Occupancy or use of the Project, in whole or in part, by District shall constitute acceptance of the Project not in accordance with the Contract Documents nor relieve the Contractor or the Contractor's Performance Bond Surety from liability with respect to any warranties or responsibility for faulty or defective Work or materials, equipment and workmanship incorporated therein. The District and the Contractor shall agree in writing to the responsibilities assigned to each of them for payments, security, maintenance, heat, utilities, damage to the Project, insurance, the period for correction of the Work, and the commencement of warranties required by the Contract Documents. Any dispute as to responsibilities shall be resolved pursuant to the Claims provisions herein, with the added provision that during the dispute process, the District shall have the right to Beneficial Occupancy or use any portion of the Project that it needs or desires to use.

19.5.2. Inspection Prior to Beneficial Occupancy or Use

Immediately prior to partial Beneficial Occupancy or use of the Project, the District, the Contractor, and the Architect shall jointly inspect the area to be occupied or portion of the Project to be used in order to determine and record the condition of the Work.

19.5.3. No Waiver

Unless otherwise agreed upon, partial or entire occupancy or use of a portion or portions of the Project shall not in and of itself constitute an acceptance of the Project not complying with the requirements of the Contract Documents.

20. FINAL PAYMENT AND RETENTION

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20.1. Final Payment

Upon receipt and approval of a valid and final Application for Tenant Improvement Payment, the Architect may issue a final Certificate of Tenant Improvement Payment. The District shall thereupon jointly inspect the Work and either accept the Project as complete or notify the Architect and the Contractor in writing of reasons why the Project is not complete. Upon acceptance of the Project, the District may record a Notice of Completion with the County Recorder, and the Contractor shall, upon receipt of final Tenant Improvement Payment from the District, pay the amount due Subcontractors. The amount of the final Tenant Improvement Payment shall be equal to the remaining value of the work performed, less the total amount to be paid as Lease Payments pursuant to Exhibit C.

20.2. Prerequisites for Final Tenant Improvement Payment

The following conditions must be fulfilled prior to Final Tenant Improvement Payment:

20.2.1. A full and final waiver or release of all Stop payment notices in connection with the Work shall be submitted by Contractor, including a release of Stop payment notice in recordable form, together with (to the extent permitted by law) a copy of the full and final release of all Stop payment notice rights.

20.2.2. A duly completed and executed "**Conditional Waiver and Release on Final Payment**" compliant with Civil Code section 8136 from each subcontractor of any tier and supplier to be paid from the **current** Tenant Improvement Payment.

20.2.3. A duly completed and executed "**Unconditional Waiver and Release upon Final Payment**" compliant with Civil Code section 8138 from each subcontractor of any tier and supplier that was paid from the **previous** Tenant Improvement Payment.

20.2.4. The Contractor shall have made all corrections to the Work that are required to remedy any defects therein, to obtain compliance with the Contract Documents or any requirements of applicable codes and ordinances, or to fulfill any of the orders or directions of District required under the Contract Documents.

20.2.5. Each Subcontractor shall have delivered to the Contractor all written guarantees, warranties, applications, and bonds required by the Contract Documents for its portion of the Work.

20.2.6. Contractor must have completed all requirements set forth under "Closeout Procedures," Including, without limitation, an approved set of complete As-Built Drawings.

20.2.7. Architect shall have issued its written approval that final payment can be made.

20.2.8. The Contractor shall have delivered to the District all manuals and materials required by the Contract Documents.

20.2.9. The Contractor shall have completed final clean up as provided herein.

20.3. Retention

20.3.1. The retention (5% of the total Contract Price; "**Retention**"), **less** the total Lease Payments and less any amounts disputed by the District or that the District has the right to withhold pursuant to provisions herein, shall be paid as follows:

20.3.1.1. After approval by the District of the Architect's Certificate of Payment,

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20.3.1.2. After the satisfaction of the conditions set forth herein, and

20.3.1.3. Within sixty (60) Days following Project Completion pursuant to Public Contract Code section 7107.

20.3.1.4. No earlier than thirty-five (35) Days of the recording of the Notice of Completion by District, if a Notice of Completion is recorded by the District.

20.3.2. No interest shall be paid on any amounts withheld due to a failure of the Contractor to perform, in accordance with the terms and conditions of the Contract Documents.

20.3.3. District and Contractor acknowledge that the District's protections, restrictions and requirements outlined in the "retention" provisions of applicable California law (including, without limitation, Public Contract Code sections 7201 and 9203) are satisfied by the amount(s) the District will withhold as Retention under this Contract, including the amounts that the District will pay as Lease Payments under this Contract.

20.4. Claims Asserted After Final Tenant Improvement Payment.

Any lien, stop payment notice or other claim filed or asserted after the Contractor's acceptance of the Final Payment by any Subcontractor, of any tier, laborer, Material Supplier or others in connection with or for Work performed under the Contract Documents shall be the sole and exclusive responsibility of the Contractor pursuant to the indemnification obligations of the Contract Documents. In the event any lien, stop payment notice or other claim of any Subcontractor, Laborer, Material Supplier or others performing Work under the Contract Documents remain unsatisfied after Final Tenant Improvement Payment is made, Contractor shall refund to District all monies that the District may pay or be compelled to pay in discharging any lien, stop payment notice or other claim, including, without limitation all costs and reasonable attorneys' fees incurred by District in connection therewith.

21. UNCOVERING WORK, CORRECTION OF WORK AND RIGHT TO TAKEOVER WORK

21.1. Uncovering Work

If a portion of the Work is covered without Inspector or Architect approval or not in compliance with the Contract Documents, it must, if required in writing by the District, the Project Inspector, or the Architect, be uncovered for the Project Inspector's or the Architect's observation and be replaced at the Contractor's expense without change in the Guaranteed Project Cost or Contract Time.

21.2. Rejection of Work

Prior to the District's Acceptance of the Work, any Work or materials or equipment forming a part of the Work or incorporated into the Work that is defective or not in conformity with the Contract Documents may be rejected by the District, the Architect or the Project Inspector and the Contractor shall correct all rejected Work without any adjustment to the Contract Price or the Contract Time, even if the Work, materials or equipment have been previously inspected by the Architect or the Project Inspector or even if they failed to observe the defective or non-conforming Work, materials or equipment.

21.3. Nonconforming Work

21.3.1. Contractor shall promptly remove from the School Site all Work identified by District as failing to conform to the Contract Documents whether incorporated or not. Contractor shall promptly replace and re-execute its own Work to comply with the Contract Documents without additional expense to the District and shall bear the expense of making good all work of other contractors destroyed or damaged by

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any removal or replacement pursuant hereto and/or any delays to the District or other contractors caused thereby.

21.3.2. If Contractor does not remove or reasonably begin and diligently remove Work that District has identified as failing to conform to the Contract Documents within a reasonable time, not to exceed five (5) Days, District may remove it and may store any material at Contractor's expense. If Contractor does not pay expense(s) of that removal within ten (10) days' time thereafter, District may, upon ten (10) days' written notice, sell any material at auction or at private sale and shall deduct all costs and expenses incurred by the District and/or District may withhold those amounts from payment(s) to Contractor.

21.4. Correction of Work

21.4.1. Correction of Rejected Work

Pursuant to the notice provisions herein, the Contractor shall promptly correct the Work rejected by the District, the Architect, or the Project Inspector as failing to conform to the requirements of the Contract Documents, whether observed before or after Project Completion and whether or not fabricated, installed, or completed. The Contractor shall bear costs of correcting the rejected Work, including additional testing, inspections, and compensation for the Inspector's or the Architect's services and expenses made necessary thereby.

21.4.2. One-Year Warranty Corrections

If, within one (1) year after the date of Project Completion or a designated portion thereof, or after the date for commencement of warranties established hereunder, or by the terms of an applicable special warranty required by the Contract Documents, any of the Work is found to be not in accordance with the requirements of the Contract Documents, the Contractor shall correct it promptly after receipt of written notice from the District to do so. This period of one (1) year shall be extended with respect to portions of the Work first performed after Project Completion by the period of time between Project Completion and the actual performance of the Work. This obligation hereunder shall survive acceptance of the Work under the Contract and termination of the Contract. The District shall give such notice promptly after discovery of the condition.

21.5. District's Right to Takeover Work

21.5.1. If the Contractor should neglect to prosecute or reasonably begin and diligently prosecute the Work properly or fail to perform any provisions of this contract, the District, after **five (5) Days** written notice to the Contractor, may, without prejudice to any other remedy it may have, make good such deficiencies and may deduct the cost thereof from the payment then or thereafter due the Contractor.

21.5.2. If it is found at any time, before or after Project Completion, that Contractor has varied from the Drawings and/or Specifications, including, but not limited to, variation in material, quality, form, or finish, or in the amount or value of the materials and labor used, District may require at its option:

21.5.2.1. That all such improper Work be removed, remade or replaced, and all work disturbed by these changes be made good by Contractor at no additional cost to the District;

21.5.2.2. That the District deduct from any amount due Contractor the sum of money equivalent to the difference in value between the work performed and that called for by the Drawings and Specifications; or

21.5.2.3. That the District exercise any other remedy it may have at law or under the Contract Documents, including but not limited to the District hiring its own forces or another contractor to

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replace the Contractor's nonconforming Work, in which case the District shall either issue a deductive Change Order, a Unilateral Change Order, or invoice the Contractor for the cost of that work. Contractor shall pay any invoices within thirty (30) Days of receipt of same or District may withhold those amounts from payment(s) to Contractor.

21.5.3. Acceptance of Defective or Non-Conforming Work. The District may, in its sole and exclusive discretion, elect to accept Work that is defective or that is not in accordance with the requirements of the Contract Documents, instead of requiring its removal and correction, in which case the Contract Price shall be reduced as appropriate and equitable.

22. TERMINATION AND SUSPENSION AND SCOPE REDUCTION

The Parties' rights to terminate the Project are as indicated in the Facilities Lease. In the event of a termination of the Facilities Lease and notwithstanding any other provision in the Contract Documents, the Surety shall remain liable to all obligees under the Payment Bond and to the District under the Performance Bond for any claim related to the Project.

22.1. Emergency Termination of Public Contracts Act of 1949

22.1.1. In addition to the Parties' right to termination under the Facilities Lease, this Contract is subject to termination as provided by sections 4410 and 4411 of the Government Code of the State of California, being a portion of the Emergency Termination of Public Contracts Act of 1949.

22.1.1.1. Section 4410 of the Government Code states:

In the event a national emergency occurs, and public work, being performed by contract, is stopped, directly or indirectly, because of the freezing or diversion of materials, equipment or labor, as the result of an order or a proclamation of the President of the United States, or of an order of any federal authority, and the circumstances or conditions are such that it is impracticable within a reasonable time to proceed with a substantial portion of the work, then the public agency and the contractor may, by written agreement, terminate said contract.

22.1.1.2. Section 4411 of the Government Code states:

Such an agreement shall include the terms and conditions of the termination of the contract and provision for the payment of compensation or money, if any, which either party shall pay to the other or any other person, under the facts and circumstances in the case.

22.1.1.3. Compensation to the Contractor shall be determined on the basis of the reasonable value of the Work done, including preparatory work. As an exception to the foregoing and at the District's discretion, in the case of any fully completed separate item or portion of the Work for which there is a separate previously submitted unit price or item on the accepted schedule of values, that price shall control. The District, at its sole discretion, may adopt the Guaranteed Project Cost as the reasonable value of the work done or any portion thereof.

22.2. Suspension of Work

22.2.1. District may, without cause, order Contractor in writing to suspend, delay or interrupt the Project in whole or in part for such period of time as District may determine. When the District resumes the Project, the Parties will attempt to negotiate an adjustment in the GPC for increases or decreases in the cost of performance of the Project caused by suspense, delay or interruption. If the parties cannot agree on an adjusted GPC, the District may terminate the leases as permitted herein.

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22.2.2. In the event the District shall order suspension of the Work, an adjustment shall be made to the Contract Price for increases in the direct cost of performance of the Work of the Contract Documents, actually caused by suspension, delay or interruption ordered by the District; provided however that no adjustment of the Contract Price shall be made to the extent: (i) that performance is, was or would have been so suspended, delayed or interrupted by another cause for which the Contractor is responsible under the Contract Documents; or (ii) that an equitable adjustment is made or denied under another provision of the Contract Documents. The foregoing notwithstanding, any adjustment of the Contract Price shall not include any adjustment to increase the Contractor's overhead, general administrative costs or profit, all of which will remain as reflected in the Schedule of Values submitted by the Contractor pursuant to the Contract Documents. In the event of the District's suspension of the Work, the Contract Time shall be equitably adjusted.

22.3. Scope Reduction

In cases of suspension, partial or complete termination, or at the discretion of the District, the District reserves the right to unilaterally approve a deductive Change Order to reduce scope of work or perform work with other forces or its own forces.

23. CLAIMS RESOLUTION

23.1. Exclusive Remedy

23.1.1. Compliance with the claim resolution process and timelines described in this Claims Resolution section as well as the notice provisions of the Contract are express conditions precedent to Contractor's right to commence litigation or arbitration, file a claim under the California Government Code, or commence any other legal action related to the Project ("Claims Resolution Process").

23.1.2. Contractor acknowledges that its failure, for any reason, to provide written notice and all required supporting documentation to permit the District's review and evaluation within the time frame required by this Claims Resolution Process, shall be deemed Contractor's waiver, release, discharge and relinquishment of any right to assert, request, or demand any entitlement to an adjustment of the Contract Time or the contract Price on account of any instruction, request, drawings, specifications, action, condition, omission, default or other situation.

23.1.3. To the extent any provision(s) of this Claims Resolution Process conflict with or otherwise impair the timeframes and procedures of Public Contract Code section 9204, the provisions of Section 9204 shall control. If provisions of this Claims Resolution Process are supplementary and/or in addition to the requirements of Section 9204, but do not conflict with or otherwise impair the timeframes and procedures of Section 9204, the provisions of this Claims Resolution Process and the Contract shall control.

23.2. Performance during Claim Resolution Process.

The Contractor shall diligently proceed with Work on the Project at the same time that Claims are addressed under the Claims Resolution Process. It is the intent of District to resolve Claims with the Contractor as close to the events giving rise to the Claims as possible, and to avoid stale or late Claims and the late documenting of Claims. Contractor's failure to diligently proceed in accordance with the District's instructions or the Contract terms will be considered a material breach of the Contract and a waiver of Contractor's rights under this Contract.

23.3. Waiver

If Contractor fails to timely submit any written notices required under the terms of the Contract or in this

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Claims Resolution section, Contractor waives and releases its rights regarding further review of its Claim, unless Contractor and District mutually agree in writing to other time limits.

23.4. Intention

The Claims Resolution Process required herein is intended to provide a concise mechanism for resolving Claims as they arise during the Project, while requiring accurate documentation related to contested issues as to those Claims that are not contemporaneously resolved.

23.5. Other Provisions

If portions of the Contract, other than this Claims Resolution Process, establish a specific process regarding a specific subject, then that process shall govern and control the resolutions of any disagreements thereunder. Otherwise, the provisions in this Claims Resolution Process shall control the resolution of all Claims.

23.6. Claim Presentation

23.6.1. Claim. A claim is a written demand by Contractor (or by Contractor on behalf of a Subcontractor) that the Contractor must submit by **registered mail or certified mail return receipt requested** for:

23.6.1.1. An extension to the Contract Time, including relief from damages or penalties assessed by the District for delay;

23.6.1.2. Payment of money or damages arising from work done by, or on behalf of, the Contractor pursuant to the Contract and payment that is not otherwise expressly provided for in the Contract Documents or the Contractor is not otherwise entitled; or

23.6.1.3. Payment that is disputed by the District.

23.6.2. A PCO may be a Claim, but the Parties agree that a PCO shall only be a Claim if:

23.6.2.1. The District states in writing that it disagrees with the terms of a PCO and directs the Contractor to utilize the Claim Resolution Process, or

23.6.2.2. The District rejects in whole or in part a PCO and the Contractor states in writing that it is utilizing the Claim Resolution Process for the portion of the PCO that the District rejected.

23.6.3. Subcontractor Claims

23.6.3.1. Public Contract Code section 9204(d)(5) states that the Contractor may present to the District a Claim on behalf of a Subcontractor or lower tier Subcontractor. A Subcontractor may request in writing, either on his or her own behalf or on behalf of a lower tier Subcontractor, that the Contractor present a claim for Work which was performed by the Subcontractor or by a lower tier Subcontractor on behalf of the Subcontractor. The Subcontractor requesting that the Claim be presented to the District shall furnish reasonable documentation to support the Claim. Within 45 days of receipt of this written request, the Contractor shall notify the Subcontractor in writing as to whether the Contractor presented the claim to the District and, if the Contractor did not present the Claim, provide the Subcontractor with a statement of the reasons for not having done so.

23.6.3.2. Contractor is responsible for providing this Claims Resolution Process to its Subcontractors and for ensuring that all Subcontractors or others who may assert Claims by and through Subcontractors and/or the Contractor are informed of this Claims Resolution Process. No Claim

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submitted by any party that fails to follow the provisions of this Claims Resolution Process will be considered. Contractor shall indemnify, keep and hold harmless the District and its consultants, against all suits, claims, damages, losses, and expenses, including but not limited to attorney's fees, caused by, arising out of, resulting from, or incidental to, the failure to provide this Claims Resolution Process to its Subcontractors or others who may assert Claims by and through Subcontractors and/or the Contractor.

23.6.4. Contractor Must Timely Identify, Present and Document Any Claim

23.6.4.1. Every Claim shall be stated with specificity in writing and signed by Contractor under penalty of perjury and presented to the District within ten (10) Days from the date Contractor discovers or reasonably should discover, that an act, error or omission of District, its agents or employees, or action, condition or other situation has occurred that may entitle Contractor to make a Claim. This shall include the Contractor's actual or constructive knowledge of any instruction, request, drawings, specifications, action, condition, omission, default or other situation for which the contractor believes there should an adjustment of the Contract Price or Contract Time. Contractor shall provide this writing even if Contractor has not yet been damaged, delayed, or incurred extra cost when Contractor discovers, or reasonably should discover, the act, error, omission, action, condition or situation giving rise to the incidents giving rise to the Claim. The writing shall:

23.6.4.1.1. Identify all of the issues, events, conditions, circumstances and/or causes giving rise to the Claim;

23.6.4.1.2. Identify all pertinent dates and/or durations and all actual and/or anticipated effects on the Contract Price, milestones and/or Contract Time adjustments; and

23.6.4.1.3. Identify in detail line-item costs if the Claim seeks money.

23.6.4.1.4. If the Claim involves extra work, a detailed cost breakdown of the amounts the Contractor is seeking, including actual cost records (including without limitation, payroll records, material and rental invoices and the like) demonstrating that those costs have actually been incurred. To the extent costs have not yet been incurred at the time the Claim is submitted, actual cost records must be submitted on a current basis not less than once a week during any period costs are incurred. A cost record will be considered current if submitted within seven (7) Days of the date the cost reflected in the record is incurred. At the request of District, extra costs may be subject to further verification procedures (such as having an inspector verify the performance of alleged extra work on a daily basis).

23.6.4.1.5. If the Claim involves an error or omission in the Contract Documents:

23.6.4.1.5.1. An affirmative representation under penalty of perjury by Contractor and any affected Subcontractors and suppliers that the error or omission was not discovered prior to submitting a proposal for the Work, and

23.6.4.1.5.2. A detailed statement demonstrating that the error or omission reasonably should not have been discovered, by Contractor, its Subcontractors and suppliers, prior to submitting a proposal for the Work.

23.6.4.1.6. **Escalation Costs**. If a Claim involves a request for additional compensation for escalation of materials and/or equipment costs, then this provision exclusively governs those request(s) by Contractor and the following are **all** conditions precedent to Contractor's submission of a Claim for escalation of materials and/or equipment costs:

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23.6.4.1.6.1. Contractor shall not be entitled to submit a request for compensation for escalation of materials unless the actual increase in the cost of the materials exceeds ten percent (10%) of the total material costs on the Project at the time of Contractor's proposal.

23.6.4.1.6.2. The cost escalation is the result of unusual and unforeseeable market conditions not reasonably foreseeable at the time of award of the Contract and was not an escalated cost resulting from any action or inaction of the Contractor.

23.6.4.1.6.3. Contractor timely ordered and/or purchased the materials at issue, based on (1) Contractor's constructive knowledge of the supply chain for required materials and (2) Contractor's request to utilize the provisions in the Contract Documents, including all "**early purchase items**" provisions and all provisions related to the District's payment for materials and equipment purchased and stored on Site or offsite.

23.6.4.1.6.4. Contractor's material costs were reasonable at the time of Contractor's proposal for the Project.

23.6.4.1.6.5. Contractor demonstrates through verifiable documentation, an actual increase in the cost of materials in its Contract Price at the time of award of the Contract compared to Contractor's actual material payment cost paid either at time of purchase or delivery, whichever is earlier.

23.6.4.1.6.6. An actual year-to-date price increase has occurred and can be substantiated by the E.N.R. 20-City Average Material Cost Index for the material at issue that demonstrates the claim for an increase in price of the material at the time of delivery of the higher priced material to the Project.

23.6.4.2. The writing shall be accompanied by all documents substantiating Contractor's position regarding the Claim.

23.6.4.3. A Claim that asserts an effect on any schedule milestones and/or Contract Time shall include all pertinent scheduling data demonstrating the impact(s) on the critical path(s), milestone(s) and/or Contract Time.

23.6.4.4. Contractor agrees that it shall not base its damages, its calculations or its Claim on a "total cost" approach, a "modified total cost" approach or a "jury verdict method" approach.

23.6.5. Certification. Each copy of the Claim Documentation shall be certified by a responsible officer of the Contractor in accordance with the requirements of the Contract Documents. This certification shall be under penalty of perjury and must include the following language immediately above or before the Contractor's signature: "***I declare under penalty of perjury under the laws of the State of California that the information provided and statements made in this Claim are true and correct, substantiated and of merit***." The Contractor acknowledges that this requirement is not a mere formality but is intended to ensure that the Contractor only submits Claims that it believes are true and correct, substantiated and have merit. Should Contractor fail to submit the foregoing written statement signed under penalty of perjury, Contractor waives and releases its Claim, including all rights and remedies in connection therewith. This certification must include a certification of any portion of the Claim from Subcontractor(s) or others who are asserting Claims by and through Subcontractors and/or the Contractor.

23.6.6. District's Written Statement/Decision on Claim. The District shall issue a written statement/decision regarding the Claim to the Contractor within forty-five (45) Days of receipt of the written Claim from the Contractor, or three (3) Days after the District's first regular governing board

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meeting after that 45-day period if the District's governing board does not meet within that first 45-day period. If the District fails to timely provide a written statement/decision regarding the Claim, the Claim shall be deemed rejected in its entirety.

23.6.7. Contractor Must Demand an Informal Meet and Confer Conference if Contractor Pursues Any Claim

23.6.7.1. **FAILURE OF A CONTRACTOR TO TIMELY DEMAND A MEET AND CONFER CONFERENCE IS A WAIVER OF ITS RIGHT TO PURSUE ALL OR A PORTION OF ITS CLAIM.**

23.6.7.2. **Where There Is No Agreement:** If there is no agreement between Contractor and the District on a Claim, then within ten (10) Days of the date of the District's written statement/decision in response to a Claim or PCO, if Contractor pursues that Claim, then Contractor must demand, by **registered mail or certified mail return receipt requested,** a meet and confer conference with District staff. A meet and confer conference with District staff shall be a condition precedent to Contractor seeking any further relief, including a mediation as indicated below.

23.6.7.3. **Where There Is Partial Agreement**: If Contractor and the District partially agree on a Claim but do not reach complete agreement, then the Parties shall complete a Change Order, if applicable, for the issues and/or amounts agreed to. For those issues not agreed to, if Contractor pursues those issues from that Claim, then Contractor must demand, by **registered mail or certified mail return receipt requested,** a meet and confer conference with District staff regarding those issues. A meet and confer conference with District staff shall be a condition precedent to Contractor seeking any further relief, including a mediation as indicated below, in connection with the District's rejection.

23.6.7.4. **Meet and Confer Conference.** District and Contractor shall schedule the meet and confer conference as soon as reasonably possible after Contractor's written demand for a meet and confer conference, but in no case later than thirty (30) Days after Contractor's demand.

23.6.7.5. **District's Written Decision.** Within ten (10) Business Days of the meet and confer conference, the District shall issue a written decision. If the District fails to timely provide a written statement/decision after the meet and confer conference, all Claim issues that were part of the meet and confer conference shall be deemed rejected in their entirety.

23.6.7.5.1. If the District's decision completely resolves the Claim, then the Parties shall complete a Change Order, if applicable, for the issues and/or amounts agreed to.

23.6.7.5.2. If the District rejects the Contractor's Claim in whole or in part or does not issue a timely written response, then the parties shall mediate the remaining issues of the Claim.

23.6.7.5.3. Contractor's costs incurred in seeking relief for Claims are not recoverable from District.

23.6.8. Mediation.

23.6.8.1. At the District's sole discretion, this mediation may be a multiple-party mediation with the Architect, the Construction Manager, the Inspector, and/or other District consultants.

23.6.8.2. The District and Contractor shall mutually agree to a mediator within ten (10) Business Days after the disputed portion of the Claim has been identified in writing. If the parties cannot agree upon a mediator, each party shall select a mediator and those mediators shall select a qualified neutral third party to mediate with regard to the disputed portion of the Claim. Each party shall bear the fees and costs charged by its respective mediator in connection with the selection of the neutral mediator.

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23.6.9. Contractor's Obligation to File a Government Code Claim. Nothing in this Contract, including this Claims Resolution Process, waives, modifies or tolls the Contractor's obligation to present a timely claim under Government Code section 910, et seq. Therefore, in addition to complying with this Claims Resolution Process, the Contractor is required to present claims to the District pursuant to Government Code section 910, et seq. If after the requirements of this Claims Resolution Process are satisfied, and all or a portion of the Claim remains unresolved, and if the Government Code claim is rejected by the District, the Contractor may proceed under the post-mediation provisions of this Claims Resolution Process.

23.6.10. Post Mediation Provisions

23.6.10.1. **Claims of $375,000 or Less:** The provisions of Public Contract Code § 20104.4 shall apply. Pursuant to Public Contract Code § 20104.4(a), within sixty (60) days, but no earlier than thirty (30) days, following the filing of responsive pleadings, the court shall submit the matter to nonbinding mediation unless waived by mutual stipulation of both parties. Pursuant to Public Contract Code § 9204(d)(2)(D), a mediation conducted pursuant to this Claims Resolution Process shall excuse the obligation under Public Contract Code § 20104.4(a) to mediate after litigation has been commenced unless otherwise agreed to by the parties in writing.

23.6.10.2. **Litigation of Claims in Excess of $375,000**. If, after a mediation as indicated above, the Parties have not resolved the Claim, either Party may commence an action in a court of competent jurisdiction to contest that decision within ninety (90) Days following the conclusion of that mediation or one (1) year following the accrual of the cause of action, whichever is later. By mutual agreement, the Parties can agree to instead resolve the Claim through arbitration.

23.6.11. The District shall be entitled to remedy any false claims, as defined in California Government Code section 12650 *et seq*., made to the District by the Contractor or any Subcontractor under the standards set forth in Government Code section 12650 *et seq*. Any Contractor or Subcontractor who submits a false claim shall be liable to the District for three times the amount of damages that the District sustains because of the false claim. A Contractor or Subcontractor who submits a false claim shall also be liable to the District for (a) the costs, including attorney fees, of a civil action brought to recover any of those penalties or damages, and (b) a civil penalty of up to $11,000 for each false claim. In addition, Contractor may be subject to criminal prosecution under California Penal Code §72 and/or civil liability under False Claims Act. If so, the District may be entitled to recover its costs incurred to investigate any False Claim, including but not limited to attorneys' fees and expert fees incurred in connection with that investigation.

23.7. <u>Documentation of Resolution.</u>

If a Claim is resolved, the District shall determine if that resolution shall be documented in a settlement agreement or release or other document, as appropriate.

23.8. <u>Claim Resolution Process – Non-Applicability</u>.

The procedures and provisions in this Claims Resolution section shall **<u>not</u>** apply to:

23.8.1. District's determination of what Work is or will be constructed, or whether the Work complies with the Contract Documents for purposes of accepting the Work;

23.8.2. District's rights and obligations as a public entity, such as, but without limitation, the revocation of prequalified or qualified status, barring a contractor from District contracts, the imposition of penalties or forfeitures prescribed by statute or regulation; provided, however, that penalties imposed against a

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public entity by statutes such as Section 7107 of the Public Contract Code, shall be subject to the mandatory dispute resolution provisions of this Claims Resolution section and the Contract;

23.8.3. Personal injury, wrongful death or property damage claims;

23.8.4. Latent defect or breach of warranty or guarantee to repair;

23.8.5. Stop notices or stop payment notices; or

23.8.6. Any other District rights as set forth herein.

23.9. The District's failure to respond to a Claim from the Contractor within the time periods described herein or to otherwise meet the time requirements of Public Contract Code section 9204 shall automatically result in the Claim being deemed rejected in its entirety, with no admission by the District as to the merits of the Claim.

23.10. If District fails to timely issue payment for any Claim or portion of a Claim as required pursuant to these Claim Resolution Procedures, the Contractor is permitted to assess interest indicated in Public Contract Code section 9204. Notwithstanding this provision, and in accordance with California Public Contract Code §7107, the District is entitled to withhold up to 150% of disputed amounts and the District shall not be liable for payment of interest on such disputed amounts pending final adjudication of such disputes.

24. LABOR, WAGE & HOUR, APPRENTICE AND RELATED PROVISIONS

24.1. <u>Compliance Monitoring and Enforcement by the DIR</u>

24.1.1. Contractor shall comply with the registration and compliance monitoring provisions of Labor Code section 1771.4, including furnishing its CPRs to the Labor Commissioner of California and complying with any applicable enforcement by the Department of Industrial Relations. Labor Code section 1771.1(a) states the following:

> "A contractor or subcontractor shall not be qualified to bid on, be listed in a bid proposal, subject to the requirements of Section 4104 of the Public Contract Code, or engage in the performance of any contract for public work, as defined in this chapter, unless currently registered and qualified to perform public work pursuant to Section 1725.5. It is not a violation of this section for an unregistered contractor to submit a bid that is authorized by Section 7029.1 of the Business and Professions Code or by Section 10164 or 20103.5 of the Public Contract Code, provided the contractor is registered to perform public work pursuant to Section 1725.5 at the time the contract is awarded."

24.1.2. Contractor acknowledges that, for purposes of Labor Code section 1725.5, this work is a public work to which Labor Code section 1771 applies. Contractor shall comply with Labor Code section 1725.5, including without limitation the registration requirements. Additionally, all "subcontractors" (as defined by Labor Code section 1722.1) shall comply with Labor Code section 1725.5 to be qualified to bid on, be listed in a bid proposal, subject to the requirements of Section 4104 of the Public Contract Code, or engage in the performance of the Work. Contractor represents to the District that all "subcontractors" (as defined by Labor Code section 1722.1) are registered pursuant to Labor Code section 1725.5.

24.1.3. The Project is subject to compliance monitoring and enforcement by the Department of Industrial Relations. Contractor shall post job site notices, as prescribed by regulation. Contractor shall comply with all requirements of Labor Code section 1771.4, except the requirements that are exempted by the Labor Commissioner for the Project.

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24.2. Wage Rates, Travel and Subsistence

24.2.1. Pursuant to the provisions of article 2 (commencing at section 1770), chapter 1, part 7, division 2, of the Labor Code of California, the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work in the locality in which this public work is to be performed for each craft, classification, or type of worker needed to execute this Contract are on file at the District's principal office and copies will be made available to any interested party on request. Contractor shall obtain and post a copy of these wage rates at the job site.

24.2.2. Holiday and overtime work, when permitted by law, shall be paid for at a rate of at least one and one-half times the above specified rate of per diem wages, unless otherwise specified. The holidays upon which those rates shall be paid need not be specified by the District, but shall be all holidays recognized in the applicable collective bargaining agreement. If the prevailing rate is not based on a collectively bargained rate, the holidays upon which the prevailing rate shall be paid shall be as provided in Section 6700 of the Government Code.

24.2.3. Contractor shall pay and shall cause to be paid each worker engaged in Work on the Project not less than the general prevailing rate of per diem wages determined by the Director of the Department of Industrial Relations ("DIR") ("Director"), regardless of any contractual relationship which may be alleged to exist between Contractor or any Subcontractor and such workers.

24.2.4. If during the period this bid is required to remain open, the Director determines that there has been a change in any prevailing rate of per diem wages in the locality in which the Work under the Contract is to be performed, such change shall not alter the wage rates in the Notice to Bidders (or RFP) or the Contract subsequently awarded.

24.2.5. Pursuant to Labor Code section 1775, Contractor shall, as a penalty to District, forfeit the statutory amount, (currently not to exceed two hundred dollars ($200) for each Day, or portion thereof), for each worker paid less than the prevailing rates, as determined by the District and/or the Director, for the work or craft in which that worker is employed for any public work done under Contract by Contractor or by any Subcontractor under it.

24.2.5.1. The amount of the penalty shall not be less than forty dollars ($40) for each Day, or portion thereof, unless the failure of Contractor was a good faith mistake and, if so, the error was promptly and voluntarily corrected when brought to the attention of Contractor.

24.2.5.2. The amount of the penalty shall not be less than eighty dollars ($80) for each Day or portion thereof, if Contractor has been assessed penalties within the previous three (3) years for failing to meet Contractor's prevailing wage obligations on a separate contract, unless those penalties were subsequently withdrawn or overturned.

24.2.5.3. The amount of the penalty may not be less than one hundred twenty dollars ($120) for each Day, or portion thereof, if the Labor Commissioner determines the Contractor willfully violated Labor Code section 1775.

24.2.5.4. The difference between such prevailing wage rates and the amount paid to each worker for each Day or portion thereof for which each worker was paid less than the prevailing wage rate, shall be paid to each worker by Contractor.

24.2.6. Any worker employed to perform Work on the Project, which Work is not covered by any classification listed in the general prevailing wage rate of per diem wages determined by the Director, shall be paid not less than the minimum rate of wages specified therein for the classification which most nearly corresponds to Work to be performed by him, and such minimum wage rate shall be retroactive to

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time of initial employment of such person in such classification. Prevailing wage rates are on file with the District and are available to any interested party on request or at **www.dir.ca.gov/oprl/statistics_and_databases.html**.

24.2.7. Pursuant to Labor Code section 1773.1, per diem wages are deemed to include employer payments for health and welfare, pension, vacation, travel time, subsistence pay, and apprenticeship or other training programs authorized by section 3093, and similar purposes.

24.2.8. Contractor shall post at appropriate conspicuous points on the Site of Project, a schedule showing all determined minimum wage rates and all authorized deductions, if any, from unpaid wages actually earned. In addition, Contractor shall post a sign-in log for all workers and visitors to the Site, a list of all subcontractors of any tier on the Site, and the required Equal Employment Opportunity poster(s).

24.3. <u>Hours of Work</u>

24.3.1. As provided in article 3 (commencing at section 1810), chapter 1, part 7, division 2, of the Labor Code, eight (8) hours of labor shall constitute a legal days' work. The time of service of any worker employed at any time by Contractor or by any Subcontractor on any subcontract under this Contract upon the Work or upon any part of the Work contemplated by this Contract shall be limited and restricted by Contractor to eight (8) hours per day, and forty (40) hours during any one week, except as hereinafter provided. Notwithstanding the provisions hereinabove set forth, Work performed by employees of Contractor in excess of eight (8) hours per day and forty (40) hours during any one week, shall be permitted upon this public work upon compensation for all hours worked in excess of eight (8) hours per day at not less than one and one-half times the basic rate of pay.

24.3.2. Contractor shall keep and shall cause each Subcontractor to keep an accurate record showing the name of and actual hours worked each Day and each calendar week by each worker employed by Contractor in connection with the Work or any part of the Work contemplated by this Contract. The record shall be kept open at all reasonable hours to the inspection of District and to the Division of Labor Standards Enforcement of the DIR.

24.3.3. Pursuant to Labor Code section 1813, Contractor shall as a penalty to the District forfeit the statutory amount (believed by the District to be currently one hundred dollars ($100)) for each worker employed in the execution of this Contract by Contractor or by any Subcontractor for each Day during which such worker is required or permitted to work more than eight (8) hours in any one Day and forty (40) hours in any one calendar week in violation of the provisions of article 3 (commencing at section 1810), chapter 1, part 7, division 2, of the Labor Code.

24.3.4. Any Work necessary to be performed after regular working hours, or on Sundays or other holidays shall be performed without additional expense to the District.

24.4. <u>Payroll Records</u>

24.4.1. Contractor and all Subcontractors must comply with the compliance monitoring provisions of Labor Code section 1771.4, including furnishing its certified payroll records ("CPR(s)") to the Labor Commissioner of California and complying with any applicable enforcement by DIR. Labor Code section 1771.4 requires Contractor and Subcontractors to provide electronic copies of CPRs to the Labor Commissioner of California at least once every thirty (30) days, and within thirty (30) Days of Project Completion. The failure to timely provide the CPRs could result in penalties as determined by Labor Code section 1771.4, applicable laws, and regulations.

24.4.2. If requested by the District, Contractor shall provide to the District and shall cause each Subcontractor performing any portion of the Work to provide the District and an accurate CPR(s), showing

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the name, address, social security number, work classification, straight time, and overtime hours worked each day and week, and the actual per diem wages paid to each journeyman, apprentice, worker, or other employee employed by the Contractor and/or each Subcontractor in connection with the Work.

24.4.3. In addition to any other requirements pursuant to Labor Code sections 1770, et seq., the CPRs enumerated hereunder shall be certified and shall be provided to the District on a weekly basis. The CPRs from the Contractor and its Subcontractor(s) for each week shall be provided on or before Wednesday of the week following the week covered by the CPRs. The District shall not make any payment to Contractor until:

24.4.3.1. Contractor and/or its Subcontractor(s) provide CPRs acceptable to the District, and

24.4.3.2. The District is given sufficient time to review and/or audit the CPRs to determine their acceptability. Any delay in Contractor and/or its Subcontractor(s) providing CPRs to the District in a timely manner will directly delay the District's review and/or audit of the CPRs and Contractor's payment.

24.4.4. All CPRs shall be available for inspection at all reasonable hours at the principal office of Contractor on the following basis:

24.4.4.1. A certified copy of an employee's CPR shall be made available for inspection or furnished to the employee's authorized representative on request.

24.4.4.2. CPRs shall be made available for inspection or furnished upon request to a representative of District, Division of Labor Standards Enforcement, Division of Apprenticeship Standards, and/or the Department of Industrial Relations.

24.4.4.3. CPRs shall be made available upon request by the public for inspection or copies thereof made; provided, however, that a request by the public shall be made through either the District, Division of Apprenticeship Standards, or the Division of Labor Standards Enforcement. If the requested CPRs have not been provided pursuant to the provisions herein, the requesting party shall, prior to being provided the records reimburse the costs of preparation by Contractor, Subcontractors, and the entity through which the request was made. The public shall not be given access to the records at the principal office of Contractor.

24.4.5. The form of certification for the CPRs shall be as follows:

I, _____ (Name-Print), the undersigned, am the _____ (Position in business) with the authority to act for and on behalf of _____ (Name of business and/or Contractor), certify under penalty of perjury that the records or copies thereof submitted and consisting of _____ (Description, number of pages) are the originals or true, full, and correct copies of the originals which depict the payroll record(s) of actual disbursements by way of cash, check, or whatever form to the individual or individual named, and (b) we have complied with the requirements of sections 1771, 1811, and 1815 of the Labor Code for any work performed by our employees on the Project.

Date: _____ Signature: _____.

(Section 16401 of Title 8 of the California Code of Regulations)

24.4.6. Each Contractor shall file a certified copy of the CPRs with the entity that requested the records within ten (10) Days after receipt of a written request.

24.4.7. Any copy of records made available for inspection as copies and furnished upon request to the public or any public agency by District, Division of Apprenticeship Standards, or Division of Labor

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Standards Enforcement shall be marked or obliterated in such a manner as to prevent disclosure of an individual's name, address, and social security number. The name and address of Contractor awarded Contract or performing Contract shall not be marked or obliterated.

24.4.8. Contractor shall inform District of the location of the records enumerated hereunder, including the street address, city, and county, and shall, within five (5) Business days, provide a notice of change of location and address.

24.4.9. In the event of noncompliance with the requirements of this section, Contractor shall have ten (10) Days in which to comply subsequent to receipt of written notice specifying in what respects Contractor must comply with this section. Should noncompliance still be evident after the ten (10) day period, Contractor shall, as a penalty to District, forfeit one hundred dollars ($100) for each Day, or portion thereof, for each worker, until strict compliance is effectuated. Upon the request of Division of Apprenticeship Standards or Division of Labor Standards Enforcement, these penalties shall be withheld from Tenant Improvement Payment and/or Lease Payments then due.

24.4.10. It shall be the responsibility of Contractor to ensure compliance with the provisions of Labor Code section 1776.

24.5. <u>Apprentices</u>

24.5.1. Contractor acknowledges and agrees that, if this Contract involves a dollar amount greater than or a number of working days greater than that specified in Labor Code section 1777.5, then this Contract is governed by the provisions of Labor Code Section 1777.5. It shall be the responsibility of Contractor to ensure compliance with this Article and with Labor Code section 1777.5 for all apprenticeship occupations.

24.5.2. Apprentices of any crafts or trades may be employed and, when required by Labor Code section 1777.5, shall be employed provided they are properly registered in full compliance with the provisions of the Labor Code.

24.5.3. Every apprentice shall be paid the standard wage paid to apprentices under the regulations of the craft or trade at which the apprentice is employed, and shall be employed only at the work of the craft or trade to which the apprentice is registered.

24.5.4. Only apprentices, as defined in section 3077 of the Labor Code, who are in training under apprenticeship standards and written apprentice agreements under chapter 4 (commencing at section 3070), division 3, of the Labor Code, are eligible to be employed. The employment and training of each apprentice shall be in accordance with the provisions of the apprenticeship standards and apprentice agreements under which the apprentice is training.

24.5.5. Pursuant to Labor Code section 1777.5, if that section applies to this Contract as indicated above, Contractor and any Subcontractors employing workers in any apprenticeable craft or trade in performing any Work under this Contract shall apply to the applicable joint apprenticeship committee for a certificate approving the Contractor or Subcontractor under the applicable apprenticeship standards and fixing the ratio of apprentices to journeymen employed in performing the Work.

24.5.6. Pursuant to Labor Code section 1777.5, if that section applies to this Contract as indicated above, Contractor and any Subcontractor may be required to make contributions to the apprenticeship program.

24.5.7. If Contractor or Subcontractor willfully fails to comply with Labor Code section 1777.5, then, upon a determination of noncompliance by the Administrator of Apprenticeship, it shall:

Form Agreement

24.5.7.1. Be denied the right to bid or propose on any subsequent project for one (1) year from the date of such determination;

24.5.7.2. Forfeit as a penalty to District the full amount as stated in Labor Code section 1777.7. Interpretation and enforcement of these provisions shall be in accordance with the rules and procedures of the California Apprenticeship Council and under the authority of the Chief of the Division of Apprenticeship Standards.

24.5.8. Contractor and all Subcontractors shall comply with Labor Code section 1777.6, which section forbids certain discriminatory practices in the employment of apprentices.

24.5.9. Contractor shall become fully acquainted with the law regarding apprentices prior to commencement of the Work. Special attention is directed to sections 1777.5, 1777.6, and 1777.7 of the Labor Code, and title 8, California Code of Regulations, section 200 et seq. Questions may be directed to the State Division of Apprenticeship Standards, 455 Golden Gate Avenue, San Francisco, California 94102.

24.5.10. Contractor shall ensure compliance with all certification requirements for all workers on the Project including, without limitation, the requirements for electrician certification in Labor Code section 108, et seq.

24.6. <u>Non-Discrimination</u>

24.6.1. Contractor herein agrees not to discriminate in its recruiting, hiring, promotion, demotion, or termination practices on the basis of race, religious creed, national origin, ancestry, sex, age, or physical handicap in the performance of this Contract and to comply with the provisions of the California Fair Employment and Housing Act as set forth in part 2.8 of division 3 of the California Government Code, commencing at section 12900; the Federal Civil Rights Act of 1964, as set forth in Public Law 88-352, and all amendments thereto; Executive Order 11246, and all administrative rules and regulations found to be applicable to Contractor and Subcontractor.

24.6.2. Special requirements for Federally Assisted Construction Contracts: During the performance of this Contract, Contractor agrees to incorporate in all subcontracts the provisions set forth in Chapter 60-1.4(b) of Title 41 published in Volume 33 No. 104 of the Federal Register dated May 28, 1968.

24.7. <u>Labor First Aid</u>

Contractor shall maintain emergency first aid treatment for Contractor's workers on the Project which complies with the Federal Occupational Safety and Health Act of 1970 (29 U.S.C. § 651 et seq.), the California Occupational Safety and Health Act of 1973, and all related regulations, including without limitation sections 330 *et seq*. of Title 8 of the California Code of Regulations.

24.8. <u>Skilled and Trained Workforce Requirement</u>

24.8.1. Contractor is familiar with the hiring requirements set forth in Education Code section 17407.5, and as a condition of entering into this Facilities Lease, Contractor understands and agrees that Contractor and its Subcontractors at every tier will use a skilled and trained workforce, as defined in Public Contract Code section 2601(d), to perform all Work on the Project that falls within an apprenticeable occupation in the building and construction trades.

24.8.2. Monthly Workforce Report. The Contractor will provide to the District on a monthly basis while the Project is being performed, a report demonstrating compliance by Contractor and its Subcontractors at every tier with the skilled workforce requirements described in Public Contract Code section 2602 ("Workforce Report(s)").

Form Agreement

24.8.2.1. **Content of Workforce Report(s).** The Workforce Reports will state the following:

24.8.2.1.1. Each Subcontractor's name and license number, or list the Contractor if the Contractor is self-performing the applicable scope of Work;

24.8.2.1.2. That each worker is either a registered apprentice in an apprenticeship program approved by the State or a skilled journeyperson;

24.8.2.1.3. Of the skilled journeypersons for each Subcontractor and the Contractor, which are graduates of an approved apprenticeship program. It shall be sufficient for the Contractor to state the number of workers in each applicable category. The Contractor is not required to identify each individual worker who performed work on the Project in the Contractor's monthly report;

24.8.2.1.4. The monthly and cumulative percentages that entity has achieved of those graduates. If a Subcontractor (or the Contractor) is meeting the percentage cumulatively, the District may utilize that information when it determines whether the report is sufficient.

24.8.2.2. **Time Frame.** Each monthly Workforce Report must include all work performed during the preceding month and must be submitted to the District no later than thirty (30) Days after the end of the preceding month. (i.e., the monthly Workforce Report for activity during March must be submitted no later than April 30.)

24.8.2.3. **No Report or Incomplete Report of Contractor.**

24.8.2.3.1. If the Contractor fails to provide a Workforce Report or provides a Workforce Report that is incomplete, the District shall withhold further payments from the Contractor until the Contractor provides a complete Workforce Report for that month. The District shall withhold from the Contractor an amount equal to one hundred and fifty percent (150%) of the value of the monthly billing for the relevant Subcontractor(s), which the Contractor shall be entitled to withhold from the Subcontractor(s).

24.8.2.3.2. **Plan**. If the Contractor submits to the District a plan to achieve substantial compliance with Public Contract Code section 2601, et seq, the District shall resume making payments to the Contractor, including all previously withheld payments, unless, within a reasonable time, the District rejects the plan as insufficient. In the event that the District rejects the Contractor's plan as insufficient, the District shall provide an explanation in writing of the basis of for the District's rejection of the Contractor's plan.

24.8.2.4. **No Report or Incomplete Report of Subcontractor(s).**

24.8.2.4.1. If a monthly report by the Contractor is incomplete due to the failure of a Subcontractor(s) to timely or completely submit the information to the Contractor or District, the District shall only withhold an amount equal to one hundred and fifty percent (150%) of the value of the monthly billing for the non-compliant Subcontractor(s).

24.8.2.4.2. If the Contractor substitutes Subcontractor(s) for failure to provide a complete or timely report, and the Contractor replaces the Subcontractor(s) with one that provides an enforceable commitment that a skilled and trained workforce as defined in Public Contracts Code 2601, et seq. will be used to complete the Project, the District shall resume making payments to the Contractor.

Form Agreement

24.8.2.5. **District Reporting Requirements.** The District shall forward to the Labor Commissioner a copy of a Contractor's monthly report submitted to the District that fails to comply with Public Contract Code section 2602, et seq. In the event that the Contractor submits a plan to the District to achieve substantial compliance with Public Contract Code 2601 et. seq., the District shall forward a copy of that plan to the Labor Commissioner.

24.8.3. End-of-Project Reconciliation

24.8.3.1. At the end of the Project, if the Contractor cannot demonstrate that it has met the applicable participation level for all work that falls within an apprenticeable occupation as defined in Public Contract Code section 2600, et seq., Contractor may remedy its failure by paying to the appropriate trade apprenticeship fund(s), an amount equal to the number of additional hours required to meet the percentage, multiplied by the "Training" amount for that trade, at the Basic Hourly Rate. The Contractor must provide documentation to the District reasonably sufficient to demonstrate this payment and the trade apprenticeship funds' acceptance of payment(s).

24.8.3.2. If payment(s) to the applicable trade apprenticeship fund(s) are not made or accepted, then the District shall have the right to permanently retain ten percent (10%) of the price for the out of compliance apprenticeable occupation's Work, per month, as reflected in the Project's schedule of values, not to exceed the monthly amounts for first-time violations indicated in Public Contract Code 2603(a). The District shall withhold those funds until the Labor Commissioner makes its determination of violations pursuant to Public Contract Code section 2603. At that time, the District will distribute those funds as directed by the Labor Commissioner or, if the Labor Commissioner determines that no violation was made or the penalty(ies) are less than the amount the District is withholding, the District shall pay the applicable withheld amounts to the Contractor, with no interest or penalty.

24.8.3.3. The Parties agree that these end-of-Project remedies are reasonable and sufficient, subject to a determination made by Department of Industrial Relations or a court of competent jurisdiction that one or both of these remedies is insufficient.

24.8.4. Any payments the District withholds from the Contractor for noncompliance will be reflective only of the trade(s) or Subcontractor(s) out of compliance and will be paid once the subcontractor(s) and/or trade(s) are cumulatively compliant, subject to the End-of-Project Reconciliation process indicated herein above.

25. MISCELLANEOUS

25.1. Assignment of Antitrust Actions

Although this project may not have been formally bid, the following provisions may apply:

25.1.1. Section 7103.5(b) of the Public Contract Code states:

In entering into a public works contract or subcontract to supply goods, services, or materials pursuant to a public works contract, the Contractor or subcontractor offers and agrees to assign to the awarding body all rights, title, and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. § 15) or under the Cartwright Act (Chapter 2 (commending with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, made and become effective at the time the awarding body tenders final payment to the Contractor, without further acknowledgment by the Parties.

25.1.2. Section 4552 of the Government Code states:

Form Agreement

In submitting a bid to a public purchasing body, the bidder offers and agrees that if the bid is accepted, it will assign to the purchasing body all rights, title, and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. § 15) or under the Cartwright Act (Chapter 2 (commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, materials, or services by the bidder for sale to the purchasing body pursuant to the bid. Such assignment shall be made and become effective at the time the purchasing body tenders final payment to the bidder.

25.1.3. Section 4553 of the Government Code states:

If an awarding body or public purchasing body receives, either through judgment or settlement, a monetary recovery for a cause of action assigned under this chapter, the assignor shall be entitled to receive reimbursement for actual legal costs incurred and may, upon demand, recover from the public body any portion of the recovery, including treble damages, attributable to overcharges that were paid by the assignor but were not paid by the public body as part of the bid price, less the expenses incurred in obtaining that portion of the recovery.

25.1.4. Section 4554 of the Government Code states:

Upon demand in writing by the assignor, the assignee shall, within one year from such demand, reassign the cause of action assigned under this part if the assignor has been or may have been injured by the violation of law for which the cause of action arose and (a) the assignee has not been injured thereby, or (b) the assignee declines to file a court action for the cause of action.

25.1.5. Under this Article, "public purchasing body" is District and "bidder" is Contractor.

25.2. <u>Excise Taxes</u>

If, under Federal Excise Tax Law, any transaction hereunder constitutes a sale on which a Federal Excise Tax is imposed and the sale is exempt from such Federal Excise Tax because it is a sale to a State or Local Government for its exclusive use, District, upon request, will execute documents necessary to show (1) that District is a political subdivision of the State for the purposes of such exemption, and (2) that the sale is for the exclusive use of District. No Federal Excise Tax for such materials shall be included in any Guaranteed Project Cost.

25.3. <u>Taxes</u>

Guaranteed Project Cost is to include any and all applicable sales taxes or other taxes that may be due in accordance with section 7051 of the Revenue and Taxation Code; Regulation 1521 of the State Board of Equalization or any other tax code that may be applicable.

25.4. <u>Shipments</u>

All shipments must be F.O.B. destination to Site or sites, as indicated in the Contract Documents. There must be no charge for containers, packing, unpacking, drayage, or insurance. The total Guaranteed Project Cost shall be all inclusive (including sales tax) and no additional costs of any type will be considered.

Form Agreement

EXHIBIT E
TO FACILITIES LEASE

MEMORANDUM OF COMMENCEMENT DATE

[TO BE PREPARED BY THE DISTRICT AND ENTERED INTO AFTER CONSTRUCTION IS COMPLETE TO COMMENCE DISTRICT OCCUPANCY OF THE FACILITIES AND TO START THE LEASE TERM.]

This Memorandum Of Commencement Date is dated _____, 20___, and is made by and between **@Contractor** ("Contractor"), as Lessor, and the **Alameda Unified School District** ("District"), as Lessee.

1. Contractor and District have previously entered into a Facilities Lease dated as of **_____, 20__**, (the "Lease") for the leasing by Contractor to District of the Project Site(s) and Project in _____, CA, referenced in the Lease.

2. District hereby confirms the following:

A. That the Contractor has, in all respects, completed all construction of the Project required to be performed pursuant to the Facilities Lease;

B. That District has accepted and entered into possession of the Project and now occupies same; and

C. That the term of the leaseback period in the Facilities Lease commenced on _____, 20___, and will expire at 11:59 P.M. on _____, 20___.

The Parties have accepted and agreed to this Memorandum of Commencement Date, as of the date indicated above, and have directed and authorized their respective officers to execute this Memorandum of Commencement Date:

Alameda Unified School District		**@Contractor**	
Signature:	_____	Signature:	_____
Print Name:	_____	Print Name:	_____
Print Title:	_____	Print Title:	_____

Form Agreement

EXHIBIT F
TO FACILITIES LEASE

CONSTRUCTION SCHEDULE

Attached is a detailed Construction Schedule that complies with the requirements of the Construction Provisions (Exhibit D) and that has been approved by the District.

[A complete Construction Schedule must be attached to this Exhibit.

NOTE: If the Parties first enter into the Agreement for Preliminary Services (Exhibit L) and have not finalized a Construction Schedule for the construction of the Project at that time, the Parties should still complete the dates below based on the then-current anticipated Completion dates. When and if the Parties do agree to a Guaranteed Project Cost and amend the Contract, the Parties shall also amend this Exhibit at that time to include the detailed Construction Schedule prepared by the Contractor and agreed to by the District pursuant to the Contract.]

Preliminary Services. The schedule for the Preliminary Services is as follows:

- Contractor shall commence the Preliminary Services on or before **[Date]**, and
- Contractor shall complete the Preliminary Services on or before **[Date]**.

Construction Schedule. The Construction Schedule is as follows:

- It is hereby understood and agreed that assuming the District issues a Notice to Proceed for the Project on or before **[Date]**, then:
    - District shall have Beneficial Occupancy of the Project on or before **[Date]**, and
    - Project Completion shall be on or before **[Date].**
- In addition to the general parameters above for the Construction Schedule, attached is a detailed Project Construction Schedule with a duration no longer than the Contract Time, and with specific milestones that Contractor shall meet.

Form Agreement

EXHIBIT G
TO FACILITIES LEASE

SCHEDULE OF VALUES

Attached is a detailed Schedule of Values that complies with the requirements of the Construction Provisions (Exhibit D) and that has been approved by the District.

[A complete Schedule of Values must be attached to this Exhibit.

NOTE: A complete Schedule of Values must be attached to this Exhibit. If the Parties first enter into the Agreement for Preliminary Services (Exhibit L) and have not finalized a Schedule of Values for the construction of the Project at that time, the Parties can include initial cost breakdowns in this Exhibit. When and if the Parties do agree to a Guaranteed Project Cost and amend the Contract, the Parties shall also amend this Exhibit at that time to include the detailed Schedule of Values prepared by the Contractor and agreed to by the District pursuant to the Contract.]

Form Agreement

EXHIBIT H
TO FACILITIES LEASE

SUBCONTRACTOR PROCUREMENT PROCESS

If the District issues an RFP or RFQ/P and requires the Contractors to submit a **final** price for this Project at the time it is competing against other Contractors, the Contractor shall comply with the subcontractor prequalification requirements of Education Code section 17406 (a)(1)(C) and may otherwise select subcontractors based on their own reasonable and non-discriminatory process.

If the District issues an RFQ or RFQ/P and selects one Contractor who will **later** provide a final price for this Project, that Contractor shall, in addition to all legal requirements, including without limitation Education Code section 17406, Take the following steps when the District directs the Contractor to procure Subcontractors so that Contractor can provide a final lump sum Guaranteed Project Cost ("**GPC**") for construction of the Project.

1. **Subcontractor Bid Packages.** Contractor shall prepare separate and specific Subcontractor bid packages that include all scope(s) of construction Work included in the Plans and Specifications.

2. **Public Notice**. Contractor shall provide notice of bidding for Subcontractors "in accordance with the publication requirements applicable to the District's competitive selection process" to solicit Subcontractors in compliance with statutory requirements and the District's process. (Education Code §17406.). This requires the Contractor to advertise for Subcontractor bids "*once a week for two weeks in some newspaper of general circulation.*" (Pub. Con. Code § 20112) as required by Ed. Code § 17406 (a)(4)(B)(i).

3. **District Review of Bid Packages and Notice.** At least fourteen (14) Days prior to the bidding of Subcontractor bid packages, Contractor shall provide the District with a copy of the written notice it will publish (including newspaper advertising) to solicit Subcontractors. The District reserves the right to request that Contractor reasonably revise its published notice.

4. **Three Bona Fide Bids.** Contractor is required to receive **at least** three (3) bona fide bids from Subcontractors for all scopes of Work on the Project that constitute more than three percent (3%) of the total Project scope of Work. Prior to the Contractor seeking bids, the District may, in its sole discretion, and upon Contractor's written request, authorize Contractor to utilize a different minimum number of bona fide bids from Subcontractors.

5. **Prequalification.** Contractor's Subcontractors performing work valued in excess of ½ of 1% of the GPC must comply with the following:

   a. **MEP Prequalification.** If the Project has electrical, mechanical, and plumbing components that will be performed by subcontractors performing under the following license classification(s) (C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and/or C-46; "**MEP Subcontractor(s)**"), and those MEP Subcontractors will be first-tier Subcontractors to the Contractor, those MEP Subcontractors must be prequalified with the District to be eligible to be included in a Contractor's proposal. MEP Subcontractors shall prequalify with the District utilizing the District's Prequalification Questionnaire. **The District highly recommends that the Contractor informs all of its potential MEP Subcontractors that must be prequalified to immediately complete the prequalification process to ensure their eligibility to be included as MEP Subcontractors for the Project.**

   b. **Non-MEP Subcontractor Prequalification Criteria and Standards.** For this Project, Contractor may **NOT** prequalify non-MEP subcontractors solicited for work on this Project, unless the Contractor provides any prequalification or qualification criteria, process or questionnaire to the District for approval at least fourteen (14) Days prior to the bidding of Subcontractor bid packages.

Form Agreement

c. **<u>LIMIT ON "BEST VALUE" SELECTION</u>.** CONTRACTOR ACKNOWLEDGES THAT THIS PROCESS – THE PREQUALIFICATION OR ANY ASSOCIATED QUALIFICATION PROCESS – IS THE ONLY "BEST VALUE" SELECTION PROCESS AS IDENTIFIED IN EDUCATION CODE SECTION 17406 THAT THE DISTRICT HAS APPROVED FOR THIS PROJECT. THE CONTRACTOR MAY REQUEST, AT LEAST FOURTEEN (14) DAYS PRIOR TO THE BIDDING OF SUBCONTRACTOR BID PACKAGES, THAT THE DISTRICT APPROVE OTHER SELECTION PROCESS(ES) OR CRITERIA THAT THE CONTRACTOR DESIRES TO IMPLEMENT ON THIS PROJECT. CONTRACTOR CAN ONLY IMPLEMENT THOSE IF THE DISTRICT PRE-APPROVES THEM.

6. **Open-Book / Bid Opening**. Contractor shall invite the District to attend all bid opening(s) for the Project and shall within 48 hours of the bid opening(s) provide copies or access to all bid documents provided by all Subcontractors.

7. **Missing Scopes of Work in Subcontractor Bids ("Bid Levelling").** When Contractor has received all Subcontractor bids, Contractor shall identify all scope(s) of construction Work for which Contractor did not receive a bid and provide a written justification as to why the scope(s) of construction Work was either not included in a Subcontractor bid or was not bid on ("**Unbid Work**"). The District expects very little if any Unbid Work, far less than 1% of the GPC. After the District reviews the Contractor's justification, the Parties shall meet and confer and the District shall reasonably determine, in its sole discretion, whether to:

   a. Direct the Contractor to rebid the Unbid Work; or

   b. If Contractor requests, allow the Contractor to self-perform the Unbid Work. If Contractor self-performs the Unbid Work, Contractor shall provide substantiation for the pricing for the Unbid Work that Contractor intends to self-perform. The Parties shall negotiate in good faith to determine a reasonable price for the Unbid Work that Contractor intends to self-perform. The District reserves the right to seek its own pricing of that Work to verify the value of Contractor's proposed pricing.

8. **Low Bid.** Because the "best value" process was implemented as part of the Subcontractor procurement process, once the Contractor receives Subcontractor bids, the Contractor shall award subcontracts to subcontractors with the **lowest responsive, responsible bid** that have satisfied the above prequalification and/or qualification steps, as applicable.

9. **Self-Performing Construction Work.** If Contractor intends to propose to self-perform portion(s) of the construction Work, it must:

   a. Receive the District's prior written approval.

   b. Provide its pricing (its bid) to the District 48 hours prior to Contractor's receipt of Subcontractor bids for those portion(s) of the Work.

   c. Receive a minimum number of two (2) bona fide bids from Subcontractors for scope(s) of Work that the Contractor is bidding to self-perform, not including the Contractor's pricing/bid.

10. **Finalizing GPC.** After Contractor completes this Subcontractor Procurement Process and the District approves the Subcontractor bids and self-performed construction Work, if any, Contractor shall prepare a final proposed GPC as set forth in **Exhibit C** to the Facilities Lease**.** The GPC shall be calculated consistent with the matrix in the "Guaranteed Project Cost (or Guaranteed Maximum Price)" section of **Exhibit C**.

Form Agreement

EXHIBIT I
TO FACILITIES LEASE

CERTIFICATES AND BONDS TO LEASE-LEASEBACK DOCUMENTS
AND
DIVISION 1 DOCUMENTS TO LEASE-LEASEBACK DOCUMENTS

@ProjectName

Alameda Unified School District
and
@Contractor

Form Agreement

NONCOLLUSION DECLARATION
Public Contract Code § 7106

TO BE EXECUTED BY CONTRACTOR

The undersigned declares:

I am the _____ [**PRINT YOUR TITLE**]

of _____ [**PRINT FIRM NAME**],

the party making the foregoing Contract.

The Contract is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The Contract is genuine and not collusive or sham. The Contractor has not directly or indirectly induced or solicited any other contractor to put in a false or sham bid. The Contractor has not directly or indirectly colluded, conspired, connived, or agreed with any contractor or anyone else to put in a sham proposal, or to refrain from proposing. The Contractor has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the Contract price of the Contractor or any other contractor, or to fix any overhead, profit, or cost element of the Contract price, or of that of any other contractor. All statements contained in the Contract and Contractor's proposal are true. The Contractor has not, directly or indirectly, submitted his or her Contract price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham proposal or contract, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a Contractor that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the Contractor.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on the following date:

Date: _____

Proper Name of Contractor: _____

City, State: _____, _____

Signature: _____

Print Name: _____

Title: _____

(ATTACH NOTARIAL ACKNOWLEDGMENT FOR THE ABOVE SIGNATURE)

Form

CERTIFICATIONS TO BE COMPLETED BY CONTRACTOR

THE UNDERSIGNED MUST CHECK EACH BOX AND EXECUTE THIS FORM AND HEREBY CERTIFIES TO THE GOVERNING BOARD OF THE DISTRICT THAT UNDERSIGNED IS:

- A representative of the Contractor,
- Familiar with the facts herein certified and acknowledged,
- Authorized and qualified to execute the Contract Documents and these certifications on behalf of Contractor and that by executing the Contract Documents undersigned is certifying the following items.

☐ **Labor Code Sections 1860-1861 (Workers' Compensation).** In accordance with Labor Code section 3700, every contractor will be required to secure the payment of compensation to his or her employees. I acknowledge and certify under penalty of perjury that I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of this contract.

☐ **Government Code Sections 8355-8357 (Drug-Free Workplace).** I acknowledge and certify under penalty of perjury that I will provide a drug-free workplace by doing all of the following:

(1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the person's or organization's workplace and specifying the actions that will be taken against employees for violations of the prohibition.
(2) Establishing a drug-free awareness program to inform employees about all of the following:
(A) The dangers of drug abuse in the workplace.
(B) The person's or organization's policy of maintaining a drug-free workplace.
(C) Any available drug counseling, rehabilitation, and employee assistance programs.
(D) The penalties that may be imposed upon employees for drug abuse violations.
(3) Requiring that each employee engaged in the performance of the contract or grant be given a copy of the statement required by subdivision (a) and that, as a condition of employment on the contract or grant, the employee agrees to abide by the terms of the statement.

I also acknowledge that this Contract may be subject to suspension of payments under the contract or grant or termination of the contract or grant, or both, and the contractor or grantee thereunder may be subject to debarment, in accordance with the requirements of the above-referenced statute, if the contracting or granting agency determines that any of the following has occurred:

(1) The contractor or grantee has made a false certification under Section 8355.
(2) The contractor or grantee violates the certification by failing to carry out the requirements of subdivisions (a) to (c), inclusive, of Section 8355.

I also acknowledge that the Department of General Services shall establish and maintain a list of individuals and organizations whose contracts or grants have been canceled due to failure to comply with the above-referenced statute. This list shall be updated monthly and published each month. No state agency shall award a contract or grant to a person or organization on the published list until that person or organization has complied with the above-referenced statute.

☐ **Tobacco-Free Environment**. Pursuant to, without limitation, 20 U.S.C. section 6083, Labor Code section 6400

et seq., Health & Safety Code section 104350 et seq. and District Board Policies, all District sites, including the Project site, are tobacco-free environments. Smoking and the use of tobacco products by all persons is prohibited on or in District property. District property includes school buildings, school grounds, school owned vehicles and vehicles owned by others while on District property.

I acknowledge and certify under penalty of perjury that I am aware of the District's policy regarding tobacco-free environments at District sites, including the Project site and acknowledge and certify that I will adhere to the requirements of that policy and not permit any of my firm's employees, agents, subcontractors, or my firm's subcontractors' employees or agents to use tobacco and/or smoke on the Project site. The District also prohibits electronic cigarettes, "vaping" or similar product uses on District sites.

☐ **No Hazardous Materials.** I acknowledge and certify under penalty of perjury that no Asbestos, or Asbestos-Containing Materials, polychlorinated biphenyl (PCB), or any material listed by the federal or state Environmental Protection Agency or federal or state health agencies as a hazardous material, or any other material defined as being hazardous under federal or state laws, rules, or regulations ("New Hazardous Material"), shall be furnished, installed, or incorporated in any way into the Project or in any tools, devices, clothing, or equipment used to affect any portion of Contractor's work on the Project for District. I have instructed our employees with respect to the above-mentioned standards, hazards, risks, and liabilities.

(i) Asbestos and/or asbestos-containing material shall be defined as all items containing but not limited to chrysotile, crocidolite, amosite, anthophyllite, tremolite, and actinolite. Any or all material containing greater than one-tenth of one percent (.1%) asbestos shall be defined as asbestos-containing material. Any disputes involving the question of whether or not material is New Hazardous Material shall be settled by electron microscopy or other appropriate and recognized testing procedure, at the District's determination. The costs of any such tests shall be paid by Contractor if the material is found to be New Hazardous Material.

(ii) All Work or materials found to be New Hazardous Material or Work or material installed with equipment containing "New Hazardous Material," will be immediately rejected and this Work will be removed at Contractor's expense at no additional cost to the District.

The Contractor must immediately notify the District within two (2) Business Days, if the Contractor finds and before it disturbs, any material that the Contractor believes may be hazardous waste, as defined in section 25117 of the Health and Safety Code, and requires removal to a Class I, Class II, or Class III disposal site in accordance with provisions of existing law

I acknowledge and certify under penalty of perjury that this certification provides notice to the Contractor that:

(1) The Contractor's work may disturb lead-containing building materials.
(2) The Contractor must notify the District if any work may result in the disturbance of lead-containing building materials.

☐ **Lead as a Health Hazard**. Lead poisoning is recognized as a serious environmental health hazard facing children today. Even at low levels of exposure, much lower than previously believed, lead can impair the development of a child's central nervous system, causing learning disabilities, and leading to serious behavioral problems. Lead enters the environment as tiny lead particles and lead dust disburses when paint chips, chalks, peels, wears away over time, or is otherwise disturbed. Ingestion of lead dust is the most common pathway of childhood poisoning; lead dust gets on a child's hands and toys and then into a child's mouth through common hand-to-mouth activity. Exposures may result from construction or remodeling activities that disturb lead paint, from ordinary wear and tear of windows and doors, or from friction on other surfaces.

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Ordinary construction and renovation or repainting activities carried out without lead-safe work practices can disturb lead-based paint and create significant hazards. Improper removal practices, such as dry scraping, sanding, or water blasting painted surfaces, are likely to generate high volumes of lead dust.

Because the Contractor and its employees will be providing services for the District, and because the Contractor's work may disturb lead-containing building materials, **Contractor is hereby notified** of the potential presence of lead-containing materials located within certain buildings utilized by the District. All school buildings built prior to 1993 are presumed to contain some lead-based paint until sampling proves otherwise.

(i) **Overview of California Law**

Education Code section 32240 et seq. is known as the Lead Safe Schools Protection Act. Under this act, the Department of Health Services ("DHS") is to conduct a sample survey of schools in the State of California for the purpose of developing risk factors to predict lead contamination in public schools. (Ed. Code, § 32241.)

Any school that undertakes any action to abate existing risk factors for lead is required to utilize trained and state-certified contractors, inspectors, and workers. (Ed. Code, § 32243, subd. (b).) Moreover, lead-based paint, lead plumbing, and solders, or other potential sources of lead contamination, shall not be utilized in the construction of any new school facility or the modernization or renovation of any existing school facility. (Ed. Code, § 32244.)

Both the Federal Occupational Safety and Health Administration ("Fed/OSHA") and the California Division of Occupational Safety and Health ("Cal/OSHA") have implemented safety orders applicable to all construction work where a contractor's employee may be occupationally exposed to lead.

The OSHA Regulations apply to all construction work where a contractor's employee may be occupationally exposed to lead. The OSHA Regulations contain specific and detailed requirements imposed on contractors subject to that regulation. The OSHA Regulations define construction work as work for construction, alteration, and/or repair, including painting and decorating. It includes, but is not limited to, the following:

a. Demolition or salvage of structures where lead or materials containing lead are present;

b. Removal or encapsulation of materials containing lead;

c. New construction, alteration, repair, or renovation of structures, substrates, or portions thereof, that contain lead, or materials containing lead;

d. Installation of products containing lead;

e. Lead contamination/emergency cleanup;

f. Transportation, disposal, storage, or containment of lead or materials containing lead on the site or location at which construction activities are performed; and

g. Maintenance operations associated with the construction activities described in the subsection.

Because it is assumed by the District that all painted surfaces (interior as well as exterior) within the District contain some level of lead, it is imperative that the Contractor, its workers and subcontractors fully and adequately comply with all applicable laws, rules and regulations governing lead-based materials (including title 8, California Code of Regulations, section 1532. 1).

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The Contractor must notify the District if any Work may result in the disturbance of lead-containing building materials. Any and all Work that may result in the disturbance of lead-containing building materials must be coordinated through the District. A signed copy of this Certification must be on file prior to beginning Work on the Project, along with all current insurance certificates.

(ii) **Renovation, Repair and Painting Rule, Section 402(c)(3) of the Toxic Substances Control Act**

In 2008, the U.S. Environmental Protection Agency, issued a rule pursuant to the authority of Section 402(c)(3) of the Toxic Substances Control Act, requiring lead safe work practices to reduce exposure to lead hazards created by renovation, repair and painting activities that disturb lead-based paint (Renovation, Repair and Painting Rule). Renovations in homes, childcare facilities, and schools built prior to 1978 must be conducted by certified renovations firms, using renovators with accredited training, and following the work practice requirements to reduce human exposures to lead.

Contractor, its workers and subcontractors must fully and adequately comply with all applicable laws, rules and regulations governing lead-based materials, including those rules and regulations appearing within title 40 of the Code of Federal Regulations as part 745 (40 CFR 745).

The requirements apply to all contractors who disturb lead-based paint in a six-square-foot area or greater indoors or a 20-square-foot area outdoors. If a DPH-certified inspector or risk assessor determines that a home constructed before 1978 is lead-free, the federal certification is not required for anyone working on that particular building.

(iii) **Contractor's Liability**

If the Contractor fails to comply with any applicable laws, rules, or regulations, and that failure results in a site or worker contamination, the Contractor will be held solely responsible for all costs involved in any required corrective actions, and shall defend, indemnify, and hold harmless the District, pursuant to the indemnification provisions of the Contract, for all damages and other claims arising therefrom.

If lead disturbance is anticipated in the Work, only persons with appropriate accreditation, registrations, licenses, and training shall conduct this Work.

It shall be the responsibility of the Contractor to properly dispose of any and all waste products, including, but not limited to, paint chips, any collected residue, or any other visual material that may occur from the prepping of any painted surface. It will be the responsibility of the Contractor to provide the proper disposal of any hazardous waste by a certified hazardous waste hauler. This company shall be registered with the Department of Transportation (DOT) and shall be able to issue a current manifest number upon transporting any hazardous material from any school site within the District.

The Contractor shall provide the District with any sample results prior to beginning Work, during the Work, and after the completion of the Work. The District may request to examine, prior to the commencement of the Work, the lead training records of each employee of the Contractor.

I acknowledge and certify under penalty of perjury, that:

1. I have received notification of potential lead-based materials on the District's property;
2. I am knowledgeable regarding and will comply with all applicable laws, rules, and regulations governing work with, and disposal of, lead.

☐ **Imported Materials.** All soils, aggregate, or related materials ("Fill") that Contractor, a Subcontractor, agent or supplier, in any way, provides or delivers and/or supplies to the Project Site shall be free of any and all

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hazardous material as defined in section 25260 of the Health and Safety Code, shall satisfy the requirements of any environmental review of the Project performed pursuant to the statutes and guidelines of the California Environmental Quality Act, sections 21000 et seq. of the Public Resources Code ("CEQA"), and shall comply with the requirements of sections 17210 et seq. of the Education Code, including requirements for a Phase I environmental assessment acceptable to the State of California Department of Education and Department of Toxic Substances Control. I acknowledge that, to the furthest extent permitted by California law, the indemnification provisions in the Contract Documents apply to, without limitation, any claim(s) connected with providing, delivering, and/or supplying Fill.

☐ **Roofing Contract Financial Interest Certification (Public Contract Code § 3006)**

I, _____[**Your Name**], _____[**Firm Name**] certify that I have not offered, given, or agreed to give, received, accepted, or agreed to accept, any gift, contribution, or any financial incentive whatsoever to or from any person in connection with a roof project contract or subcontract on the Project. As used in this certification, "person" means any natural person, business, partnership, corporation, union, committee, club, or other organization, entity, or group of individuals.

I, _____[**Your Name**], _____[**Firm Name**] certify that I do not have, and throughout the duration of the Contract, I will not have, any financial relationship in connection with the performance of the Contract with any architect, engineer, roofing consultant, materials manufacturer, distributor, or vendor that is not disclosed below.

I, _____[**Your Name**], _____[**Firm Name**] have the following financial relationships with an architect, engineer, roofing consultant, materials manufacturer, distributor, or vendor, or other person in connection with the following roof project contract:

Name of firm ("Firm"): _____
Mailing address: _____
Address of branch office used for this Project: _____
If subsidiary, name and address of parent company: _____

For Projects without substantive roofing components, check the following box and execute this certification:

☐ The Work on the Contract (1) does not include the replacement or repair of a roof or (2) is a repair of twenty five percent (25%) or less of the roof, (3) or is a repair project that has a total cost of twenty one thousand dollars ($21,000) or less.

☐ **Russian Sanctions Certification**

On February 21, 2022, President Biden issued Executive Order 14065 (https://www.whitehouse.gov/briefing-room/presidential-actions/2022/02/21/executive-order-on-blocking-property-of-certain-persons-and-prohibiting-certain-transactions-with-respect-to-continued-russian-efforts-to-undermine-the-sovereignty-and-territorial-integrity-of-ukraine/; "**Federal Order**") imposing economic sanctions and prohibiting many activities including, but not limited to, investing in, importing to, exporting from, and contracting with, areas of Ukraine and in Russia. On March 4, 2022, California Governor Newsom issued Executive Order N-6-22 requiring state agencies to take steps to ensure any agency and entity under contract with state agencies comply with the Federal Order (https://www.gov.ca.gov/wp-content/uploads/2022/03/3.4.22-Russia-Ukraine-Executive-Order.pdf; "**State Order**").

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The District requires the Contractor, as a vendor with the District, to comply with the economic sanctions imposed in response to Russia's actions in Ukraine, including the orders and sanctions identified on the U.S. Department of the Treasury website (https://home.treasury.gov/policy-issues/financial-sanctions/sanctions-programs-and-country-information/ukraine-russia-related-sanctions).

If your Firm's contract with the District has a cumulative value of $5 million or more, your certification here constitutes your written response to the District, indicating:

(1) that your Firm is in compliance with the required economic sanctions of the Federal and State Orders;

(2) the steps your Firm has taken in response to Russia's actions in Ukraine, including, but not limited to, desisting from making new investments in, or engaging in financial transactions with, Russian entities, not transferring technology to Russia or Russian entities, and directly providing support to the government and people of Ukraine.

I acknowledge and certify under penalty of perjury that I am duly authorized to legally bind the Contractor to all provisions and items included in these certifications, that the contents of these certifications are true, and that these certifications are made under the laws of the State of California.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

Form Agreement

DISABLED VETERAN BUSINESS ENTERPRISE
PARTICIPATION CERTIFICATION

Section 17076.11 of the Education Code requires school districts using funds allocated pursuant to the State of California School Facility Program ("Program") for the construction and/or modernization of school buildings to have a participation goal for disabled veteran business enterprises ("DVBE") of at least three percent (3%), per year, of the overall dollar amount expended each year by the school district on projects that receive state funding.

1. **Disabled Veteran Business Enterprise.** A DVBE is a business enterprise certified by the California Office of Small Business as a DVBE.

2. **DVBE Participation Policy.** The District is committed to achieving this DVBE participation goal. The District encourages Contractor to ensure maximum opportunities for the participation of DVBEs in the Work of the Contract.

3. **DVBE Participation Goal.** The three percent (3%) participation goal is not a quota, set-aside or rigid proportion.

4. **Certification of Participation.** At the time of execution of the Contract, the Contractor will provide a statement to the District of anticipated participation of DVBEs in the contract.

5. **Submission of Report.** During performance of the Contract, Contractor shall monitor the Work of the Contract, award of subcontracts and contracts for materials, equipment and supplies for the purpose of determining DVBE participation in the Work of the Contract.

   a) Contractor shall report on a monthly basis all DVBEs utilized in the performance of the Work, the type or classification of the Work performed by each DVBE, and the dollar value of the Work performed by each DVBE.

   b) Upon completion of the Work of the Contract, Contractor shall submit a report to the District in the form attached hereto identifying all DVBEs utilized in the performance of the Work, the type or classification of the Work performed by each DVBE, and the dollar value of the Work performed by each DVBE.

      i) The submission to the District of this report is a condition precedent to the District's obligation to make payment of the Final Payment under the Contract Documents. The submission of this report shall be in addition to, and not in lieu of, any other conditions precedent set forth in the Contract Documents for the District's obligation to make payment of the Final Payment.

      ii) The District reserves the right to request additional information or documentation from the Contractor evidencing efforts to comply with the three percent (3%) DVBE participation goal.

Form Agreement

DVBE PARTICIPATION REPORT

Contractor Name: _____ **Date:** _____

Project Name: _____ **Project Number:** _____

DVBE Firm Name	**Trade / Portion of Work**	**Subcontract/ Contract Value**
Add more sheets as needed to include all information for each DVBE		

Does the cumulative dollar value of these DVBE contracts meet or exceed the participation goal of three percent (3%) of the final Contract Price, as adjusted by all change orders?

YES _____ **NO** _____

If your response is "NO", please attach to this report a detailed description of the reasons for your firm did not achieve the participation goal of three percent (3%) of the final Contract Price.

I certify and declare under penalty of perjury under the laws of the State of California that all the foregoing information is complete, true, and correct.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

Form Agreement

CRIMINAL BACKGROUND INVESTIGATION / FINGERPRINTING CERTIFICATION

The undersigned does hereby certify to the governing board of the District that undersigned is a representative of the Contractor, is familiar with the facts herein certified, is authorized and qualified to execute this certificate on behalf of Contractor; and that the information in this Criminal Background Investigation / Fingerprinting Certification is true and correct.

☐ **All Workers Fingerprinted.** The Contractor has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Contractor's employees and all of its Subcontractors' employees who interact with pupils, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee, has a valid criminal records summary as described in Education Code Section 44237 (Contractor shall "require each applicant for employment in a position requiring contact with minor pupils to submit two sets of fingerprints prepared for submittal by the employer to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and the Federal Bureau of Investigation."). A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may interact with District pupils during the course and scope of the Contract is attached hereto; and/or

☐ **Physical Barrier.** Pursuant to Education Code section 45125.2, Contractor has installed or will install, prior to commencement of work, a physical barrier at the Project Site, that will limit contact between Contractor's employees and District pupils at all times; and/or

☐ **Continual Supervision by Fingerprinted Employee.** Pursuant to Education Code section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's employees and its Subcontractors' employees is:

Name: _____ **Title:** _____

☐ **Unoccupied Site.** The Work on the Contract is at an unoccupied school site and no employee and/or subcontractor or supplier of any tier of Contract shall come in contact with the District pupils.

2. **Megan's Law (Sex Offenders).** I have verified and will continue to verify that the employees of Contractor that will be on the Project site and the employees of the Subcontractor(s) that will be on the Project site are **not** listed on California's "Megan's Law" Website (http://www.meganslaw.ca.gov/).

Contractor's responsibility for background clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

Form Agreement

PERFORMANCE BOND (100% of Contract Price)
(Note: Contractor must use this form, NOT a surety company form.)

KNOW ALL PERSONS BY THESE PRESENTS:

WHEREAS, the governing board ("Board") of the **Alameda Unified School District**, ("District") and

_____, ("Principal)"

have entered into a contract for the furnishing of all materials and labor, services and transportation, necessary, convenient, and proper to perform the following project:

@ProjectName ("Project" or "Contract")

which Contract dated _____, 20__, and all of the Contract Documents attached to or forming a part of the Contract, are hereby referred to and made a part hereof, and

WHEREAS, the Principal is required under the terms of the Contract to furnish a bond for the faithful performance of the Contract;

NOW, THEREFORE, the Principal and _____ ("Surety") are held and firmly bound unto the District in the penal sum of:

$ _____ DOLLARS,

lawful money of the United States, for payment to the District and will and truly be made pursuant to the provisions herein. Principal and Surety, each of us, bind ourselves, our heirs, executors, administrators, successors, and assigns jointly and severally to:

- Perform all the work required to complete the Project; and
- Pay to the District all damages the District incurs as a result of the Principal's failure to perform all the Work required to complete the Project.

In the event the Principal is declared by the District to be in breach or default in the performance of the Contract, then, after written notice from the District to the Surety, as provided for herein, the Surety shall either remedy the default or breach of the Principal or shall take charge of the Work of the Contract and complete the Contract with a Contractor other than the Principal at its own expense; provided, however, that the procedure by which the Surety undertakes to discharge its obligations under this Bond shall be subject to the advance written approval of the District.

The condition of the obligation is such that, if the above bounden Principal, his or its heirs, executors, administrators, successors, or assigns, shall in all things stand to and abide by, and well and truly keep and perform the covenants, conditions, and agreements in the Contract and any alteration thereof made as therein provided, on his or its part to be kept and performed at the time and in the intent and meaning, including all contractual guarantees and warrantees of materials and workmanship, and shall indemnify and save harmless the District, its trustees, officers and agents, as therein stipulated, then this obligation shall become null and void, otherwise it shall be and remain in full force and effect.

As a condition precedent to the satisfactory completion of the Contract, the above obligation shall hold good for a period equal to the warranty and/or guarantee period of the Contract, during which time Surety's obligation shall continue if Contractor shall fail to make full, complete, and satisfactory repair, replace, and totally protect the District from loss or damage resulting from or caused by defective materials or faulty workmanship. The

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obligations of Surety hereunder shall continue so long as any obligation of Contractor remains. Nothing herein shall limit the District's rights or the Contractor's or Surety's obligations under the Contract, law or equity, including, but not limited to, California Code of Civil Procedure section 337.15.

The Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration, or addition to the terms of the Contract or to the Work to be performed thereunder shall in any way affect its obligation on this bond, and it does hereby waive notice of any such change, extension of time, alteration, or addition to the Contract Documents or to the Work.

Any claims under this bond may be addressed to the Surety at the following address. This cannot be the Contractor's broker for this bond, but must be an employee of the Surety or the Surety's legal counsel:

_____

_____

Attention: _____

Telephone No.: **(___) ___-_____**

E-mail Address: _____

IN WITNESS WHEREOF, two (2) identical counterparts of this instrument, each of which shall for all purposes be deemed an original thereof, have been duly executed by the Principal and Surety above named, on the _____ day of _____, 20___.

Principal	**Surety**
_____	_____
(Name of Principal)	(Name of Surety)
_____	_____
(Signature of Person with Authority)	(Signature of Person with Authority)
_____	_____
(Print Name)	(Print Name)
	_____
	(Name of California Agent of Surety)
	_____
	(Address of California Agent of Surety)
	_____
	(Telephone Number of California Agent of Surety)

Contractor must attach a Notarial Acknowledgment for all Surety's signatures and a Power of Attorney and Certificate of Authority for Surety. The California Department of Insurance must authorize the Surety to be an admitted surety insurer.

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PAYMENT BOND -- Contractor's Labor & Material Bond (100% of Contract Price)
(Note: Contractor must use this form, NOT a surety company form.)

KNOW ALL PERSONS BY THESE PRESENTS:

WHEREAS, the governing board ("Board") of the **Alameda Unified School District**, ("District") and

_____, ("Principal)"

have entered into a contract for the furnishing of all materials and labor, services and transportation, necessary, convenient, and proper to perform the following project:

@ProjectName ("Project" or "Contract")

which Contract dated _____, 20__, and all of the Contract Documents attached to or forming a part of the Contract, are hereby referred to and made a part hereof, and

WHEREAS, pursuant to law and the Contract, the Principal is required, before entering upon the performance of the work, to file a good and sufficient bond with the body by which the Contract is awarded in an amount equal to 100 percent (100%) of the Contract price, to secure the claims to which reference is made in the Civil Code of California, including section 9100, and the Labor Code of California, including section 1741.

NOW, THEREFORE, the Principal and _____ ("Surety") are held and firmly bound unto all laborers, material men, and other persons referred to in said statutes in the penal sum of:

$ _____ DOLLARS,

lawful money of the United States, being a sum not less than the total amount payable by the terms of Contract, for the payment of which sum well and truly to be made pursuant to all applicable statutes and laws applicable to the provisions herein. Principal and Surety, each of us, bind ourselves, our heirs, executors, administrators, successors, or assigns, jointly and severally, to those applicable statutes and laws, and to the provisions herein.

The condition of this obligation is that if the Principal or any of his or its subcontractors, of the heirs, executors, administrators, successors, or assigns of any, all, or either of them shall fail to pay for any labor, materials, provisions, equipment, or other supplies, used in, upon, for or about the performance of the work contracted to be done, or for any work or labor thereon of any kind, or for amounts due under the Unemployment Insurance Act with respect to that work or labor, that the Surety will pay the same in an amount not exceeding the amount herein above set forth, and also in case suit is brought upon this bond, will pay a reasonable attorney's fee to be awarded and fixed by the Court, and to be taxed as costs and to be included in the judgment therein rendered.

It is hereby expressly stipulated and agreed that this bond shall inure to the benefit of any and all persons, companies, and corporations entitled to file claims under sections 9000 through 9566 of the Civil Code, so as to give a right of action to them or their assigns in any suit brought upon this bond.

Should the condition of this bond be fully performed, then this obligation shall become null and void; otherwise it shall be and remain in full force and affect.

The Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration, or addition to the terms of the Contract or to the Work to be performed thereunder shall in any way affect its obligation on this bond, and it does hereby waive notice of any such change, extension of time, alteration, or addition to the Contract Documents or to the Work.

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IN WITNESS WHEREOF, two (2) identical counterparts of this instrument, each of which shall for all purposes be deemed an original thereof, have been duly executed by the Principal and Surety above named, on the _____ day of _____, 20___.

Principal	**Surety**
_____	_____
(Name of Principal)	**(Name of Surety)**
_____	_____
(Signature of Person with Authority)	**(Signature of Person with Authority)**
_____	_____
(Print Name)	**(Print Name)**
	_____
	(Name of California Agent of Surety)
	_____
	(Address of California Agent of Surety)
	_____
	(Telephone Number of California Agent of Surety)

Contractor must attach a Notarial Acknowledgment for all Surety's signatures and a Power of Attorney and Certificate of Authority for Surety. The California Department of Insurance must authorize the Surety to be an admitted surety insurer.

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Division 1 Documents
to
Lease-Leaseback Documents

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COORDINATION AND PROJECT MEETINGS

1. GENERAL

1.1. SECTION INCLUDES

1.1.1. Coordination Responsibilities of the Contractor
1.1.2. Field Engineering Responsibilities of the Contractor
1.1.3. Preconstruction Conference.
1.1.4. Progress Meetings.
1.1.5. Pre-Installation Conferences.
1.1.6. Post Construction Dedication.

1.2. COORDINATION RESPONSIBILITIES OF THE CONTRACTOR

1.2.1. Coordinate scheduling, submittals, and Work of the Specifications to assure efficient and orderly sequence of installation of interdependent construction elements, with provisions for accommodating items installed later.
1.2.2. Prior to commencement of a particular type or kind of work examine relevant information, contract documents, and subsequent data issued to the Project.
1.2.3. Verify that utility requirement characteristics of operating equipment are compatible with building utilities. Coordinate work of various sections having interdependent responsibilities for installing, connecting to, and placing in service, such equipment.
1.2.4. Closing up of holes, backfilling, and other covering up operations shall not proceed until all enclosed or covered work and inspections have been completed. Verify before proceeding.
1.2.5. Coordinate space requirements and installation of mechanical and electrical work which are indicated diagrammatically on Drawings. Follow routing shown for pipes, ducts, and conduit as closely as practicable; place runs parallel with line of building. Utilize spaces efficiently to maximize accessibility for other installations, for maintenance, and for repairs.
1.2.6. In finished areas except as otherwise indicated, conceal pipes, ducts, and wiring within the construction. Coordinate locations of fixtures and outlets with finish elements.
1.2.7. In locations where several elements of mechanical and electrical work must be sequenced and positioned with precision in order to fit into available space, prepare coordination drawings showing the actual conditions required for the installation. Prepare coordination drawings prior to purchasing, fabricating, or installing any of the elements required to be coordinated.
1.2.8. Closing up of walls, partitions or furred spaces, backfilling, and other covering up operations shall not proceed until all enclosed or covered work and inspections have been completed. Verify before proceeding.
1.2.9. Coordinate completion and clean up of Work of separate sections in preparation for completion and for portions of work designated for District's occupancy.
1.2.10. After District occupancy of Project, coordinate access to Site for correction of defective Work and Work not in accordance with Contract Documents, to minimize disruption of District's activities.
1.2.11. Coordinate all utility company work in accordance with the Contract Documents.

1.3. FIELD ENGINEERING RESPONSIBILITIES OF THE CONTRACTOR

1.3.1. Contractor shall employ a Land Surveyor registered in the State of California and acceptable to the Construction Manager.
1.3.2. Control datum for survey is that established by District provided survey. Contractor to locate and protect survey control and reference points.
1.3.3. Replace dislocated survey control points based on original survey control.
1.3.4. Provide field engineering services. Establish elevations, lines, and levels utilizing recognized engineering survey practices.
1.3.5. Upon completion of Work, submit certificate signed by the Land Surveyor, that elevations and locations of Work are in conformance with Contract Documents. Record

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deviations on Record Drawings.

1.4. PRECONSTRUCTION CONFERENCE

1.4.1. Construction Manager or Project Engineer will schedule a conference immediately after receipt of fully executed Contract Documents prior to Project mobilization.

1.4.2. Mandatory Attendance: Construction Manager, Project Engineer, Inspector of Record, Architect of Record, Contractor, Contractor's Project Manager, and Contractor's Job/Project Superintendent.

1.4.3. Optional Attendance: Architect's consultants, subcontractors, and utility company representatives.

1.4.4. Construction Manager shall preside at conference and shall prepare and record minutes and distribute copies.

1.4.5. Agenda:

1.4.5.1. Execution of the Contract Documents.
1.4.5.2. Issue Notice to Proceed.
1.4.5.3. Submission of executed bonds and insurance certificates.
1.4.5.4. Distribution of Contract Documents.
1.4.5.5. Submission of list of Subcontractors, list of Products, Schedule of Values, and Progress Schedule.
1.4.5.6. Designation of responsible personnel representing the parties.
1.4.5.7. Procedures for processing Force Account Directives and Change Orders.
1.4.5.8. Procedures for Request for Information.
1.4.5.9. Procedures for testing and inspecting.
1.4.5.10. Procedures for processing applications for payment.
1.4.5.11. Procedures for Project closeout.
1.4.5.12. Use of School Site.
1.4.5.13. Work restrictions.
1.4.5.14. District's occupancy requirements or options.
1.4.5.15. Responsibility for temporary facilities and controls.
1.4.5.16. Construction waste management and recycling.
1.4.5.17. Parking availability.
1.4.5.18. Office, work and storage areas.
1.4.5.19. Equipment deliveries and priority.
1.4.5.20. Security.
1.4.5.21. Progress cleaning.

1.5. PROGRESS MEETINGS

1.5.1. Construction Manager shall schedule and administer meetings throughout progress of the Work at a minimum of every week.

1.5.2. Construction Manager or Project Engineer will make arrangements for meetings, prepare agenda, and preside at meetings. Construction Manager shall record minutes (Field Reports), and distribute copies.

1.5.3. Attendance Required: Project Manager, Job Superintendent, Construction Manager, Project Engineer, Project Inspector (Inspector of Record), Architect of Record, Subcontractors, and suppliers as appropriate to agenda topics for each meeting.

1.5.4. Agenda:

1.5.4.1. Review minutes of previous meetings. (Field Reports)
1.5.4.2. Safety, and jobsite visits
1.5.4.3. Review of Work progress.
1.5.4.4. Field observations, problems, and decisions.
1.5.4.5. Identification of problems which impede planned progress.
1.5.4.6. Review of submittals schedule and status of submittals.
1.5.4.7. Review of off-site fabrication and delivery schedules.
1.5.4.8. Maintenance of construction schedule.
1.5.4.9. Corrective measures to regain projected schedules.

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1.5.4.10. Planned progress during succeeding work period.
1.5.4.11. Coordination of projected progress.
1.5.4.12. Maintenance of quality and work standards.
1.5.4.13. Effect of proposed changes on progress schedule and coordination.
1.5.4.14. Other business relating to Work.

1.5.5. District has authority to schedule meetings other than those listed, as necessary.

1.6. PRE-INSTALLATION CONFERENCES

When required in individual specification section, or requested by the District Contractor shall convene a pre-installation conference prior to commencing work of the section. Refer to individual specification section for timing requirements of conference.

1.6.1. Contractor shall require his/her subcontractors and suppliers directly affecting, or affected by, work of the specific section to attend.

1.6.2. Notify the Construction Manager, Project Engineer, Inspector of Record, and Architect of Record four (4) Days in advance of meeting date.

1.6.3. The pre-installation conference may coincide with a regularly scheduled progress meeting.

1.6.4. Contractor shall prepare agenda, preside at conference, record minutes, and distribute copies within two (2) Days after conference to participants.

1.6.5. The purpose of the meeting will be to review Contract Documents, conditions of installation, preparation and installation procedures, and coordination with related work and manufacturer's recommendations.

1.6.6. Pre-installation Schedule: As a minimum, Work being installed under the Contract Documents technical sections will require pre-installation conferences. Contractor shall review the technical specifications and add all additional requirements for pre-installation meetings contained in those sections.

1.7. POST CONSTRUCTION DEDICATION

1.7.1. Attendance Required: Project Superintendent, Contractor, Project Manager, major subcontractors, Construction Manager, Project Engineer, Inspector of Record, and Architect of Record.

1.7.2. Preparation prior to Dedication: Contractor and appropriate subcontractors and suppliers shall:

1.7.3. Assist District in operation of mechanical devices and systems.
1.7.3.1. Verify operation and adjust controls for communication systems.
1.7.3.2. Assist District in operation of lighting systems.

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PRODUCT OPTIONS AND SUBSTITUTIONS

1. Substitution for Specified Items.

The Project shall be based on products and systems specified in Contract Documents or listed by name in Addenda. Contractor shall only request substitutions as indicated herein.

1.1. **Request for Substitution Prior to Proposal.**

1.1.1. District must receive any request for substitution a minimum of FOURTEEN (14) Days prior to the date proposals are due.

1.1.2. The District's denial of a substitution request prior to the date proposals are due shall be conclusive, requiring Contractors to base proposals only on approved items. The District is not responsible and/or liable in any way for a Contractor's damages and/or claims related, in any way, to that Contractor's basing its proposal on any requested substitution that the District has not approved. Contractor's proposal may be deemed non-responsive if it identifies a product or manufacturer of a non-approved substitution.

1.1.3. Approved substitutions shall be listed in Addenda.

1.1.4. District reserves the right not to act upon submittals of substitutions until after the date proposals are due. If the District does not act on a substitution request prior to the date proposals are due, Contractors must propose only on products and systems specified in Contract Documents or listed by name in Addenda.

1.2. **Request for Substitution After Contract Awarded**. Requests for substitutions after award of the Contract shall be within **THIRTY-FIVE (35) Days of the date of the Notice of Award or similar notice to Contractor**. This time period can be extended by the District only, in its sole discretion.

1.2.1. Whenever in the Specifications any materials, process, or article is indicated or specified by grade, patent, or proprietary name, or by name of manufacturer, that Specification shall be deemed to be followed by the words "or equal." Contractor may, unless otherwise stated, offer any material, process, or article that shall be substantially equal or better in every respect to that so indicated or specified.

1.2.2. If the material, process, or article offered by Contractor is not, in the opinion of the District, substantially equal or better in every respect to that specified, then Contractor shall furnish the material, process, or article specified in the Specifications without any additional compensation or change.

1.2.3. This provision shall not be applicable with respect to any material, product, thing or service for which District made findings and gave notice in accordance with Public Contract Code section 3400(b); therefore, Contractor shall not be entitled to request a substitution with respect to those materials, products or services.

1.2.4. The burden of proof as to equality of any material, process, or article shall rest with Contractor.

1.3. **A request for a substitution shall be in writing and shall include the following information and /or assurances.**

1.3.1. All variations of the proposed substitute from the material specified including, but not limited to, principles of operation, materials, or construction finish, thickness or gauge of materials, dimensions, weight, and tolerances;

1.3.2. Available maintenance, repair or replacement services;

1.3.3. Increases or decreases in operating, maintenance, repair, replacement, and spare parts costs;

1.3.4. Whether or not acceptance of the substitute will require other changes in the Work (or in work performed by the District or others under contract with the District); and

1.3.5. The time impact on any part of the Work resulting directly or indirectly from acceptance of the proposed substitute.

1.3.6. The proposed substitute is equal or superior in all respects to that specified, and that such proposed substitute is suitable and fit for the intended purpose and will perform adequately the function and achieve the results called for by the general design and the Contract Documents;

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1.3.7. The Contractor provides the same warranties and guarantees for the substitute that would be provided for that specified;

1.3.8. The Contractor shall be fully responsible for the installation of the substitute and any changes in the Work required, either directly or indirectly, because of the acceptance of such substitute, with no increase in Contract Price or Contract Time. Incidental changes or extra component parts required to accommodate the substitute will be made by the Contractor without a change in the Contract Price or Contract Time;

1.3.9. The Contractor shall be responsible for any re-design costs occasioned by District's acceptance and/or approval of any substitute; and

1.3.10. The Contractor shall, in the event that a substitute is less costly than that specified, credit the District with one hundred percent (100%) of the net difference between the substitute and the originally specified material. In this event, the Contractor agrees to execute a deductive Change Order to reflect that credit.

1.4. In the event Contractor furnishes a material, process, or article more expensive than that specified, the difference in the cost of that material, process, or article so furnished shall be borne by Contractor.

1.5. In no event shall the District be liable for any increase in Contract Price or Contract Time due to any claimed delay in the evaluation of any proposed substitute or in the acceptance or rejection of any proposed substitute.

1.6. If the District approves a substitution after the award of the Contract, the District shall memorialize that approval in a Change Order or other applicable Contract modification process.

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CONSTRUCTION SCHEDULE - NETWORK ANALYSIS

1. GENERAL

1.1. REFERENCES

1.1.1. Construction Planning and Scheduling Manual - A Manual for General Contractors and the Construction Industry, The Associated General Contractors of America (AGC).

1.1.2. CSI - Construction Specifications Institute MP-2-1 Master Format.

1.1.3. U.S. National Weather Service - Local Climatological Data.

1.2. PERFORMANCE REQUIREMENTS

1.2.1. All Contractor's schedules shall comply with the baseline and milestones as indicated in the draft "Program Schedule" the District provided as a draft **Exhibit F** to the Facilities Lease.

1.2.2. Ensure adequate scheduling during construction activities so Work may be prosecuted in an orderly and expeditious manner within stipulated Contract Time.

1.2.3. Ensure coordination of Contractor and subcontractors at all levels.

1.2.4. Ensure coordination of submittals, fabrication, delivery, erection, installation, and testing of Products, materials and equipment.

1.2.5. Ensure on-time delivery of District furnished Products, materials and equipment.

1.2.6. Ensure coordination of jurisdictional reviews.

1.2.7. Prepare applications for payment.

1.2.8. Monitor progress of Work.

1.2.9. Prepare proper requests for changes to Contract Time.

1.2.10. Prepare proper requests for changes to Construction Schedule.

1.2.11. Assist in detection of schedule delays and identification of corrective actions.

1.3. QUALITY ASSURANCE

1.3.1. Perform scheduling work in accordance with Construction Planning and Scheduling Manual published by the AGC.

1.3.2. Maintain one copy of Construction Planning and Scheduling Manual on Site.

1.3.3. In the event of discrepancy between the AGC publication and the Contract Documents, provisions of the Contract Documents shall govern.

1.4. QUALIFICATIONS

1.4.1. **Scheduler**:

1.4.1.1. Contractor shall retain a construction scheduler to work in enough capacity to perform all of the Contractor's requirements to prepare the Construction Schedule. The Scheduler shall plan, coordinate, execute, and monitor a cost/resource loaded critical path method (CPM) schedule as required for Project and have a minimum of five (5) years direct experience using CPM.

1.4.1.2. Scheduler will cooperate with District and shall be available on site for monitoring, maintaining and updating schedules in a timely manner.

1.4.1.3. District has the right to reject the Scheduler based upon a lack of experience as required by this Document or based on lack of performance and timeliness of schedule submittals/fragnets on past projects. Contractor shall within seven (7) Days of District's rejection, propose another scheduler who meets the experience requirements stated above.

1.4.2. **Administrative Personnel**: Five (5) years minimum experience in using and monitoring schedules on comparable projects.

1.5. SUBMITTALS

1.5.1. Submission of submittals pursuant to "Contractor's Submittals And Schedules" in Exhibit D. Adobe "PDF" files are not acceptable.

1.5.2. Submit Short Interval Schedule at each Construction Progress Meeting.

1.5.3. Submit Time Adjustment Schedule within five (5) Days of commencement of a claimed delay.

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1.5.4. Submit Recovery Schedules as required for timely completion of Work or when demanded by the District.
1.5.5. Submit job cost reports when demanded by the District.
1.5.6. Submit one (1) reproducible and two (2) copies of each schedule and cost report.
1.5.7. Submit large format plotted schedules monthly or at the request of the District or Construction Manager.

1.6. REVIEW AND EVALUATION

1.6.1. Contractor shall participate in joint review of Construction Schedule and Reports with District and Construction Manager.
1.6.2. Within seven (7) Days of receipt of District and Construction Manager's comments provide satisfactory revision to Construction Schedule or adequate justification for activities in question.
1.6.3. In the event that an activity or element of Work is not detected by District or Construction Manager review, such omission or error shall be corrected by next scheduled update and shall not affect Contract Time.
1.6.4. Acceptance by District of corrected Construction Schedule shall be a condition precedent to making any Tenant Improvement Payment.
1.6.5. Cost-loaded values of Construction Schedule shall be basis for determining Tenant Improvement Payment unless waived by the District in writing.
1.6.6. Review and acceptance by District and Construction Manager of Preliminary Work Schedule or Construction Schedule does not constitute responsibility whatsoever for accuracy or feasibility of schedules nor does such acceptance expressly or impliedly warrant, acknowledge or admit reasonableness of activities, logic, duration, manpower, cost or equipment loading stated or implied on schedules.

1.7. FORMAT

1.7.1. Prepare diagrams and supporting mathematical analyses using Precedence Diagramming Method, under concepts and methods outlined in AGC Construction Planning and Scheduling Manual.
1.7.2. **Listings**: Reading from left to right, in ascending order for each activity.
1.7.3. **Diagram Size**: 42 inches maximum height x width required.
1.7.4. **Scale and Spacing**: To allow for legible notations and revisions.
1.7.5. Illustrate order and interdependence of activities and sequence of Work.
1.7.6. Illustrate complete sequence of construction by activity.
1.7.7. Provide legend of symbols and abbreviations used.

1.8. COST AND SCHEDULE REPORTS

1.8.1. **Activity Analysis**: Tabulate each activity of network diagram and identify for each activity:
1.8.1.1. Description.
1.8.1.2. Interface with outside contractors or agencies.
1.8.1.3. Number.
1.8.1.4. Preceding and following number.
1.8.1.5. Duration.
1.8.1.6. Earliest start date, earliest finish date.
1.8.1.7. Actual start date, actual finish date.
1.8.1.8. Latest start date, latest finish date.
1.8.1.9. Total and free float.
1.8.1.10. Identification of critical path activity.
1.8.1.11. Monetary value keyed to Schedule of Values.
1.8.1.12. Manpower requirements.
1.8.1.13. Responsibility.
1.8.1.14. Percentage complete.
1.8.1.15. Variance positive or negative.
1.8.2. **Cost Report**: Tabulate each activity of network diagram and identify for each activity,

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unless waived by the District in writing:

1.8.2.1. Description.
1.8.2.2. Number.
1.8.2.3. Total cost.
1.8.2.4. Percentage complete.
1.8.2.5. Value prior to current period.
1.8.2.6. Value this period.
1.8.2.7. Value to date.

1.8.3. **Required Sorts**: List activities in sorts or groups:

1.8.3.1. By activity number.
1.8.3.2. By amount of float time in order of early start.
1.8.3.3. By responsibility in order of earliest start date.
1.8.3.4. In order of latest start dates.
1.8.3.5. In order of latest finish dates.
1.8.3.6. Application for payment sorted by Schedule of Values.
1.8.3.7. Listing of activities on critical path.

1.8.4. Listing of basic input data which generates schedule.

1.9. CONSTRUCTION SCHEDULE

1.9.1. Contractor shall develop and submit a preliminary schedule of construction (or Preliminary Construction Schedule) during the procurement process or, if not then, and only with the District's written approval, within thirty (30) Days after award of the Contract. That document shall comply with this Document and the Contract Documents. It shall be submitted in computer generated network format and shall be organized by Activity Codes representing the Contractor's intended sequencing of the Work, and with time scaled network diagrams of activities. The Preliminary Construction Schedule shall include activities such as mobilization, preparation of submittals, specified review periods, procurement items, fabrication items, milestones, and all detailed construction activities.

1.9.2. Upon District's acceptance of the Preliminary Construction Schedule, Contractor shall update the accepted Preliminary Construction Schedule until Contractor's Construction Schedule is fully developed and accepted within the first thirty (30) Days. Once approved by District, this shall become the Construction Schedule (or "Baseline Schedule"). This schedule shall include and identify all tasks that are on the Project's critical path with a specific determination of the start and completion of each critical path task, all contract milestones and each milestone's completion date(s) as may be required by the District, and the date of Project Completion. Since updates to the Construction Schedule are the basis for payment to Contractor, submittal and acceptance of the Construction Schedule and updates shall be a condition precedent to making of monthly payments, as indicated in the General Construction Provisions (Exhibit D to the Facilities Lease).

1.9.3. Failure to submit an adequate or accurate Preliminary Construction Schedule, Construction Schedule, updates thereto or failure to submit on established dates, will be considered a breach of Contract.

1.9.4. Failure to include any activity shall not be an excuse for completing all Work by required Completion Date.

1.9.5. Activities of long intervals shall be broken into increments no longer than fourteen (14) Days or a value over $20,000.00 unless approved by the District or it is non-construction activity for procurement and delivery.

1.9.6. The Construction Schedule shall comply with the following and include the following:

1.9.6.1. Provide a written narrative describing Contractor's approach to mobilization, procurement, and construction during the first thirty (30) Days including crew sizes, equipment and material delivery, Site access, submittals, and permits.

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1.9.6.2. Shall designate critical path or paths.
1.9.6.3. Procurement activities to include mobilization, shop drawings and sample submittals.
1.9.6.4. Identification of key and long-lead elements and realistic delivery dates.
1.9.6.5. Construction activities in units of whole days limited to fourteen (14) Days for each activity except non-construction, procurement and delivery.
1.9.6.6. Approximate cost and duration of each activity.
1.9.6.7. Shall contain seasonal weather considerations.
1.9.6.8. Indicate a date for Project Completion that is no later than Completion Date subject to any time extensions processed as part of a Change Order.
1.9.6.9. Conform to mandatory dates specified in the Contract Documents.
1.9.6.10. Contractor shall allow for inclement weather in the Proposed Baseline Schedule by incorporating an activity titled "Rain Day Impact Allowance" as the last activity prior to the Completion Milestone. No other activities may be concurrent with it. The duration of the Rain Day Impact Allowance activity will in accordance with the Contract Documents, including "Computation of Time / Adverse Weather" in Exhibit D , and will be calculated from the Notice to Proceed until the Completion.
1.9.6.11. Level of detail shall correspond to complexity of work involved.
1.9.6.12. Indicate procurement activities, delivery, and installation of District furnished material and equipment.
1.9.6.13. Designate critical path or paths.
1.9.6.14. Subcontractor work at all levels shall be included in schedule.
1.9.6.15. As developed shall show sequence and interdependence of activities required for complete performance of Work.
1.9.6.16. Shall be logical and show a coordinated plan of Work.
1.9.6.17. Show order of activities and major points of interface, including specific dates of completion.
1.9.6.18. Duration of activities shall be coordinated with subcontractors and suppliers and shall be best estimate of time required.
1.9.6.19. Shall show description, duration and float for each activity.

1.9.7. **Activity.** An activity shall meet the following criteria:
1.9.7.1. Any portion or element of Work or action that is precisely described, readily identifiable, and is a function of a logical sequential process.
1.9.7.2. Descriptions shall be clear and concise. Beginning and end shall be readily verifiable. Starts and finishes shall be scheduled by logical restraints.
1.9.7.3. Responsibility shall be identified with a single performing entity.
1.9.7.4. Additional codes shall identify building, floor, and CSI classification.
1.9.7.5. Assigned dollar value (cost-loading) of each activity shall cumulatively equal total contract amount. Mobilization, bond and insurance costs shall be separate. General requirement costs, overhead, profit, shall be prorated throughout all activities. Activity costs shall correlate with Schedule of Values.
1.9.7.6. Assigned manpower requirement (resource loading) of each activity.
1.9.7.7. Major construction equipment shall be assigned to each activity.
1.9.7.8. Activities labeled start, continue or completion are not allowed.

1.9.8. **Equipment and Materials.** For major equipment and materials show a sequence of activities including:
1.9.8.1. Preparation of shop drawings and sample submissions.
1.9.8.2. Review of shop drawings and samples.
1.9.8.3. Finish and color selection.
1.9.8.4. Fabrication and delivery.

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1.9.8.5. Erection or installation.
1.9.8.6. Testing.

1.9.9. Include a minimum of fifteen (15) Days prior to Completion Date for punch lists and clean up. No other activities shall be scheduled during this period.

1.10. SHORT INTERVAL SCHEDULE

1.10.1. The Four-Week Rolling Schedule shall be based on the most recent District Accepted Construction Schedule or Update. It shall include weekly updates to all construction, submittal, fabrication/procurement, and separate Work Contract activities. Contractor shall ensure that it accurately reflects the current progress of the Work.

1.10.2. Shall be fully developed horizontal bar-chart-type schedule directly derived from Construction Schedule.

1.10.3. Prepare schedule on sheet of sufficient width to clearly show data.

1.10.4. Provide continuous heavy vertical line identifying first day of week.

1.10.5. Provide continuous subordinate vertical line identifying each day of week.

1.10.6. Identify activities by same activity number and description as Construction Schedule.

1.10.7. Show each activity in proper sequence.

1.10.8. Indicate graphically sequences necessary for related activities.

1.10.9. Indicate activities completed or in progress for previous two (2) week period.

1.10.10. Indicate activities scheduled for succeeding two (2) week period.

1.10.11. Further detail may be added if necessary to monitor schedule.

1.11. REQUESTED TIME ADJUSTMENT SCHEDULE

1.11.1. Updated Construction Schedule shall not show a Completion Date later than the Contract Time, subject to any time extensions processed as part of a Change Order.

1.11.2. If an extension of time is requested, a separate schedule entitled "Requested Time Adjustment Schedule" shall be submitted to District and Architect.

1.11.3. Indicate requested adjustments in Contract Time which are due to changes or delays in completion of Work.

1.11.4. Extension request shall include forecast of Project Completion date and actual achievement of any dates listed in Contract Documents.

1.11.5. To the extent that any requests are pending at time of any Construction Schedule update, Time Adjustment Schedule shall also be updated.

1.11.6. Schedule shall be a time-scaled network analysis.

1.11.7. Accompany schedule with formal written time extension request and detailed impact analysis justifying extension.

1.11.8. Time impact analysis shall demonstrate time impact based upon date of delay, and status of construction at that time and event time computation of all affected activities. Event times shall be those as shown in latest Construction Schedule.

1.11.9. Activity delays shall not automatically constitute an extension of Contract Time.

1.11.10. Failure of subcontractors shall not be justification for an extension of time.

1.11.11. Float is not for the exclusive use or benefit of any single party. Float time shall be apportioned according to needs of project, as determined by the District.

1.11.12. Float suppression techniques such as preferential sequencing, special lead/lag logic restraints, extended activity durations, or imposed dates shall **not** be allowed without the prior written permission of the District.

1.11.13. Extensions will be granted only to extent that time adjustments to activities exceed total positive float of the critical path and extends Completion date.

1.11.14. District shall not have an obligation to consider any time extension request unless requirements of Contract Documents, and specifically, but not limited to these requirements are complied with.

1.11.15. District shall not be responsible or liable for any construction acceleration due to failure of District to grant time extensions under Contract Documents should requested adjustments in Contract Time not substantially comply with submission and justification requirements of Contract for time extension requests.

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1.11.16. In the event a Requested Time Adjustment Schedule and Time Impact Analysis are not submitted within ten (10) Days after commencement of a delay it is mutually agreed that delay does not require a Contract Time extension.

1.12. RECOVERY SCHEDULE

1.12.1. When activities are behind Construction Schedule a supplementary Recovery Schedule shall be submitted.

1.12.2. Contractor shall prepare and submit to the District a Recovery Schedule at any time requested by the District, at no cost to the District.

1.12.3. Form and detail shall be sufficient to explain and display how activities will be rescheduled to regain compliance with Construction Schedule and to complete the Work by the Completion Date.

1.12.4. Maximum duration shall be one (1) month and shall coincide with payment period.

1.12.5. Ten (10) Days prior to expiration of Recovery Schedule, Contractor shall have to show verification to determine if activities have regained compliance with Construction Schedule. Based upon this verification the following will occur:

1.12.5.1. Supplemental Recovery Schedule will be submitted to address subsequent payment period

1.12.5.2. Construction Schedule will be resumed.

1.13. UPDATING SCHEDULES

1.13.1. Review and update schedule at least ten (10) Days prior to submitting an Application for Payment.

1.13.2. Maintain schedule to record actual prosecution and progress.

1.13.3. Identify approved Change Orders which affect schedule as separate new activities.

1.13.4. No other revisions shall be made to schedule unless authorized by District.

1.13.5. **Written Narrative Report**: Contractor shall include a written report to explain the Monthly Schedule Update. The narrative shall, at a minimum include the following headings with appropriate discussions of each topic:

1.13.5.1. Activities or portions of activities completed during previous reporting period.

1.13.5.2. Actual start dates for activities currently in progress.

1.13.5.3. Deviations from critical path in days ahead or behind.

1.13.5.4. List of major construction equipment used and any equipment idle.

1.13.5.5. Number of personnel by craft engaged on Work during reporting period.

1.13.5.6. Progress analysis describing problem areas.

1.13.5.7. Current and anticipated delay factors and their impact.

1.13.5.8. Proposed corrective actions and logic revisions for Recovery Schedule.

1.13.5.9. Proposed modifications, additions, deletions and changes in logic of Construction Schedule.

1.13.5.10. In updating the Schedule, Contractor shall not modify Activity ID numbers, schedule calculation rules/criteria, or the Activity Coding Structure required.

1.13.6. Schedule update will form basis upon which Tenant Improvement Payments will be made.

1.13.7. District will not be obligated to review or process Application for Payment until schedule and Progress Report have been submitted.

1.14. DISTRIBUTION

1.14.1. Following joint review and acceptance of updated schedules distribute copies to District, Architect, and all other concerned parties.

1.14.2. Instruct recipients to promptly report in writing any problem anticipated by projections shown in schedule.

2. PRODUCTS

2.1. SCHEDULING SOFTWARE

Contractor shall utilize District approved software for scheduling software and shall employ the Critical

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Path Method (CPM) in the development and maintenance of the Construction Schedule. The scheduling software shall be capable of being resource loaded with manpower, costs and materials. It shall also be capable of generating time-scaled logic diagrams, resource histograms and profiles, bar charts, layouts and reports with any and/or all activity detail.

2.2. ELECTRONIC DATA

Provide compact disk(s) that contain a back-up of the Proposed Baseline Schedule data on it. The electronic P6 files shall be saved in ".XER" type format.

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SUBMITTALS

1. GENERAL

1.1. SUBMITTAL PROCEDURES – USE OF SOFTWARE

1.1.1. CONTRACTOR SHALL UTILIZE DISTRICT APPROVED SOFTWARE FOR THE SUBMITTAL PROCESS

1.1.2. Contractor shall transmit each submittal in conformance with requirements of this Document. For each submittal, Contractor shall:

1.1.2.1. Sequentially number the transmittal forms. Resubmitted submittals must have the original number with an alphabetic suffix;

1.1.2.2. Identify Project and Architect's project number, Contractor, Subcontractor or supplier; pertinent Drawing sheet and detail number(s), and specification Section number, as appropriate;

1.1.2.3. Apply Contractor's stamp, signed or initialed certifying that review, verification of Products required, field dimensions, adjacent construction work, and coordination of information is in accordance with the requirements of the Work and Contract Documents. Submittals without Contractor's stamp and signature will be returned without review.

1.1.3. Coordinate preparation and processing of submittals with performance of Work. Transmit each submittal sufficiently in advance of performance of Work to avoid delay.

1.1.3.1. Coordinate each submittal with fabrication, purchasing, testing, delivery, other submittals, and related activities that require sequential activity.

1.1.3.2. Coordinate transmittal of different types of submittals for related parts of Work so processing will not be delayed because of the need to review submittals concurrently for coordination.

1.1.3.3. Architect reserves the right to withhold action on a submittal requiring coordination with other submittals until related submittals are received.

1.1.4. Comply with Contract Documents for list of submittals and time requirements for scheduled performance of Work.

1.1.5. No extension of Contract Time will be authorized because of failure to transmit submittals to the Architect sufficiently in advance of the Work to permit processing.

1.1.6. Identify variations from Contract Documents and Product or system limitations which may be detrimental to successful performance of the completed Work.

1.1.7. Provide space for Contractor and Architect review stamps.

1.1.8. Revise and resubmit submittals as required, identify all changes made since previous submittal.

1.1.9. Distribute copies of reviewed submittals to concerned parties. Instruct parties to promptly report any inability to comply with provisions.

1.1.10. Submittals not requested will not be recognized or processed. Submittals not requested will be returned without review.

1.2. SHOP DRAWINGS

1.2.1. Do not reproduce Contract Documents or copy standard information as the basis of shop drawings. Standard information prepared without specific reference to the Project is not a shop drawing.

1.2.2. Do not use or allow others to use Shop Drawings which have been submitted and have been rejected.

1.3. ELECTRONIC SUBMITTAL PROCESS

1.3.1. Submittal Procedure for Large Format shop drawings.

1.3.1.1. Contractor shall provide six (6) paper copies and of the large format Shop Drawings directly to the District and the Construction Manager (CM) and Contractor will provide an electronic transmittal (with a detailed description of the submittal including the subject, specification number and number of drawings) using the District approved software/program.

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1.3.1.2. Contractor shall verify that the Submittal Schedule and all submittal log(s) are accurate and up to date.

1.3.1.3. The District and Architect will review and markup each Submittal and provide changes to Contractor for Contractor's incorporation into the Submittal.

1.3.1.4. This process will continue until the Contractor has provided a Submittal that is acceptable to the District and the Architect.

1.3.1.5. Once a Submittal is accepted, the District will provide a final accepted Submittal to the Contractor and the Contractor will closeout that one Submittal.

1.3.1.6. Contractor shall send one (1) copy of the completed record submittal of the large format documents to a vendor (Ford Graphics is suggested) and using the District approved software/program.

1.3.2. Product Data, Calculations and Small Format Drawings

1.3.2.1. Contractor shall upload/post one (1) electronic copy (from manufacturer's website or pre-scanned) of the product literature, data, calculations, and/or small format shop drawings using the District approved software/program with a Transmittal (with a detailed description of the submittal) directly to the CM.

1.3.2.2. The District and Architect will review and markup each Submittal and provide changes to Contractor for Contractor's incorporation into the Submittal.

1.3.2.3. This process will continue until the Contractor has provided a Submittal that is acceptable to the District and the Architect.

1.3.2.4. Once a Submittal is accepted, the District will provide a final accepted Submittal to the Contractor and the Contractor will closeout that one Submittal.

1.3.2.5. Contractor shall send one (1) copy of the completed record submittal of the large format documents to a vendor for scanning and posting using the District approved software/program.

1.3.3. Sample Submittal Procedure – (Product / Assembly Samples)

1.3.3.1. Contractor shall provide four (4) physical samples directly to the District and the CM and Contractor will provide an electronic transmittal (with a detailed description of the submittal including the subject, specification number and number of drawings) using the District approved software/program.

1.3.3.2. The District and Architect will review and markup each Submittal and provide changes to Contractor for Contractor's incorporation into the Submittal.

1.3.3.3. This process will continue until the Contractor has provided a Submittal that is acceptable to the District and the Architect.

1.3.3.4. Once a Submittal is accepted, the District will provide a final accepted Submittal to the Contractor and the Contractor will closeout that one Submittal.

1.3.3.5. Contractor shall send one (1) copy of the completed record submittal of the large format documents to a vendor (Ford Graphics is suggested) for using the District approved software/program.

1.4. PRODUCT DATA

In addition to the above requirements, mark each copy to identify applicable products, models, options, and other data. Supplement manufacturers' standard data to provide information unique to this Project.

1.5. SAMPLES

1.5.1. In addition to the above requirements, submit samples to illustrate functional and aesthetic characteristics of the Product in accordance with this Document, with integral parts and attachment devices. Coordinate sample submittals for interfacing work.

1.5.2. Where specific colors or patterns are not indicated, provide materials and products specified in the full range of color, texture and pattern for selection by District. Range shall include standard stocked color/texture/pattern, standard color/texture/pattern not stocked, but available from manufacturer, and special color/ texture/pattern

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available from manufacturer as advertised in product data and brochures. Unless otherwise indicated in individual specification sections, District may select from any range at no additional cost to District.

1.5.3. Include identification on each sample, with full Project information.

1.5.4. Submit the number of samples that Contractor requires, plus one that will be retained by Architect and one by District.

1.5.5. Reviewed samples which may be used in the Work are indicated in individual specification Sections.

1.6. MANUFACTURER'S INSTRUCTION

1.6.1. When specified in individual specification Sections, submit manufacturers' printed instructions for delivery, storage, assembly, installation, start-up, adjusting, and finishing, in quantities specified for Product Data.

1.6.2. Identify conflicts between manufacturers' instructions and Contract Documents.

1.7. MANUFACTURER'S CERTIFICATES

1.7.1. When specified in individual specification Sections, submit manufacturers' certificate to Architect for review, in quantities specified for Product Data.

1.7.2. Indicate material or Product conforms to or exceeds specified requirements. Submit supporting reference date, affidavits, and certifications as appropriate.

1.7.3. Certificates may be recent or previous test results on material or Product, but must be acceptable to District.

1.8. MOCK-UP

1.8.1. Where indicated, provide mock-ups as required. Mock-ups shall be prepared per the specifications and shall accurately and reasonably represent the quality of construction the Contractor will provide. If the mock-up or portions thereof do not adequately represent the quality of the work specified, the Contractor shall modify it as needed.

1.8.2. Once completed to the District's satisfaction, the mock-up shall serve as the standard of quality for the work.

1.8.3. All mock-ups, at District's option, shall remain the property of the District. If not required by the District, Contractor shall remove and dispose of the mock-up.

1.8.4. Where indicated, on-site mock-ups, if accepted, may be integrated into the Work.

1.9. DEFERRED APPROVAL REQUIREMENTS

1.9.1. Installation of deferred approval items shall not be started until detailed plans, specifications, and engineering calculations have been accepted and signed by the Architect or Engineer in general responsible charge of design and signed by a California registered Architect or professional engineer who has been delegated responsibility covering the work shown on a particular plan or specification and approved by the Division of the State Architect (DSA). Deferred approval items for this Project are as indicated in the Contract Documents.

1.9.2. Deferred approval drawings and specifications become part of the approved documents for the Project when they are submitted to and approved by DSA.

1.9.3. Submit material using electronic submittal process as defined above.

1.9.4. Identify and specify all supports, fasteners, spacing, penetrations, etc., for each of the deferred approval items, including calculations for each and all fasteners.

1.9.5. Submit documents to Architect for review prior to requesting that the Architect forward it to the DSA.

1.9.6. Documents shall bear the stamp and signature of the Structural, Mechanical, or Electrical Engineer licensed in California who is responsible for that work.

1.9.7. Architect and its subconsultants will review the documents only for conformance with design concept. The Architect will then forward the Submittal to DSA for approval.

1.9.8. Contractor shall respond to review comments made by DSA and revise and resubmit submittal to the Architect for re-submittal to DSA for final approval.

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REGULATORY REQUIREMENTS

1. GENERAL

1.1. DESCRIPTION

This section covers the general requirements for regulatory requirements pertaining to the Work and is supplementary to all other regulatory requirements mentioned or referenced elsewhere in the Contract Documents.

1.2. REQUIREMENTS OF REGULATORY AGENCIES

1.2.1. All statutes, ordinances, laws, rules, codes, regulations, standards, and the lawful orders of all public authorities having jurisdiction of the Work, are hereby incorporated into the Contract Documents as if repeated in full herein and are intended to be included in any reference to Code or Building Code, unless otherwise specified, including, without limitation, the references in the list below. Contractor shall make available at the Site copies of all the listed documents applicable to the Work as the District and/or Architect may request, including, without limitation, applicable portions of the California Code of Regulations (C.C.R.).

1.2.2. This Project shall be governed by applicable regulations, including, without limitation, the State of California's Administrative Regulations for the Division of the State Architect-Structural Safety (DSA/SS), Chapter 4, Part 1, Title 24, C.C.R., and the most current version on the date the Contract is executed and as it pertains to school construction including, without limitation:

1.2.2.1. Test and testing laboratory pursuant to Section 4-335 (District shall pay for the testing laboratory).

1.2.2.2. All special inspections pursuant to Section 4-333(d).

1.2.2.3. Contractor shall submit verified reports pursuant to Section 4-336 & 4-343(c).

1.2.2.4. Administration

1.2.2.4.1. Duties of the Architect and Engineers shall be pursuant to Section and 4-341.

1.2.2.4.2. Duties of Contractor shall be pursuant Section 4-343.

1.2.2.4.3. Verified Reports shall be pursuant to Section 4-336.

1.2.2.5. Contractor shall keep and make available a copy of Part 1 and 2 of the most current version of C.C.R., Title 24 at the Site during construction.

1.2.2.6. Contractor shall notify the Division of State Architect (DSA) upon the start of construction pursuant to Section 4-331.

1.2.2.7. Addenda and Change Orders shall be pursuant to Section 4-338.

1.2.3. Items of deferred approval shall be clearly marked on the first sheet of the Architect's and/or Engineer's approved Drawings. All items later submitted for approval shall be pursuant to Title 24 requirements to the DSA.

1.2.3.1. Building Standards Administrative Code, C.C.R., Title 24, Part 1..

1.2.3.2. California Building Code (CBC), C.C.R., Title 24, Part 2.; (Uniform Building code volumes 1-3 and California Amendments).

1.2.3.3. California Electrical Code (CEC), C.C.R., Title 24, Part 3 ; (National Electrical Code and California Amendments).

1.2.3.4. California Mechanical Code (CMC), C.C.R., Title 24, Part 4 ; (Uniform Mechanical Code and California Amendments).

1.2.3.5. California Plumbing Code (CPC), C.C.R., Title 24, Part 5; (Uniform Plumbing Code and California Amendments).

1.2.3.6. California Fire Code (CFC), C.C.R., Title 24, Part 9; (Fire Plumbing Code and California Amendments).

1.2.3.7. California Referenced Standards Code, C.C.R., Title 24, Part 12.

1.2.3.8. State Fire Marshal Regulations, C.C.R., Title 19, Public Safety.

1.2.3.9. Partial List of Applicable NFPA Standards:

1.2.3.9.1. NFPA 13 - Automatic Sprinkler System.

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1.2.3.9.2. NFPA 14 - Standpipes Systems.
1.2.3.9.3. NFPA 17A - Wet Chemical System
1.2.3.9.4. NFPA 24 - Private Fire Mains.
1.2.3.9.5. (California Amended) NFPA 72 - National Fire Alarm Codes.
1.2.3.9.6. NFPA 253 - Critical Radiant Flux of Floor Covering System.
1.2.3.9.7. FPA 2001 - Clean Agent Fire Extinguishing Systems.
1.2.3.10. California Division of the State Architect Interpretation of Regulations Manual.

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TESTING LABORATORY SERVICES

1. GENERAL

1.1. REFERENCES

1.1.1. ASTM D3740 - Practice for Evaluation of Agencies Engaged in Testing and/or Inspection of Soil and Rock as Used in Engineering Design and Construction.

1.1.2. ASTM E329 - Recommended Practice for Inspection and Testing Agencies for Concrete, Steel, and Bituminous Materials as Used in Construction.

1.1.3. CBC - California Building Code.

1.1.4. UBC - Uniform Building Code.

1.1.5. Title 24, Parts 1 and 2, of the California Code of Regulations. Contractor shall keep a copy of these available at the job Site for ready reference during construction.

1.1.6. DSA - Division of the State Architect, Office of Regulation Services, Structural Safety Section. DSA shall be notified at or before the start of construction.

1.2. OBSERVATION AND SUPERVISION

1.2.1. The District and Construction Manager or their appointed representatives will review the Work and the Contractor shall provide facilities and access to the Work at all times as required to facilitate this review. Administration by the Architect and any consulting Structural Engineer will be in accordance with applicable regulations, including, without limitation, 24 C.C.R. §4-341.

1.2.2. One or more Project Inspector(s) approved by DSA and employed by or in contract with the District("Project Inspector"), will observe the Work in accordance with 24 C.C.R. §§4-333(b) and 4-342:

1.2.3. Project Inspector shall have access to the Work wherever it is in preparation or progress for ascertaining that the Work is in accordance with the Contract Documents and all applicable code sections. Contractor shall provide facilities and access as required and shall provide assistance for sampling or measuring materials.

1.2.3.1. Project Inspector will notify District and Architect and inform Contractor of any observed failure of Work or material to conform to Contract Documents.

1.2.3.2. The Project Inspector shall observe and monitor all testing and inspection activities required.

1.2.4. Contractor shall conform with all applicable laws as indicated in the Contract Documents, including, without limitation, to 24 C.C.R. §4-343. Contractor shall supervise and direct the Work and maintain a competent superintendent on the Project who is authorized to act in all matters pertaining to the Work. The Contractor shall inspect all materials, as they arrive, for compliance with the Contract Documents. Contractor shall reject defective Work or materials immediately upon delivery or failure of the Work or material to comply with the Contract Documents. The Contractor shall submit verified reports as indicated in the Contract Documents, including, without limitation, the Specifications and as required by 24 C.C.R. §4-336.

1.3. TESTS AND INSPECTIONS

1.3.1. Contractor shall be responsible for notifying District and Project Inspector of all required tests and inspections. Contractor shall notify District and Project Inspector forty-eight (48) hours in advance of performing any Work requiring testing or inspection.

1.3.2. Contractor shall provide access to Work to be tested and furnish incidental labor, equipment, and facilities to facilitate all inspections and tests.

1.3.3. District will pay for first inspections and tests required by the Title 24 and other inspections or tests that District and/or Architect may direct to have made, including, but not limited to, the following principal items:

1.3.3.1. Tests and observations for earthwork and pavings.

1.3.3.2. Tests for concrete mix designs, including tests of trial batches.

1.3.3.3. Tests and inspections for structural steel work.

1.3.3.4. Field tests for framing lumber moisture content.

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1.3.3.5. Additional tests directed by District that establish that materials and installation comply with the Contract Documents.

1.3.3.6. Test and observation of welding and expansion anchors.

1.3.3.7. Factory observation of components and assembly of modular prefabrication structures and buildings.

1.3.4. District may at its discretion, pay and then back charge Contractor for:

1.3.4.1. Retests or reinspections, if required, and tests or inspection required due to Contractor error or lack of required identifications of material.

1.3.4.2. Uncovering of work in accordance with Contract Documents.

1.3.4.3. Testing done on weekends, holidays, and overtime will be chargeable to Contractor for the overtime portion.

1.3.4.4. Testing done off site.

1.3.5. Testing and inspection reports and certifications:

1.3.5.1. If initially received by Contractor, Contractor shall provide to each of the following a copy of the agency or laboratory report of each test or inspection or certification: District; Construction Manager, if any; Architect; consulting engineer, if any; other engineers on the Project, as appropriate; and the Project Inspector.

1.3.5.2. When the test or inspection is one required by the Title 24, a copy of the report shall also be provided to the DSA.

1.4. SELECTION AND PAYMENT

1.4.1. District's hiring of Testing Laboratory shall in no way relieve Contractor of its obligation to perform work in accordance with requirements of Contract Documents.

1.5. CONTRACTOR RESPONSIBILITIES

1.5.1. Submit proposed items for testing as required herein and/or as further required in the Contract Documents to Architect for review in accordance with applicable specifications.

1.5.2. Cooperate with Laboratory personnel, and provide access to the Work and to manufacturer's facilities.

1.5.3. Notify Architect, District, and Testing Laboratory 48 hours prior to expected time for operations requiring inspection and testing services.

1.5.4. When tests or inspections cannot be performed after such notice, reimburse District for Laboratory personnel and travel expenses incurred due to the Contractor's negligence.

1.5.5. Contractor shall notify District a sufficient time in advance of the manufacture of material to be supplied by Contractor pursuant to the Contract Documents, which must by terms of the Contract be tested, in order that the District may arrange for the testing of same at the source of supply.

1.5.5.1. Any material shipped by the Contractor from the source of supply prior to having satisfactorily passed such testing and inspection or prior to the receipt of notice that such testing and inspection will not be required shall not be incorporated in the Work.

1.5.6. Contract and pay for services of District's Testing Laboratory to perform additional inspections, sampling and testing required when initial tests indicate Contractor's work and/or materials does not comply with Contract Documents.

1.6. **PROJECT INSPECTOR'S ACCESS TO SITE**

1.6.1. A Project Inspector employed by the District in accordance with the requirement of State of California Code of Regulations, Title 24, Part 1 will be assigned to the Work. Project Inspector's duties are specifically defined in 24. C.C.R. §4-342, and as indicated in the General Construction Provisions (Exhibit D to the Facilities Lease).

1.6.2. District and Construction Manager shall at all times have access for the purpose of inspection to all parts of the Work and to the shops wherein the Work is in preparation, and Contractor shall at all times maintain proper facilities and provide safe access for such inspection.

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1.6.3. The Work in all stages of progress shall be subject to the personal continuous observation of the Inspector. Inspector shall have free access to any or all parts of the Work at any time. Contractor shall furnish the Inspector reasonable facilities for obtaining such information as may be necessary to keep Inspector fully informed respecting the progress and manner of the Work and the character of the materials. Inspection of the Work shall not relieve the Contractor from any obligation set forth in the Contract Documents.

1.6.4. The Inspector is not authorized to change, revoke, alter, enlarge or decrease in any way any requirement of the Contract Documents, drawings, specifications or subsequent change orders.

1.6.5. Whenever there is insufficient evidence of compliance with any of the provisions of Title 24 or evidence that any material or construction does not conform to the requirements of Title 24, the Division of the State Architect may require tests as proof of compliance. Test methods shall be as specified herein or by other recognized and accepted test methods determined by the Division of the State Architect. All tests shall be performed by a testing laboratory accepted by the Division of the State Architect.

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TEMPORARY FACILITIES AND CONTROLS

1. GENERAL

1.1. **LOGISTICS PLAN**

Contractor shall provide to the District for prior approval the Contractor's mobilization and logistics plan for the Site which shall include, at a minimum, the provisions herein.

1.2. **TEMPORARY UTILITIES**

1.2.1. Electric Power and Lighting

1.2.1.1. Contractor will furnish and pay for power during the course of the work to the extent power is not in the building(s) or on the Site. Contractor shall be responsible for providing temporary facilities required on the Site to point of intended use.

1.2.1.2. Contractor shall furnish, wire for, install, and maintain temporary electrical lights wherever it is necessary to provide illumination for the proper performance and/or observation of the Work: a minimum of 20 foot-candles for rough work and 50 foot-candles for finish work.

1.2.1.3. Contractor shall be responsible for maintaining existing lighting levels in the Project vicinity should temporary outages or service interruptions occur.

1.2.2. Heat and Ventilation

1.2.2.1. Contractor shall provide temporary heat to maintain environmental conditions to facilitate progress of the Work, to meet specified minimum conditions for the installation and curing of materials, and to protect materials and finishes from damage due to improper temperature and humidity conditions. Portable heaters shall be standard units complete with controls.

1.2.2.2. Contractor shall provide forced ventilation and dehumidification, as required, of enclosed areas for proper installation and curing of materials, to disperse humidity, and to prevent accumulations of dust, fumes, vapors, and gases.

1.2.2.3. Contractor shall pay the costs of installation, maintenance, operation, and removal of temporary heat and ventilation, including costs for fuel consumed, required for the performance of the Work.

1.2.3. Water

1.2.3.1. Contractor will furnish and pay for water during the course of the work. Contractor shall be responsible for providing temporary facilities required.

1.2.3.2. Contractor shall make potable water available for human consumption.

1.2.4. Sanitary Facilities

1.2.4.1. Contractor shall provide sanitary temporary facilities in no fewer numbers than required by law and such additional facilities as may be directed by the Inspector for the use of all workers. The facilities shall be maintained in a sanitary condition at all times and shall be left at the Site until removal is directed by the Project Inspector or Contractor completes all Work.

1.2.4.2. Use of toilet facilities in the Work shall not be permitted except by consent of the Project Inspector and District.

1.2.5. Telephone and Internet Service

1.2.5.1. Contractor shall arrange with local telephone and internet service company(ies) for service for the performance of the Work. Contractor shall, at a minimum, provide in all District field offices, one line for telephone and one line for internet access. The phone equipment must include speakerphone, intercom, conference call, flash, redial, call hold and voice mail. Internet speed spec should be 25/25 mbps or faster and WiFi speed specification shall utilize 802.11AC IEE standard or better.

1.2.5.2. Contractor shall pay the costs for internet and telephone lines installation, maintenance, service, and removal; for Construction Site Office, Construction Manager's Office and Inspector's Office.

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1.2.6. Fire Protection:

1.2.6.1. Contractor shall provide and maintain fire extinguishers and other equipment for fire protection. Such equipment shall be designated for use for fire protection only and shall comply with all requirements of the California Fire, State Fire Marshall and/or its designee.

1.2.6.2. Where on-site welding and burning of steel is unavoidable, Contractor shall provide protection for adjacent surfaces.

1.2.7. Custodial Service and Trash Removal:

Contractor shall provide custodial service and trash removal on a timely basis, not less than weekly for all Site Offices, restroom(s), and the Site.

1.2.8. Temporary Facilities:

1.2.8.1. Contractor shall coordinate floor plan and location of electrical, telephone, data outlets with District prior to ordering and delivering the trailer.

1.2.8.2. Contractor shall provide the following minimum facilities, trailers, offices, and services, fully furnished for the exclusive use by the District including desks, chairs, plan tables, etc.:

1.2.8.2.1. One (1) office trailer with two (2) separate offices with windows and lockable doors

1.2.8.2.2. One (1) bathroom

1.2.8.2.3. One (1) conference room with a table and adequate seating for twelve (12)

1.2.8.3. Contractor will provide furnishings in the following quantities, to be set in rooms and position as directed by the District upon delivery:

1.2.8.3.1. **1 per office** rolling mid-back task chairs, with arms

1.2.8.3.2. **1 per office space**: double pedestal metal desks, 29” x 72” x 36”, HON or equal

1.2.8.3.3. **1 per office space and in meeting conference area:** metal bookcases, three shelf, 41”x34”x12”

1.2.8.3.4. 1 resin folding table 29”x30”x72”

1.2.8.3.5. 8 padded meeting chairs, Global or equal

1.2.8.3.6. **1 per office:** four drawer, legal size lateral files, HON 500 series or equal

1.2.8.3.7. Provide and install 2 “Plan-Hold” wall-mounted 42” wide plan racks with 36 individual plan holders each

1.2.8.3.8. Provide and install 1 large white board in one conference room, 48” 72”

1.2.8.3.9. Provide and install 1 large tack board in one conference room 48” x 72”

1.2.8.3.10. Provide Canon all-in-one copier, printer, fax and printer, model Image Class MF733CDW or equal, with maintenance plan

1.3. CONSTRUCTION AIDS

1.3.1. Plant and Equipment:

1.3.1.1. Contractor shall furnish, operate, and maintain a complete plant for fabricating, handling, conveying, installing, and erecting materials and equipment; and for conveyances for transporting workmen. Include elevators, hoists, debris chutes, and other equipment, tools, and appliances necessary for performance of the Work.

1.3.1.2. Contractor shall maintain plant and equipment in safe and efficient operating condition. Damages due to defective plant and equipment, and uses made thereof, shall be repaired by Contractor at no expense to the District.

1.3.2. No District tools or equipment shall be used by Contractor for the performance of the Work.

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1.4. BARRIERS AND ENCLOSURES

1.4.1. Contractor shall obtain District's written permission for locations and types of temporary barriers and enclosures, including fire-rated materials proposed for use, prior to their installation.

1.4.2. Contractor shall provide a six (6) foot high, chain link perimeter fence with post driven into the ground and fabric screen as a temporary barrier around construction area. Contractor shall provide and maintain temporary enclosures to prevent public entry and to protect persons using other buildings and portions of the Project Site and/or the School Site. Contractor shall remove temporary fence, barriers and enclosure upon Completion of the Work.

1.4.3. Contractor shall provide site access to existing facilities for persons using other buildings and portions of the Site, the public, and for deliveries and other services and activities.

1.5. SECURITY

1.5.1. Contractor shall secure all construction equipment, machinery and vehicles, park and store only within fenced area, and render inoperable during non-work hours. Contractor is responsible for insuring that no construction materials, tools, equipment, machinery or vehicles can be used for unauthorized entry or other damage or interference to activities and security of existing facilities adjacent to and in the vicinity of the Project Site(s).

1.5.2. Contractor shall provide a security guard located on the Project Site(s) during non-working hours.

1.6. TEMPORARY CONTROLS

1.6.1. Noise Control

1.6.1.1. Contractor acknowledges that adjacent facilities may remain in operation during all or a portion of the Work, and it shall take all reasonable precautions to minimize noise as required by applicable laws and the Contract Documents.

1.6.1.2. Notice of proposed noisy operations, including without limitation, operation of pneumatic demolition tools, concrete saws, and other equipment, shall be submitted to District a minimum of forty-eight (48) hours in advance of their performance.

1.6.2. Noise and Vibration

1.6.2.1. Equipment and impact tools shall have intake and exhaust mufflers.

1.6.2.2. Contractor shall cooperate with District to minimize and/or cease the use of noisy and vibratory equipment if that equipment becomes objectionable by its longevity.

1.6.3. Dust and Dirt

1.6.3.1. Contractor shall conduct demolition and construction operations to minimize the generation of dust and dirt, and prevent dust and dirt from interfering with the progress of the Work and from accumulating in the Work and adjacent areas including, without limitation, occupied facilities, and off-site adjacent properties.

1.6.3.2. Contractor shall periodically water exterior demolition and construction areas to minimize the generation of dust and dirt.

1.6.3.3. Contractor shall ensure that all hauling equipment and trucks carrying loads of soil and debris shall have their loads sprayed with water or covered with tarpaulins, and as otherwise required by local and state ordinance.

1.6.3.4. Contractor shall prevent dust and dirt from accumulating on walks, roadways, parking areas, and planting, and from washing into sewer and storm drain lines.

1.6.4. Water

Contractor shall not permit surface and subsurface water, and other liquids, to accumulate in or about the vicinity of the School Site. Should accumulation develop, Contractor shall control the water or other liquid, and suitably dispose of it by means of temporary pumps, piping, drainage lines, troughs, ditches, dams, or other methods.

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1.6.5. Pollution

1.6.5.1. No burning of refuse, debris, or other materials shall be permitted on or in the vicinity of the School Site.

1.6.5.2. Contractor shall comply with applicable regulatory requirements and anti-pollution ordinances during the conduct of the Work including, without limitation, demolition, construction, and disposal operations.

1.6.6. Lighting

If portable lights are used after dark, all light must be located so as not to direct light into neighboring property.

1.7. JOB SIGN(S)

1.7.1. General:

1.7.1.1. Contractor shall provide and maintain and locate a Project identification sign with the design, text, and colors designated by District and/or the Architect. Sign shall be protected in place and maintained by the Contractor.

1.7.1.2. Signs other than the specified Project sign and or signs required by law, for safety, or for egress, shall not be permitted, unless otherwise approved in advance by the District.

1.7.2. Materials:

1.7.2.1. Structure and Framing: Structurally sound, new or used wood or metal; wood shall be nominal 3/4-inch exterior grade plywood.

1.7.2.2. Sign Surface: Minimum 3/4-inch exterior grade plywood.

1.7.2.3. Sign shall be mounted on 4”x4” wooden posts embedded at least thirty six (36) inches into the soil or placed in concrete.

1.7.2.4. Paint: Exterior quality, of type and colors selected by the District and/or the Architect.

1.7.3. Fabrication:

1.7.3.1. Contractor shall fabricate to provide smooth, even surface for painting.

1.7.3.2. Size: 4'-0" x 8'-0", unless otherwise indicated.

1.7.3.3. Contractor shall paint exposed surfaces of supports, framing, and surface material with exterior grade paint: one coat of primer and one coat of finish paint.

1.7.3.4. Text and Graphics: As indicated.

1.8. PUBLICITY RELEASES

Contractor shall not release any information, story, photograph, plan, or drawing relating information about the Project to anyone, including press and other public communications medium, including, without limitation, on website(s). Contractor shall not bring anyone onto the Project Site(s) during or after construction for the purpose of publicity or marketing without prior written permission of the District.

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SITE STANDARDS

1. GENERAL

1.1. REQUIREMENTS OF THE DISTRICT

1.1.1. Drug-Free Schools and Safety Requirements:

1.1.1.1. No drugs, alcohol, smoking or the use of tobacco products are allowed at any time in any buildings, Contractor-owned vehicles or vehicles owned by others while on District property. No students, staff, visitors, or contractors are to use drugs on these sites.

1.1.1.2. Contractor shall post: "Non-Smoking Area" in a highly visible location on Site. Contractor may designate a smoking area outside of District property within the public right-of-way, provided that this area remains quiet and unobtrusive to adjacent neighbors. This smoking area must be kept clean at all times.

1.1.1.3. Contractor shall ensure that no alcohol, firearms, weapons, or controlled substances enter or are used at the Site. Contractor shall immediately remove from the Site and terminate the employment of any employee(s) found in violation of this provision.

1.1.2. **Language**: Unacceptable and/or loud language will not be tolerated, "Cat calls" or other derogatory language toward students or public will not be allowed.

1.1.3. Disturbing the Peace (Noise and Lighting):

1.1.3.1. Contractor shall observe the noise ordinance of the Site at all times including, without limitation, all applicable local, city, and/or state laws, ordinances, and/or regulations regarding noise and allowable noise levels.

1.1.3.2. District reserves the right to prohibit the use of radios at the Site, except for handheld communication radios.

1.1.3.3. If portable lights are used after dark, the lights must be located so as not to direct light into neighboring properties.

1.1.4. **Traffic**:

1.1.4.1. Driving on the School Site shall be limited to periods when students and public are not present. If driving or deliveries must be made during the school hours, two (2) or more ground guides shall lead the vehicle across the area of travel. In no case shall driving take place across playgrounds or other pedestrian paths during recess, lunch, and/or class period changes. The speed limit on-the School Site shall be five (5) miles per hour (maximum) or less if conditions require. Contractor shall not have any deliveries to the Project during the hour before school begins at the Site and during the half hour after school ends at the Site without prior written permission from the Construction Manager or the District.

1.1.4.2. All paths of travel for deliveries, including without limitation, material, equipment, and supply deliveries, shall be reviewed and approved by District in advance.

1.1.4.3. District shall designate a construction entry to the Site. If Contractor requests, District determines it is required, and to the extent possible, District shall designate a staging area so as not to interfere with the normal functioning of school facilities. Location of gates and fencing shall be approved in advance with District and at Contractor's expense.

1.1.4.4. Parking areas shall be reviewed and approved by District in advance. No parking is to occur under the drip line of trees or in areas that could otherwise be damaged.

1.1.4.5. All of the above shall be observed and complied with by the Contractor and all workers on the Site. Failure to follow these directives could result in individual(s) being suspended or removed from the work force at the discretion of the District. The same rules and regulations shall apply equally to delivery

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personnel, inspectors, consultants, and other visitors to the Site.

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TEMPORARY TREE AND PLANT PROTECTION

WHERE SUBSTANTIAL TREE PROTECTION WILL BE REQUIRED ON THE SITE, OBTAIN AN ARBORIST TO REVIEW THIS DOCUMENT PRIOR TO CONSTRUCTION.

1. GENERAL

1.1. SUMMARY

This Document includes the protection and trimming of existing trees that interfere with, or are affected by, execution of the Work, whether temporary or permanent construction.

1.2. DEFINITIONS

Tree Protection Zone: Area surrounding individual trees or groups of trees to remain during construction, and defined by the drip line of individual trees or the perimeter drip line of groups of trees, unless otherwise indicated.

1.3. SUBMITTALS

1.3.1. Product Data: For each type of product indicated.

1.3.2. Tree Pruning Schedule: Written schedule from arborist detailing scope and extent of pruning of trees to remain that interfere with or are affected by construction.

1.3.3. Qualification Data: For tree service firm and arborist.

1.3.4. Certification: From arborist, certifying that trees indicated to remain have been protected during construction according to recognized standards and that trees were promptly and properly treated and repaired when damaged.

1.3.5. Maintenance Recommendations: From arborist, for care and protection of trees affected by construction during and after completing the Work.

1.4. QUALITY ASSURANCE

1.4.1. Tree Service Firm Qualifications: An experienced tree service firm that has successfully completed tree protection and trimming work similar to that required for this Project and that will assign an experienced, qualified arborist to Project Site(s) during execution of tree protection and trimming.

1.4.2. Arborist Qualifications: An arborist certified by ISA (International Society of Arboriculture) or licensed in the jurisdiction where Project is located.

1.4.3. Tree Pruning Standard: Comply with ANSI A300 (Part 1), "Tree, Shrub, and Other Woody Plant Maintenance--Standard Practices (Pruning)."

1.4.3.1. Before tree protection and trimming operations begin, meet with District to review tree protection and trimming procedures and responsibilities.

2. PRODUCTS

2.1. MATERIALS

2.1.1. Drainage Fill: Selected crushed stone, or crushed or uncrushed gravel, washed, ASTM D 448, Size 24, with 90 to 100 percent passing a 2-1/2-inch (63-mm) sieve and not more than 10 percent passing a 3/4-inch (19-mm) sieve.

2.1.2. Topsoil: Natural or cultivated surface-soil layer containing organic matter and sand, silt, and clay particles; friable, pervious, and black or a darker shade of brown, gray, or red than underlying subsoil; reasonably free of subsoil, clay lumps, gravel, and other objects more than 1 inch (25 mm) in diameter; and free of weeds, roots, and toxic and other nonsoil materials.

2.1.2.1. Obtain topsoil only from well-drained sites where topsoil is 4 inches (100 mm) deep or more; do not obtain from bogs or marshes.

2.1.3. Filter Fabric: Manufacturer's standard, nonwoven, pervious, geotextile fabric of polypropylene, nylon, or polyester fibers.

2.1.4. Chain-Link Fence: Metallic-coated steel chain-link fence fabric of 0.120-inch- (3-mm-) diameter wire; a minimum of 48 inches (1200 mm) high; with 1.9-inch- (48-mm-) diameter line posts; 2-3/8-inch- (60-mm-) diameter terminal and corner posts; 1-5/8-inch- (41-mm-) diameter top rail; and 0.177-inch- (4.5-mm-) diameter bottom tension wire; with tie wires, hog ring ties, and other accessories for a complete fence system.

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2.1.5. Select mulch as recommended by arborist or landscape architect.

2.1.6. Organic Mulch: Use shredded hardwood, ground or shredded bark, or wood and bark chips, all free of deleterious materials.

3. EXECUTION

3.1. PREPARATION

3.1.1. Temporary Fencing: Install temporary fencing around tree protection zones to protect remaining trees and vegetation from construction damage. Maintain temporary fence and remove when construction is complete.

3.1.2. Install chain-link fence according to ASTM F 567 and manufacturer's written instructions.

3.1.3. Protect tree root systems from damage caused by runoff or spillage of noxious materials while mixing, placing, or storing construction materials. Protect root systems from ponding, eroding, or excessive wetting caused by dewatering operations.

3.1.4. Mulch areas inside tree protection zones and other areas indicated.

3.1.4.1. Select mulch as recommended by arborist or landscape architect.

3.1.4.2. Apply 2-inch (50-mm) to 3-inch (75-mm) average thickness of organic mulch. Do not place mulch within 6 inches (150 mm)] of tree trunks.

3.1.5. Do not store construction materials, debris, or excavated material inside tree protection zones. Do not permit vehicles or foot traffic within tree protection zones; prevent soil compaction over root systems.

3.1.6. Maintain tree protection zones free of weeds and trash.

3.1.7. Do not allow fires within tree protection zones.

3.2. EXCAVATION

3.2.1. Install shoring or other protective support systems to minimize sloping or benching of excavations where construction or utility excavation is near trees to be protected.

3.2.2. Do not excavate within tree protection zones, unless otherwise indicated.

3.2.3. Where excavation for new construction is required within tree protection zones, hand clear and excavate to minimize damage to root systems. Use narrow-tine spading forks and comb soil to expose roots.

3.2.3.1. Do not allow exposed roots to dry out before placing permanent backfill. Provide temporary earth cover or pack with peat moss and wrap with burlap. Water and maintain in a moist condition. Temporarily support and protect roots from damage until they are permanently relocated and covered with soil.

3.2.4. Where utility trenches are required within tree protection zones, tunnel under or around roots by drilling, auger boring, pipe jacking, or digging by hand.

3.2.4.1. Root Pruning: Do not cut main lateral roots or taproots; cut only smaller roots that interfere with installation of utilities. Cut roots with sharp pruning instruments; do not break or chop.

3.3. REGRADING

3.3.1. Grade Lowering: Where new finish grade is indicated below existing grade around trees, slope grade beyond tree protection zones. Maintain existing grades within tree protection zones.

3.3.2. Grade Lowering: Where new finish grade is indicated below existing grade around trees, slope grade away from trees as recommended by arborist, unless otherwise indicated.

3.3.2.1. Root Pruning: Prune tree roots exposed during grade lowering. Do not cut main lateral roots or taproots; cut only smaller roots. Cut roots with sharp pruning instruments; do not break or chop.

3.3.3. Minor Fill: Where existing grade is 6 inches (150 mm) or less below elevation of finish grade, fill with topsoil. Place topsoil in a single uncompacted layer and hand grade to required finish elevations.

3.3.4. Moderate Fill: Where existing grade is more than 6 inches (150 mm) but less than 12 inches (300 mm) below elevation of finish grade, place drainage fill, filter fabric, and

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topsoil on existing grade as follows:

3.3.4.1. Carefully place drainage fill against tree trunk approximately 2 inches (50 mm) above elevation of finish grade and extend not less than 18 inches (450 mm) from tree trunk on all sides. For balance of area within drip-line perimeter, place drainage fill up to 6 inches (150 mm) below elevation of grade.

3.3.4.2. Place filter fabric with edges overlapping 6 inches (150 mm) minimum.

3.3.4.3. Place fill layer of topsoil to finish grade. Do not compact drainage fill or topsoil. Hand grade to required finish elevations.

3.4. TREE PRUNING

3.4.1. Prune trees to remain that are affected by temporary and permanent construction.

3.4.2. Prune trees to remain to compensate for root loss caused by damaging or cutting root system. Provide subsequent maintenance during Contract period as recommended by arborist.

3.4.3. Pruning Standards: Prune trees according to ANSI A300 (Part 1), as recommended by arborist report.

3.4.4. Adjust pruning requirements per arborist's recommendations.

3.4.5. Cut branches with sharp pruning instruments; do not break or chop.

3.4.6. Modify below to specific project requirements.

3.4.7. Chip removed tree branches and dispose of or spread over areas identified by District.

3.5. TREE REPAIR AND REPLACEMENT

3.5.1. Promptly repair trees damaged by construction operations within 24 hours. Treat damaged trunks, limbs, and roots according to arborist's written instructions.

3.5.2. Remove and replace trees indicated to remain that die or are damaged during construction operations or that are incapable of restoring to normal growth pattern.

3.5.2.1. Provide new trees of 6-inch (150-mm) caliper size and of a when damaged trees more than 6 inches (150 mm) in caliper size, measured 12 inches (300 mm) above grade, are required to be replaced. Plant and maintain new trees as specified in Contract Documents.

3.5.3. Where recommended by arborist report, aerate surface soil, compacted during construction, 10 feet (3 m) beyond drip line and no closer than 36 inches (900 mm) to tree trunk. Drill 2-inch (50-mm) diameter holes a minimum of 12 inches (300 mm) deep at 24 inches (600 mm) o.c. Backfill holes with an equal mix of augered soil and sand.

3.6. DISPOSAL OF WASTE MATERIALS

3.6.1. Burning is not permitted.

3.6.2. Disposal: Remove excess excavated material and displaced trees from Site.

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STORM WATER POLLUTION PREVENTION PLAN – CONSTRUCTION

PURSUANT TO THE PROVISIONS OF EXHIBIT D AND THE CONTRACT DOCUMENTS, CONTRACTOR SHALL PERFORM THE WORK OF THE PROJECT RELATED TO BEING THE DISTRICT'S QUALIFIED SWPPP (STORM WATER POLLUTION PREVENTION PLAN) PRACTITIONER ("QSP"). THE CONTRACTOR SHALL COMPLY WITH THE FOLLOWING PROVISIONS AND THE SWPPP. IF THE SWPPP CONTAINS OTHER MORE DETAILED OR CONFLICTING PROVISIONS AND/OR REQUIRES THE CONTRACTOR TO TAKE OTHER ACTIONS OR ACTIVITIES, THE CONTRACTOR MUST COMPLY WITH THE SWPPP.

1. **INTRODUCTION**

1.1. In order to enroll in the construction storm water permit and before construction activities begin, the District will file certain submittals referred to as Permit Registration Documents (PRDS) with the Regional Water Quality Control Board.

2. **GENERAL**

The Clean Water Act and Porter Cologne Water Quality Act prohibit the discharge of any water containing pollutants from certain construction sites unless a National Pollutant Discharge Elimination System permit is first obtained and followed. The National Pollutant Discharge Elimination System General Permit for Storm Water Discharges Associated with Construction and Land Disturbance Activities (Construction Storm Water Permit) Order No. 2009-0009-DWQ as amended by Order No. 2010-0014-DWQ (NPDES No. CAS000002) issued by the California State Water Resources Control Board (State Water Board) authorizes the discharge of storm water and certain non-storm water from construction sites if certain conditions and measures are taken. The District has determined that the construction of this Project requires enrollment in the Construction Storm Water Permit.

3. **SUBMITTALS**

3.1. GENERAL

All submittals shall be made in a form conducive for the District to electronically upload the approved submittals to the Storm water Multi-Application Reporting and Tracking System (SMARTS).

3.2. RAIN EVENT ACTION PLAN (REAP)

3.2.1. A Rain Event Action Plan (REAP) is a written document, specific for each rain event. A REAP should be designed that when implemented it protects all exposed portions of the site within 48 hours of any likely. The General Permit requires Risk Level 2 and 3 dischargers to develop and implement a REAP designed to protect all exposed portions of their sites within 48 hours prior to any likely precipitation event. The REAP requirement is designed to ensure that the discharger has adequate materials, staff, and time to implement erosion and sediment control measures that are intended to reduce the amount of sediment and other pollutants generated from the active site. A REAP must be developed when there is likely a forecast of 50% or greater probability of precipitation in the project area. (The National Oceanic and Atmospheric Administration (NOAA) defines a chance of precipitation as a probability of precipitation of 30% to 50% chance of producing precipitation in the project area.14 NOAA defines the probability of precipitation (PoP) as the likelihood of occurrence (expressed as a percent) of a measurable amount (0.01 inch or more) of liquid precipitation (or the water equivalent of frozen precipitation) during a specified period of time at any given point in the forecast area.) Forecasts are normally issued for 12- hour time periods.

3.2.2. If the District's QSD determines that the site is a Risk Level 2 or 3 the Contractor's QSP shall prepare the REAP for the Work in compliance with the General Permit and the SWPPP.

3.3. RECORDS

All electronic and hardcopy records required by the Construction Storm Water Permit shall be submitted to the District within seven (7) Days of Completion of the Project.

4. **PERMIT REGISTRATION DOCUMENTS**

Prior to any activities on Site that disturb the Site's surface, the Permit Registration Documents (PRDs) required by the Construction Storm Water Permit must be filed with the Regional Water Quality Control Board. The District shall file the PRDs with the Regional Water Quality Control Board to activate coverage under the Construction

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Storm Water Permit.

5. **IMPLEMENTATION REQUIREMENTS**

5.1. Contractor shall not conduct any activities that may affect the Site's construction runoff water quality until the District provides Contractor with the Waste Discharger Identification Number (WDID) assigned to this Project by the State Water Board.

5.2. Contractor shall keep a copy of the approved SWPPP at the job site. The SWPPP shall be made available when requested by a representative of the Regional Water Quality Control Board, State Water Resources Control Board, United States Environmental Protection Agency, or the local storm water management agency. Requests from the public shall be directed to the District for response.

5.3. Contractor shall designate in writing to the District a Qualified SWPPP Practitioner (QSP) who shall be responsible for implementing the SWPPP, REAP (if applicable), ATS (if applicable), conducting non-storm water and storm water visual observations, and for ensuring that all best management practices (BMPs) required by the SWPPP and General Permit are properly implemented and maintained.

5.4. All measures required by the SWPPP shall be implemented concurrent with the commencement of construction. Pollution practices and devices shall be followed or installed as early in the construction schedule as possible with frequent upgrading of devices as construction progresses.

5.5. Contractor shall ensure that all measures are properly maintained and repaired to protect the water quality of discharges.

6. **INSPECTION, SAMPLING, ANALYSIS, AND RECORD KEEPING REQUIREMENTS**

The Contractor's QSP shall conduct all required visual observations, sampling, analysis, reporting, and record keeping required by the SWPPP and the Construction Storm Water Permit.

7. **REPORTING REQUIREMENTS**

Contractor shall prepare and provide all the reports, which include, but are not limited to the Annual Report and any NEL Violation Reports or NAL Exceedance Reports, all of which are required by the SWPPP and the Construction Storm Water Permit.

8. **ANNUAL REPORT**

By August 1 of each year (defined as July 1 to June 30) that had at least one continuous three (3) month period coverage under the General Permit, Contractor shall complete and submit to the District an Annual Report, as required by the General Permit. If the Project is complete prior to August 1, Contractor shall submit the report prior to acceptance of the Project.

9. **COMPLETION OF WORK**

9.1. Clean-up shall be performed as each portion of the work progresses. All refuse, excess material, and possible pollutants shall be disposed of in a legal manner off-site and all temporary and permanent SWPPP devices shall be in place and maintained in good condition.

9.2. At Completion of Work, Contractor shall inspect installed SWPPP devices, and present the currently implemented SWPPP with all backup records to the District.

10. **NOTICE OF TERMINATION (NOT)**

A Notice of Termination (NOT) must be submitted by the Contractor to the District for electronic submittal by the Legally Responsible Person via SMARTS to terminate coverage under the General Permit. The NOT must include a final Site Map and representative photographs of the Project Site(s) that demonstrate final stabilization has been achieved. The NOT shall be submitted to the District on or before the Contractor submits its final application for payment. If the Regional Water Board rejects the NOT for any reason, the Contractor shall revise the NOT as many times as necessary to get the Regional Water Board's approval. The Regional Water Board will consider a construction site complete when the conditions of the General Permit, Section II.D have been met.

11. **QUALITY ASSURANCE**

11.1. Before performing any of the obligations indicated herein, the Contractor's QSP shall meet the training and certification requirements in the Construction Storm Water Permit.

11.2. Contractor shall perform the Work in strict compliance with the approved SWPPP, REAP, ATS, and the Construction Storm Water Permit.

11.3. Contractor shall conduct at least a one-hour training session on the requirements of the SWPPP for each employee before an employee conducts any construction on the Site. Contractor shall

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maintain documentation of this employee training at the site for review by the District or any regulatory agency.

12. **PERFORMANCE REQUIREMENTS**

12.1. The Storm Water Pollution Prevention Plan is a minimum requirement. Revisions and modifications to the SWPPP are acceptable only if they maintain levels of protection equal to or greater than originally specified.

12.2. Read and be thoroughly familiar with all of the requirements of the SWPPP.

12.3. Inspect and monitor all work and storage areas for compliance with the SWPPP prior to any anticipated rain.

12.4. Complete any and all corrective measures as may be directed by the regulatory agency.

12.5. **Penalties**: Contractor shall pay any fees and any penalties that may be imposed by the regulatory agency for non-compliance with SWPPP during the course of Work.

12.6. **Costs**: Contractor to pay all costs associated with the implementation of the requirements of the SWPPP in order to maintain compliance with the Permit. This includes installation of all Housekeeping BMPs, General Site and Material Management BMPs, Inspection requirements, maintenance requirements, and all other requirements specified in the SWPPP.

13. **MATERIALS**

All temporary and permanent storm water pollution prevention facilities, equipment, and materials as required by or as necessary to comply with the SWPPP as described in the BMP Handbook.

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MATERIALS AND EQUIPMENT

1. GENERAL

1.1. MATERIAL AND EQUIPMENT

1.1.1. Only items approved by the District and/or Architect shall be used.

1.1.2. Contractor shall submit lists of Products and other Product information in accordance with the Contract Documents, including, without limitation, the provisions regarding the submittals.

1.2. MATERIAL AND EQUIPMENT COLORS

1.2.1. The Contractor shall comply with all schedule(s) of colors provided by the District and/or Architect.

1.2.2. No individual color selections will be made until after approval of all pertinent materials and equipment and after receipt of appropriate samples in accordance with the Contract Documents, including, without limitation, the provisions regarding the submittals.

1.2.3. Contractor shall request priority in writing for any item requiring advance ordering to maintain the approved Construction Schedule.

1.3. DELIVERY, STORAGE, AND HANDLING

1.3.1. Contractor shall deliver manufactured materials in original packages, containers, or bundles (with seals unbroken), bearing name or identification mark of manufacturer.

1.3.2. Contractor shall deliver fabrications in as large assemblies as practicable; where specified as shop-primed or shop-finished, package or crate as required to preserve such priming or finish intact and free from abrasion.

1.3.3. Contractor shall store materials in such a manner as necessary to properly protect them from damage. Materials or equipment damaged by handling, weather, dirt, or from any other cause will not be accepted.

1.3.4. Except for items that the District has approved, in writing, for Contractor to store off-site, all materials are not be acceptable that have been warehoused for long periods of time, stored or transported in improper environment, improperly packaged, inadequately labeled, poorly protected, excessively shipped, deviated from normal distribution pattern, or reassembled.

1.3.5. Contractor shall store material so as to cause no obstructions of sidewalks, roadways, and underground services. Contractor shall protect material and equipment furnished pursuant to the Contract Documents.

1.3.6. Contractor may store materials on Site with prior written approval by the District, all material shall remain under Contractor's control and Contractor shall remain liable for any damage to the materials. Should the Project Site(s) not have storage area available, the Contractor shall provide for off-site storage at no cost to District.

1.3.7. When any room in Project is used as a shop or storeroom, the Contractor shall be responsible for any repairs, patching, or cleaning necessary due to that use. Location of storage space shall be subject to prior written approval by District.

2. PRODUCTS

2.1. MANUFACTURERS

2.1.1. Manufacturers listed in various sections of Contract Documents are names of those manufacturers that are believed to be capable of supplying one or more of items specified therein.

2.1.2. The listing of a manufacturer does not imply that every product of that manufacturer is acceptable as meeting the requirements of the Contract Documents.

2.2. FACILITIES AND EQUIPMENT

Contractor shall provide, install, maintain, and operate a complete and adequate facility for handling, the execution, disposal, and distribution of material and equipment as required for proper and timely performance of Work.

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2.3. MATERIAL REFERENCE STANDARDS

Where material is specified solely by reference to "standard specifications" and if requested by District, Contractor shall submit for review data on actual material proposed to be incorporated into Work, listing name and address of vendor, manufacturer, or producer, and trade or brand names of those materials, and data substantiating compliance with standard specifications.

3. EXECUTION

3.1. WORKMANSHIP

3.1.1. Where not more specifically described in any other Contract Documents, workmanship shall conform to methods and operations of best standards and accepted practices of trade or trades involved and shall include items of fabrication, construction, or installation regularly furnished or required for completion (including finish and for successful operation, as intended).

3.1.2. Work shall be executed by tradespersons skilled in their respective field of work. When completed, parts shall have been durably and substantially built and present a neat appearance.

3.2. COORDINATION

3.2.1. Contractor shall coordinate installation of materials and equipment so as to not interfere with installation of other work. Adjustment or rework because of Contractor's failure to coordinate will be at no additional cost to District.

3.2.2. Contractor shall examine in-place materials and equipment for readiness, completeness, fitness to be concealed or to receive Work , and compliance with Contract Documents. Concealing or covering work constitutes acceptance of additional cost which will result should in-place materials and equipment be found unsuitable for receiving other work or otherwise deviating from the requirements of the Contract Documents.

3.3. COMPLETENESS

Contractor shall provide all portions of the Work, unless clearly stated otherwise, installed complete and operational with all elements, accessories, anchorages, utility connections, etc., in manner to assure well-balanced performance, in accordance with manufacturer's recommendations and in accordance with Contract Documents. For example, electric water coolers require water, electricity, and drain services; roof drains require drain system; sinks fit within countertop, etc. Terms such as "installed complete," "operable condition," "for use intended," "connected to all utilities," "terminate with proper cap," "adequately anchored," "patch and refinish," "to match similar," should be assumed to apply in all cases, except where completeness of functional or operable condition is specifically stated as not required.

3.4. APPROVED INSTALLER OR APPLICATOR

Contractor shall ensure that all installations are only performed by a manufacturer's approved installer or applicator.

3.5. MANUFACTURER'S RECOMMENDATIONS

All installations shall be in accordance with manufacturer's published recommendations and specific written directions of manufacturer's representative. Should Contract Documents differ from recommendations of manufacturer or directions of manufacturer's representative, Contractor shall analyze differences, make recommendations to the District and the Architect in writing, and shall not proceed until interpretation or clarification has been issued by the District and/or the Architect.

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DELIVERY, STORAGE AND HANDLING

1. GENERAL

1.1. PRODUCTS

1.1.1. Products are as defined in the General Construction Provisions (Exhibit D to the Facilities Lease).

1.1.2. Contractor shall not use and/or reuse materials and/or equipment removed from existing School Site, except as specifically permitted by the Contract Documents.

1.1.3. Contractor shall provide interchangeable components of the same manufacturer, for similar components.

1.2. TRANSPORTATION AND HANDLING

1.2.1. Contractor shall transport and handle Products in accordance with manufacturer's instructions.

1.2.2. Contractor shall promptly inspect shipments to confirm that Products comply with Contract requirements, are of correct quantity, and are undamaged.

1.2.3. Contractor shall provide equipment and personnel to properly handle Products to prevent soiling, disfigurement, or damage.

1.3. STORAGE AND PROTECTION

1.3.1. Contractor shall store and protect Products in accordance with manufacturer's instructions, with seals and labels intact and legible. Contractor shall store sensitive Products in weather-tight, climate controlled enclosures.

1.3.2. Contractor shall place fabricated Products that are stored outside, on above-ground sloped supports.

1.3.3. Contractor shall provide off-site storage and protection for Products when Site does not permit on-site storage or protection.

1.3.4. Contractor shall cover Products subject to deterioration with impervious sheet covering and provide ventilation to avoid condensation.

1.3.5. Contractor shall store loose granular materials on solid flat surfaces in a well-drained area and prevent mixing with foreign matter.

1.3.6. Contractor shall provide equipment and personnel to store Products by methods to prevent soiling, disfigurement, or damage.

1.3.7. Contractor shall arrange storage of Products to permit access for inspection and periodically inspect to assure Products are undamaged and are maintained under specified conditions.

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CONTRACT CLOSEOUT AND FINAL CLEANING

1. GENERAL

1.1. CLOSEOUT PROCEDURES

Contractor shall comply with all closeout provisions as indicated in the General Construction Provisions (Exhibit D to the Facilities Lease).

1.2. FINAL CLEANING

1.2.1. Contractor shall execute final cleaning prior to final inspection.

1.2.2. Contractor shall clean interior and exterior glass and surfaces exposed to view; remove temporary labels, tape, stains, and foreign substances, polish transparent and glossy surfaces, wax and polish new vinyl floor surfaces, vacuum carpeted and soft surfaces.

1.2.3. Contractor shall clean equipment and fixtures to a sanitary condition.

1.2.4. Contractor shall replace filters of operating equipment.

1.2.5. Contractor shall clean debris from roofs, gutters, down spouts, and drainage systems.

1.2.6. Contractor shall clean Site, sweep paved areas, and rake clean landscaped surfaces.

1.2.7. Contractor shall remove waste and surplus materials, rubbish, and construction facilities from the Site.

1.3. ADJUSTING

Contractor shall adjust operating products and equipment to ensure smooth and unhindered operation.

1.4. RECORD DOCUMENTS AND SHOP DRAWINGS

Contractor shall legibly mark each item to record actual construction, including:

1.4.1. Measured depths of foundation in relation to finish floor datum.

1.4.2. Measured horizontal and vertical locations of underground utilities and appurtenances, referenced to permit surface improvements.

1.4.3. Measured locations of internal utilities and appurtenances concealed in construction, referenced to visible and accessible features of the Work.

1.4.4. Field changes of dimension and detail.

1.4.5. Details not on original Contract Drawings

1.4.6. Changes made by modification(s).

1.4.7. References to related Shop Drawings and modifications.

1.4.8. Contractor will provide one set of Record Drawings to District in an electronic format and one set on paper.

1.4.9. Contractor shall submit all required documents to District and/or Architect prior to or with its final Application for Payment.

1.5. INSTRUCTION OF DISTRICT PERSONNEL

1.5.1. Before final inspection, at agreed upon times, Contractor shall instruct District's designated personnel in operation, adjustment, and maintenance of products, equipment, and systems.

1.5.2. For equipment requiring seasonal operation, Contractor shall perform instructions for other seasons within six (6) months.

1.5.3. Contractor shall use operation and maintenance manuals as basis for instruction. Contractor shall review contents of manual with personnel in detail to explain all aspects of operation and maintenance.

1.5.4. Contractor shall prepare and insert additional data in Operation and Maintenance Manual when need for such data becomes apparent during instruction.

1.5.5. Contractor shall use operation and maintenance manuals as basis for instruction. Contractor shall review contents of manual with personnel in detail to explain all aspects of operation and maintenance.

1.5.6. Contractor shall be available for up to two (2) four-hour sessions of additional training of District personnel at any time within the first year of operation of the Site.

1.6. SPARE PARTS AND MAINTENANCE MATERIALS

1.6.1. Contractor shall provide products, spare parts, maintenance, and extra materials in

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quantities specified in the Specifications and in Manufacturer's recommendations.

1.6.2. Contractor shall provide District all required Operation and Maintenance Data.

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FIELD ENGINEERING

1. GENERAL

1.1. REQUIREMENTS INCLUDED

1.1.1. Contractor shall provide and pay for field engineering services by a California-registered engineer, required for the Project, including, without limitations:

1.1.1.1. Survey work required in execution of the Project.

1.1.1.2. Civil or other professional engineering services specified, or required to execute Contractor's construction methods.

1.2. QUALIFICATIONS OF SURVEYOR OR ENGINEERS

Contractor shall only use a qualified licensed engineer or registered land surveyor, to whom District makes no objection.

1.3. SURVEY REFERENCE POINTS

1.3.1. Existing basic horizontal and vertical control points for the Project are those designated on the Drawings.

1.3.2. Contractor shall locate and protect control points prior to starting Site Work and preserve all permanent reference points during construction. In addition Contractor shall:

1.3.2.1. Make no changes or relocation without prior written notice to District and Architect.

1.3.2.2. Report to District and Construction Manager when any reference point is lost or destroyed, or requires relocation because of necessary changes in grades or locations.

1.3.2.3. Require surveyor to replace Project control points based on original survey control that may be lost or destroyed.

1.4. RECORDS

Contractor shall maintain a complete, accurate log of all control and survey work as it progresses.

1.5. SUBMITTALS

1.5.1. Contractor shall submit name and address of Surveyor and Professional Engineer to District and Construct Manager prior to its/their work on the Project.

1.5.2. On request of District and Construction Manager, Contractor shall submit documentation to verify accuracy of field engineering work, at no additional cost to the District.

1.5.3. Contractor shall submit a certificate signed by registered engineer or surveyor certifying that elevations and locations of improvements are in conformance or nonconformance with Contract Documents.

2. EXECUTION

2.1. COMPLIANCE WITH LAWS

Contractor is responsible for meeting all applicable codes, OSHA, safety and shoring requirements.

2.2. NONCONFORMING WORK

Contractor is responsible for any re-surveying required by correction of nonconforming work.

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CUTTING AND PATCHING

1. GENERAL

1.1. CUTTING AND PATCHING

1.1.1. Contractor shall be responsible for all cutting, fitting, and patching, including associated excavation and backfill, required to complete the Work or to:

1.1.1.1. Make several parts fit together properly.

1.1.1.2. Uncover portions of Work to provide for installation of ill-timed Work.

1.1.1.3. Remove and replace defective Work.

1.1.1.4. Remove and replace Work not conforming to requirements of Contract Documents.

1.1.1.5. Remove Samples of installed Work as specified for testing.

1.1.1.6. Provide routine penetrations of non-structural surfaces for installation of piping and electrical conduit.

1.1.1.7. Attaching new materials to existing remodeling areas – including painting (or other finishes) to match existing conditions.

1.1.2. In addition to Contract requirements, upon written instructions from District, Contractor shall uncover Work to provide for observations of covered Work in accordance with the Contract Documents; remove samples of installed materials for testing as directed by District; and remove Work to provide for alteration of existing Work.

1.1.3. Contractor shall not cut or alter Work, or any part of it, in such a way that endangers or compromises the integrity of the Work, the Project, or work of others.

1.1.4. Contractor shall not cut and patch operating elements and safety related components in a manner that results in reducing their capacity to perform as intended or that results in increased maintenance or decreased operational life or safety. Operating elements include the following:

1.1.4.1. Primary operational systems and equipment.

1.1.4.2. Air or smoke barriers.

1.1.4.3. Fire-suppression systems.

1.1.4.4. Mechanical systems piping and ducts.

1.1.4.5. Control systems.

1.1.4.6. Communication systems.

1.1.4.7. Conveying systems.

1.1.4.8. Electrical wiring systems.

1.1.5. Contractor shall not cut and patch miscellaneous elements or related components in a manner that could change their load-carrying capacity, that results in reducing capacity to perform as intended, or that results in increased maintenance or decreased operational life of safety. Miscellaneous elements include the following:

1.1.5.1. Water, moisture or vapor barriers.

1.1.5.2. Membranes and flashings.

1.1.5.3. Exterior curtain-wall construction.

1.1.5.4. Equipment supports.

1.1.5.5. Piping, ductwork, vessels and equipment.

1.1.5.6. Noise and vibration control elements and systems.

1.1.5.7. Shoring, bracing and sheeting.

1.2. SUBMITTALS

1.2.1. Contractor shall submit written notice to District pursuant to the applicable notice provisions of the Contract Documents, requesting consent to proceed with the cutting or alteration (Request) at least ten (10) Days prior to any cutting or alterations that may affect the structural safety of Project, or work of others, including the following:

1.2.1.1. The work of the District or other trades.

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1.2.1.2. Structural value or integrity of any element of Project.
1.2.1.3. Integrity or effectiveness of weather-exposed or weather-resistant elements or systems.
1.2.1.4. Efficiency, operational life, maintenance or safety of operational elements.
1.2.1.5. Visual qualities of sight-exposed elements.

1.2.2. Contractor's Request shall also include:
1.2.2.1. Identification of Project.
1.2.2.2. Description of affected Work.
1.2.2.3. Necessity for cutting, alteration, or excavations.
1.2.2.4. Affects of Work on District, other trades, or structural or weatherproof integrity of Project.
1.2.2.5. Description of proposed Work:
1.2.2.5.1. Scope of cutting, patching, alteration, or excavation.
1.2.2.5.2. Trades that will execute Work.
1.2.2.5.3. Products proposed to be used.
1.2.2.5.4. Extent of refinishing to be done.
1.2.2.6. Alternates to cutting and patching.
1.2.2.7. Cost proposal, when applicable.
1.2.2.8. The scheduled date the Contractor intends to perform the Work and the duration of time to complete the Work.
1.2.2.9. Written permission of other trades whose Work will be affected.

1.3. QUALITY ASSURANCE

1.3.1. Contractor shall ensure that cutting, fitting, and patching shall achieve security, strength, weather protection, appearance for aesthetic match, efficiency, operational life, maintenance, safety of operational elements, and the continuity of existing fire ratings.

1.3.2. Contractor shall ensure that cutting, fitting, and patching shall successfully duplicate undisturbed adjacent profiles, materials, textures, finishes, colors, and that materials shall match existing construction. Where there is dispute as to whether duplication is successful or has been achieved to a reasonable degree, the District's decision shall be final.

1.4. PAYMENT FOR COSTS

1.4.1. Cost caused by ill-timed or defective Work or Work not conforming to Contract Documents, including costs for additional services of the District, its consultants, including but not limited to the Construction Manager, the Architect, the Project Inspector(s), Engineers, and Agents, will be paid by Contractor and/or deducted from the Contract by the District.

1.4.2. District shall only pay for cost of Work if it is part of the original Contract Price or if a change has been made to the contract in compliance with the provisions of the General Construction Provisions (Exhibit D to the Facilities Lease). Cost of Work performed upon instructions from the District, other than defective or nonconforming Work, will be paid by District on approval of written Change Order. Contractor shall provide written cost proposals prior to proceeding with cutting and patching.

2. PRODUCTS

2.1. MATERIALS

2.1.1. Contractor shall provide for replacement and restoration of Work removed. Contractor shall comply with the Contract Documents and with the Industry Standard(s), for the type of Work, and the Specification requirements for each specific product involved. If not specified, Contractor shall first recommend a product of a manufacturer or appropriate trade association for approval by the District.

2.1.2. Materials to be cut and patched include those damaged by the performance of the Work.

3. EXECUTION

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3.1. INSPECTION

3.1.1. Contractor shall inspect existing conditions of the Site and the Work, including elements subject to movement or damage during cutting and patching, excavating and backfilling. After uncovering Work, Contractor shall inspect conditions affecting installation of new products.

3.1.2. Contractor shall report unsatisfactory or questionable conditions in writing to District as indicated in the General Construction Provisions (Exhibit D to the Facilities Lease) and shall proceed with Work as indicated in the General Construction Provisions (Exhibit D to the Facilities Lease) by District.

3.2. PREPARATION

3.2.1. Contractor shall provide shoring, bracing and supports as required to maintain structural integrity for all portions of the Project, including all requirements of the Project.

3.2.2. Contractor shall provide devices and methods to protect other portions of Project from damage.

3.2.3. Contractor shall, provide all necessary protection from weather and extremes of temperature and humidity for the Project, including without limitation, any work that may be exposed by cutting and patching Work. Contractor shall keep excavations free from water.

3.3. ERECTION, INSTALLATION AND APPLICATION

3.3.1. With respect to performance, Contractor shall:

3.3.1.1. Execute fitting and adjustment of products to provide finished installation to comply with and match specified tolerances and finishes.

3.3.1.2. Execute cutting and demolition by methods that will prevent damage to other Work, and provide proper surfaces to receive installation of repairs and new Work.

3.3.1.3. Execute cutting, demolition excavating, and backfilling by methods that will prevent damage to other Work and damage from settlement.

3.3.1.4. Contractor shall employ original installer or fabricator to perform cutting and patching for:

3.3.1.5. Weather-exposed surfaces and moisture-resistant elements such as roofing, sheet metal, sealants, waterproofing, and other trades.

3.3.1.6. Sight-exposed finished surfaces.

3.3.2. Contractor shall execute fitting and adjustment of products to provide a finished installation to comply with specified products, functions, tolerances, and finishes as shown or specified in the Contract Documents including, without limitation, the Drawings and Specifications.

3.3.3. Contractor shall fit Work airtight to pipes, sleeves, ducts, conduit, and other penetrations through surfaces. Contractor shall conform to all Code requirements for penetrations or the Drawings and Specifications, whichever calls for a higher quality or more thorough requirement. Contractor shall maintain integrity of both rated and non-rated fire walls, ceilings, floors, etc.

3.3.4. Contractor shall restore Work which has been cut or removed. Contractor shall install new products to provide completed Work in accordance with requirements of the Contract Documents and as required to match surrounding areas and surfaces.

3.3.5. Contractor shall refinish all continuous surfaces to nearest intersection as necessary to match the existing finish to any new finish.

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OPERATION AND MAINTENANCE DATA

1. GENERAL

1.1. QUALITY ASSURANCE

Contractor shall prepare instructions and data by personnel experienced in maintenance and operation of described products.

1.2. FORMAT

1.2.1. Contractor shall prepare data in the form of an instructional manual entitled "OPERATIONS AND MAINTENANCE MANUAL & INSTRUCTIONS" ("Manual").

1.2.2. Binders: Contractor shall use commercial quality, 8-1/2 by 11 inch, three-side rings, with durable plastic covers; two inch maximum ring size. When multiple binders are used, Contractor shall correlate data into related consistent groupings.

1.2.3. Cover: Contractor shall identify each binder with typed or printed title "OPERATION AND MAINTENANCE MANUAL & INSTRUCTIONS"; and shall list title of Project and identify subject matter of contents.

1.2.4. Contractor shall arrange content by systems process flow under section numbers and sequence of Table of Contents of the Contract Documents.

1.2.5. Contractor shall provide tabbed fly leaf for each separate Product and system, with typed description of Product and major component parts of equipment.

1.2.6. Text: The content shall include Manufacturer's printed data, or typewritten data on 24 pound paper.

1.2.7. Drawings: Contractor shall provide with reinforced punched binder tab and shall bind in with text; folding larger drawings to size of text pages.

1.3. CONTENTS, EACH VOLUME

1.3.1. Table of Contents: Contractor shall provide title of Project; names, addresses, and telephone numbers of the Architect, any engineers, subconsultants, Subcontractor(s), and Contractor with name of responsible parties; and schedule of Products and systems, indexed to content of the volume.

1.3.2. For Each Product or System: Contractor shall list names, addresses, and telephone numbers of Subcontractor(s) and suppliers, including local source of supplies and replacement parts.

1.3.3. Product Data: Contractor shall mark each sheet to clearly identify specific Products and component parts, and data applicable to installation. Delete inapplicable information.

1.3.4. Drawings: Contractor shall supplement Product data to illustrate relations of component parts of equipment and systems, to show control and flow diagrams. Contractor shall not use Project Record Documents as maintenance drawings.

1.3.5. Text: The Contractor shall include any and all information as required to supplement Product data. Contractor shall provide logical sequence of instructions for each procedure, incorporating manufacturer's instructions.

1.4. MANUAL FOR MATERIALS AND FINISHES

1.4.1. Building Products, Applied Materials, and Finishes: Contractor shall include Product data, with catalog number, size, composition, and color and texture designations. Contractor shall provide information for re-ordering custom manufactured Products.

1.4.2. Instructions for Care and Maintenance: Contractor shall include Manufacturer's recommendations for cleaning agents and methods, precautions against detrimental agents and methods, and recommended schedule for cleaning and maintenance.

1.4.3. Moisture Protection and Weather Exposed Products: Contractor shall include Product data listing applicable reference standards, chemical composition, and details of installation. Contractor shall provide recommendations for inspections, maintenance, and repair.

1.4.4. Additional Requirements: Contractor shall include all additional requirements as specified in the Specifications.

1.4.5. Contractor shall provide a listing in Table of Contents for design data, with tabbed fly

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sheet and space for insertion of data.

1.5. MANUAL FOR EQUIPMENT AND SYSTEMS

1.5.1. Each Item of Equipment and Each System: Contractor shall include description of unit or system, and component parts and identify function, normal operating characteristics, and limiting conditions. Contractor shall include performance curves, with engineering data and tests, and complete nomenclature, and commercial number of replaceable parts.

1.5.2. Panelboard Circuit Directories: Contractor shall provide electrical service characteristics, controls, and communications.

1.5.3. Contractor shall include color coded wiring diagrams as installed.

1.5.4. Operating Procedures: Contractor shall include start-up, break-in, and routine normal operating instructions and sequences. Contractor shall include regulation, control, stopping, shut-down, and emergency instructions. Contractor shall include summer, winter, and any special operating instructions.

1.5.5. Maintenance Requirements: Contractor shall include routine procedures and guide for trouble-shooting; disassembly, repair, and reassembly instructions; and alignment, adjusting, balancing, and checking instructions.

1.5.6. Contractor shall provide servicing and lubrication schedule, and list of lubricants required.

1.5.7. Contractor shall include manufacturer's printed operation and maintenance instructions.

1.5.8. Contractor shall include sequence of operation by controls manufacturer.

1.5.9. Contractor shall provide original manufacturer's parts list, illustrations, assembly drawings, and diagrams required for maintenance.

1.5.10. Contractor shall provide control diagrams by controls manufacturer as installed.

1.5.11. Contractor shall provide Contractor's coordination drawings, with color coded piping diagrams as installed.

1.5.12. Contractor shall provide charts of valve tag numbers, with location and function of each valve, keyed to flow and control diagrams.

1.5.13. Contractor shall provide list of original manufacturer's spare parts, current prices, and recommended quantities to be maintained in storage.

1.5.14. Additional Requirements: Contractor shall include all additional requirements as specified in Specification(s).

1.5.15. Contractor shall provide a listing in Table of Contents for design data, with tabbed fly sheet and space for insertion of data.

1.6. SUBMITTAL

1.6.1. Concurrent with the Submittal Schedule as indicated in the General Construction Provisions (Exhibit D to the Facilities Lease), Contractor shall submit to the District for review two (2) copies of a preliminary draft of proposed formats and outlines of the contents of the Manual.

1.6.2. For equipment, or component parts of equipment put into service during construction and to be operated by District, Contractor shall submit draft content for that portion of the Manual within ten (10) Days after acceptance of that equipment or component.

1.6.3. On or before the Contractor submits its final application for payment, Contractor shall submit two (2) copies of a complete Manual in final form. The District will provide comments to Contractor and Contractor must revise the content of the Manual as required by District prior to District's approval of Contractor’s final Application for Payment.

1.6.4. Contractor must submit two (2) copies of revised Manual in final form within ten (10) Days after receiving District’s comments. Failure to do so will be a basis for the District withholding funds sufficient to protect itself for Contractor’s failure to provide a final Manual to the District. All final documents to be concurrently provided to the District in an electronic format.

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WARRANTIES

1. GENERAL

1.1. FORMAT

1.1.1. Binders: Contractor shall use commercial quality, 8-1/2 by 11 inch, three-side rings, with durable plastic covers; two inch maximum ring size.

1.1.2. Cover: Contractor shall identify each binder with typed or printed title "WARRANTIES" and shall list title of Project.

1.1.3. Table of Contents: Contractor shall provide title of Project; name, address, and telephone number of Contractor and equipment supplier, and name of responsible principal. Contractor shall identify each item with the number and title of the specific Specification, document, provision, or section in which the name of the Product or work item is specified.

1.1.4. Contractor shall separate each warranty with index tab sheets keyed to the Table of Contents listing, providing full information and using separate typed sheets as necessary. Contractor shall list each applicable and/or responsible Subcontractor(s), supplier(s), and/or manufacturer(s), with name, address, and telephone number of each responsible principal(s).

1.2. PREPARATION

1.2.1. Contractor shall obtain warranties, executed in duplicate by each applicable and/or responsible subcontractor(s), supplier(s), and manufacturer(s), within ten (10) Days after completion of the applicable item or work. Except for items put into use with District's permission, Contractor shall leave date of beginning of time of warranty until the date of completion is determined.

1.2.2. Contractor shall verify that warranties are in proper form, contain full information, and are notarized, when required.

1.2.3. Contractor shall co-execute submittals when required.

1.2.4. Contractor shall retain warranties until time specified for submittal.

1.3. TIME OF SUBMITTALS

1.3.1. For equipment or component parts of equipment put into service during construction with District's permission, Contractor shall submit a draft warranty for that equipment or component within ten (10) Days after acceptance of that equipment or component.

1.3.2. On or before the Contractor submits its final application for payment, Contractor shall submit all warranties and related documents in final form. The District will provide comments to Contractor and Contractor must revise the content of the warranties as required by District prior to District's approval of Contractor's final Application for Payment.

1.3.3. For items of Work that are not completed until after the date of Completion, Contractor shall provide an updated warranty for those item(s) of Work within ten (10) Days after acceptance, listing the date of acceptance as start of warranty period.

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RECORD DOCUMENTS

1. RECORD DRAWINGS

1.1. GENERAL

1.1.1. "Record Drawings" may also be referred to in the Contract as "As-Built Drawings."

1.1.2. As indicated in the Contract Documents, District will provide Contractor with one set of reproducible plans of the original Contract Drawings.

1.1.3. Contractor shall maintain at each Project Site(s) one (1) set of marked-up plans and shall transfer all changes and information to those marked-up plans, as often as required in the Contract Documents, but in no case less than once each month. Contractor shall submit to the Project Inspector one set of the Project Record Drawings ("As-Builts") showing all changes incorporated into the Work since the preceding monthly submittal. The As-Builts shall be available at the Project Site(s). The Contractor shall submit reproducible documents at the conclusion of the Project following review of the red-lined prints.

1.1.4. Label and date each Record Drawing "RECORD DOCUMENT" in legibly printed letters.

1.1.5. All deviations in construction, including but not limited to pipe and conduit locations and deviations caused by without limitation Change Orders, Construction Directives, RFI's, and Addenda, shall be accurately and legibly recorded by Contractor

1.1.6. Locations and changes shall be done by Contractor in a neat and legible manner and, where applicable, indicated by drawing a "cloud" around the changed or additional information.

1.2. RECORD DRAWING INFORMATION

1.2.1. Contractor shall record the following information:

1.2.1.1. Locations of Work buried under or outside each building, including, without limitation, all utilities, plumbing and electrical lines, and conduits.

1.2.1.2. Actual numbering of each electrical circuit.

1.2.1.3. Locations of significant Work concealed inside each building whose general locations are changed from those shown on the Contract Drawings.

1.2.1.4. Locations of all items, not necessarily concealed, which vary from the Contract Documents.

1.2.1.5. Installed location of all cathodic protection anodes.

1.2.1.6. Deviations from the sizes, locations, and other features of installations shown in the Contract Documents.

1.2.1.7. Locations of underground work, points of connection with existing utilities, changes in direction, valves, manholes, catch basins, capped stubouts, invert elevations, etc.

1.2.1.8. Sufficient information to locate Work concealed in each building with reasonable ease and accuracy.

1.2.2. In some instances, this information may be recorded by dimension. In other instances, it may be recorded in relation to the spaces in the building near which it was installed.

1.2.3. Contractor shall provide additional drawings as necessary for clarification.

1.2.4. Contractor shall provide reproducible record drawings, made from final Shop Drawings marked "No Exceptions Taken" or "Approved as Noted."

2. RECORD SPECIFICATIONS

Contractor shall mark each section legibly to record manufacturer, trade name, catalog number, and supplier of each Product and item of equipment actually installed.

3. MAINTENANCE OF RECORD DOCUMENTS

3.1. Contractor shall store Record Documents apart from documents used for construction as follows:

3.1.1. Provide files and racks for storage of Record Documents.

3.1.2. Maintain Record Documents in a clean, dry, legible condition and in good order.

3.2. Contractor shall not use Record Documents for construction purposes.

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COMMISSIONING

1. RELATED DOCUMENTS AND PROVISIONS

Contractor shall review all Contract Documents for applicable provisions related to the provisions in this document, including without limitation:

1.1. LEED Certification Sustainable Design Requirements.

2. SUMMARY

2.1. Commissioning is a process for validating and documenting that the facility and its systems are constructed and perform in conformity with the Contract Documents.

2.2. The objective of the commissioning process is to verify that the performance of the facility and its systems meet or exceed the design intent.

2.3. Commissioning includes special facility start-up processes used to bring the facility to a fully operational state, free of deficiencies in an efficient and timely manner.

2.4. Training on related systems and equipment operation and maintenance shall be scheduled to commence only after start-up is complete and systems are verified to be 100% complete and functional.

3. DESCRIPTION

The following applies to all Contract Documents:

3.1. **Contractor Startup**: Sub-phase of Contractor's work ending with Acceptance of Work, during which Contractor performs a pre-planned program of activities including starting, testing, inspecting, adjusting balancing, correcting deficiencies and other similar activities.

3.1.1. The District, Construction Manager and Architect and the Inspector shall be present to observe, inspect and identify deficiencies in building systems operations.

3.2. The completion of startup means the entire Construction Project including startup and fine tuning has been performed to the requirements of the Contract Documents and is verified in writing by the District, Construction Manager and Architect.

3.3. **Fine Tuning**: Fine tuning is the responsibility of Contractors after District occupancy and ending one (1) year after District occupancy. During this time, the Contractor is responsible for optimizing systems and correcting deficiencies arising under normal operating conditions.

3.3.1. Includes a period after occupancy where systems are optimized under "live" operating conditions and any outstanding construction deficiencies are corrected.

3.3.2. Fine Tuning shall extend from date of District occupancy to one year after occupancy.

4. DEFINITION OF TERMS

4.1. **Contractor's Pre-Commissioning Checklists**: Includes installation and start-up items as specified to be completed by the appropriate contractors prior to operational verification through the functional testing process.

4.2. **Installation Verification Process**: Includes the on-site inspection and review of related system components for conformance to Contract Documents. The Contractor shall verify systems readiness for functional testing procedures prior to the start of functional testing. Deficiencies will be documented by the Inspector for future resolution.

4.3. **Functional Performance Testing Process**: Includes the documented testing of system parameters, under actual or simulated operating conditions. Final performance commissioning of systems will begin only after the appropriate Contractor certifies that systems are 100% complete and ready for functional testing. The Contractor will be required to schedule, coordinate and perform device tests, calibration and functional performance test procedures.

4.4. **Deficiencies and Resolutions List:** Includes a list of noted deficiencies discovered as a result of the commissioning process. This list also includes the current disposition of issues, and the date of final resolution as confirmed by the Construction Manager and Inspector. Deficiencies are defined as those issues where products execution or performance does not satisfy the Project Contract Documents and/or the design intent.

5. COMMISSIONING SCHEDULE

5.1. Provide schedules for Contractor Start-Up work.

5.2. Incorporate in overall construction schedule.

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5.3. Contractor's activities, which will be performed as specified under Fine Tuning, shall be completed within one (1) year from date of occupancy by the District.

6. CONTRACTOR RESPONSIBILITIES

6.1. Provide utility services required for the commissioning process.

6.2. Contractor is responsible for construction means, methods, job safety, and/or management function related to commissioning on the Project Site.

6.3. Contractor shall assign representatives with expertise and authority to act on behalf of Contractor and schedule the representatives to participate in and perform commissioning team activities including, but not limited to, the following:

6.3.1. Participate in design and construction-phase coordination meetings.
6.3.2. Participate in maintenance orientation and inspection.
6.3.3. Participate in operation and maintenance training sessions.
6.3.4. Participate in final review.
6.3.5. Certify that Work is complete and systems are operational according to the Contract Documents, including calibration of instrumentation and controls.
6.3.6. Evaluate performance deficiencies identified in test reports and, in collaboration with entity responsible for system and equipment installation, recommend corrective action.
6.3.7. Review and comment on final commissioning documentation.

6.4. Contractor shall integrate all commissioning activities into Contractor's Construction Schedule.

6.5. Contractor's Subcontractors shall assign representatives with expertise and authority to act on behalf of subcontractors and schedule the representatives to participate in and perform commissioning team activities including, but not limited to, the following:

6.5.1. Participate in design and construction-phase coordination meetings.
6.5.2. Participate in maintenance orientation and inspection.
6.5.3. Participate in procedures meeting for testing.
6.5.4. Participate in final review.
6.5.5. Provide schedule for operation and maintenance data submittals, equipment startup, and testing to Commissioning Authority for incorporation into the commissioning plan. Update schedule on a weekly basis throughout the construction period.
6.5.6. Provide information to the Commissioning Authority for developing construction phase commissioning plan.
6.5.7. Participate in training sessions for District's operation and maintenance personnel.
6.5.8. Provide updated Project Record Documents to Commissioning Authority on a daily basis.
6.5.9. Gather and submit operation and maintenance data for systems, subsystems, and equipment to the Commissioning Authority, as specified in Division 01 Document "Operation and Maintenance Data."
6.5.10. Provide technicians who are familiar with the construction and operation of installed systems, who shall execute the test procedures developed by the Commissioning Authority, and who shall participate in testing of installed systems, subsystems, and equipment.

7. SUBMITTALS

7.1. Submit Draft and Final Contractor Start-up Forms as described in this Document. Submit Draft Report for Construction Manager and Architect's review and comment prior to Final Submission. Submit Final Report not later than twenty weeks before scheduled date of Acceptance of Work.

7.2. Prepare and submit one copy of report form to be used in preparation of system reports for:

7.2.1. Food Service Equipment.
7.2.2. Gymnasium Equipment and Scoreboards
7.2.3. Laboratory Fume Hoods
7.2.4. Elevators
7.2.5. Each mechanical system specified in Division 15.
7.2.6. Each Electrical system specified in Division 16.

7.3. Each System Report shall be submitted including the following:

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7.3.1. Project Name
7.3.2. Name of System
7.3.3. Index of report's content
7.3.4. Adjacent to list of equipment, columns to indicate status of equipment operation, to date and to sign off equipment start-up.
7.3.5. Space to record equipment and operational problems which cannot be corrected with scheduled Contractor Start-Up program and which may delay Acceptance of Work.
7.3.6. Manufacturer's equipment start-up reports.
7.3.7. Systems' testing, balancing, and adjusting reports.
7.3.8. Equipment Report Forms shall include the following: Project name, name of equipment, starting and testing procedures to be performed and observations and test results to be recorded.

8. QUALITY ASSURANCE

8.1. Training Instructor Qualifications: Contractor shall provide factory-authorized service representatives, experienced in training, operation, and maintenance procedures for installed systems, subsystems, and equipment.

8.2. Test Equipment Calibration: Comply with test equipment manufacturer's calibration procedures and intervals. Recalibrate test instruments (per NIST requirements if applicable) immediately whenever instruments have been repaired following damage or dropping. Affix calibration tags to test instruments. Instruments shall have been calibrated within six months prior to use.

9. EQUIPMENT & SYSTEM SCHEDULE

The following equipment shall be commissioned in this Project:

System	Equipment	Note	Req'd by LEED
HVAC System	Chillers		X
	Boilers		X
	Pumps		X
	Cooling towers		X
	Variable frequency drives		X
	Air handlers		X
	Packaged AC units		X
	Terminal units for Office areas	2	X
	Unit heaters		X
	Heat exchangers		X
	Exhaust fans		X
	Supply fans		X
	Return fans		X
Building Management System	Sequences of Operation, Monitored Points, and Alarms		X
	Metering/Monitoring Devices and Equipment		X
	Software Commissioning, GUI presentation commissioning, system access performance criteria, software tools/source code commissioning, instrument data sheets, middleware commissioning, Internet Protocol commissioning		
Electrical System	Sweep or scheduled lighting controls	2	X
	Daylight dimming controls		X
	Lighting occupancy sensors		X
	Electrical grounding		

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Plumbing System	Domestic water heaters		X
Security Alarm Systems	Security cameras and monitoring system personal duress alarm system; Intercom system; Paging System.		
System	**Equipment**	**Note**	**Req'd by LEED**
Security Electronics	Security plumbing fixture water management system.		
	Door Controls.		
	Fire alarm system.		
	Distributed radio antenna system.		
	Access control system.		
Courtroom Systems	Room acoustics.		
	Sound masking system.		
	Assisted listening.		
	Video projection.		
	Audio system.		
	Lighting and lighting controls.		X
Fire/Life Safety Systems	All devices		
	Alarm drivers		
	HVAC/Fire System Integration		
	Event Notifying and Reporting Systems		
Communication System			

9.1. SYSTEM FAILURES

9.2. After a second failure of a system to successfully meet the criteria as set for in the functional performance testing process, the Contractor shall reimburse the District for cost associated with any additional retesting required due to uncorrected deficiencies. Costs shall include salary, benefits, overhead, travel costs and per diem lodging costs if applicable.

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EXHIBIT J
TO FACILITIES LEASE

PLANS, TECHNICAL SPECIFICATIONS, AND DRAWINGS

[IF PLANS ARE FINAL – PROVIDE A COMPLETE LIST OF ALL PLANS, TECHNICAL SPECS, AND OTHER DRAWINGS]

OR

[INCLUDE IF CONTRACTOR PERFORMS PRELIMINARY SERVICES AND PARTIES AMEND FOR GPC]: IF THE PARTIES AGREE TO A GUARANTEED PROJECT COST AND AMEND THE CONTRACT, THE PARTIES SHALL ALSO AMEND THIS EXHIBIT AND INCLUDE THE PLANS, TECHNICAL SPECIFICATIONS, AND DRAWINGS FOR THE PROJECT PURSUANT TO THE CONTRACT.

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EXHIBIT K
TO FACILITIES LEASE

REVISIONS TO CONTRACT DOCUMENTS

[MUST BE REVISED / SPECIFIED FOR EACH PROJECT]

FACILITIES LEASE

[OPTIONAL]: The following provisions are added to Section 4.4 of the Facilities Lease:

(Operating School): The phasing plan shall be as follows:

- _____
- _____
- _____

(No Work During Student Testing): The following dates and times apply to this section:

- Each January: Two (2) days (Finals)
- Each March: Two (2) days (CAHSEE)
- Each June: Two (2) days (Finals)
- Each April - May: Ten (10) days (STAR and AP)

EXHIBIT D TO FACILITIES LEASE

[OPTIONAL]: Add the following to Section 5.2.1 of Exhibit D to the Facilities Lease

The minimum staffing for the Project shall be a competent:

- Project Manager,
- Full-time Construction Superintendent on each active component/project,
- Project Engineer, and
- Project Administrator

Contractor shall provide with its proposal the name and resume for each specific individual that it is proposing for each position. Those persons shall be made available for interviews with the District, if requested.

[OPTIONAL]: Add the following as Section 5.6.3 to Exhibit D to the Facilities Lease

5.6.3. **Terms for Early Purchase Items**

5.6.3.1. **Early Purchase Item(s).** The term "**Early Purchase Item(s)**" means the material(s) and equipment identified below that are to be purchased early by Contractor on the terms set forth In this section and in the quantities and at the price here:

EQUIPMENT AND MATERIAL	QUANTITY	PRICE
[Insert Name of Item]	X	$X,XXX
	X	$X,XXX
	X	$X,XXX

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	X	$X,XXX
	X	$X,XXX
	TOTAL COST	**$XX,XXX**

5.6.3.1. **Early Purchase Price (Total Purchase Price).** The term "**Early Purchase Price**" means the individual cost for any one (1) Early Purchase Item, and the term "**Total Early Purchase Price**" means the "Total Cost" of the Early Purchase Items identified above.

5.6.3.2. **Notice & Evidence of Order.** The District may, in its sole and absolute discretion, direct Contractor to purchase an Early Purchase Item(s) by issuing a written notice to purchase the Early Purchase Item(s) ("**Early Purchase Notice**"). Within **THREE (3)** calendar days of the issuance of the Early Purchase Notice, Contractor shall provide the District with a purchase order, bill of sale, bill of lading, invoice, or any other document identifying Contractor and/or its subcontractor as the title owner to Early Purchase Item(s) ("**Purchase Documentation**").

5.6.3.3. **Proof of Receipt of Early Purchase Item.** Upon delivery of the Early Purchase Item(s) to Contractor, whether at the Project site or off-site, Contractor shall provide the District with verifiable documentation of the receipt of any Early Purchase Item(s) in the form of photographs specifically identifying:

5.6.3.3.1. The Early Purchase Item(s);
5.6.3.3.2. The serial number(s) of each Early Purchase Item(s); and/or
5.6.3.3.3. Other indicia authenticating the Early Purchase Item(s).

5.6.3.4. **Total Compensation.** The District shall pay Contractor for the Early Purchase Item(s) an amount **not to exceed** the Total Early Purchase Price. District shall pay Contractor for the Early Purchase Item(s) on the terms set forth below (each, a "**Early Purchase Payment**"):

5.6.3.4.1. **Upon Proof of Purchase (50%).** District shall pay Contractor **Fifty-Percent** (**50%**) of the Early Purchase Price for each Early Purchase Item identified in the Purchase Documentation, upon the District's receipt of the Purchase Documentation.

5.6.3.4.2. **Upon Delivery (25%).** District shall pay Contractor **Twenty-Five Percent** (**25%**) of the Early Purchase Price for each Early Purchase Item identified in the Purchase Documentation, upon delivery of the Early Purchase Item(s) to the Project site, or, if stored off-site, upon delivery of the Early Purchase Item(s) to the location for off-site storage.

5.6.3.4.3. **Upon Installation (20%).** After the issuance of a Notice to Proceed for Construction Work the District shall pay Contractor **Twenty Percent** (**20%**) of the Early Purchase Price for each Early Purchase Item identified in the Purchase Documentation when:

5.6.3.4.3.1. Contractor completes installation of the Early Purchase item;
5.6.3.4.3.2. The installation is approved by the IOR and/ or Architect; and
5.6.3.4.3.3. The District approves the Application for Payment of documenting the complete installation of the Early Purchase Item(s).

5.6.3.4.4. **Retention.** District shall retain **Five Percent** (**5%**) of the amount owed to Contractor from each Early Purchase Payment. Retention shall be released

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when the Contractor achieves Completion of the Project consistent with the terms of **Exhibit D** to the Facilities Lease.

5.6.3.5. **Schedule of Values.** When Contractor prepares its Schedule of Values for construction of the Project, Contractor shall include a line item(s) for each Early Purchase Item consistent with the requirements **Exhibit D** to the Facilities Lease.

5.6.3.6. **Storage and Related Requirements.**

5.6.3.6.1. Contractor's obligations to store the Early Purchase Item(s) shall comply with all requirements for storage of equipment and materials in **Exhibit D** to the Facilities Lease.

5.6.3.6.2. If Contractor intends to store off-site any Early Purchase Item(s), Contractor shall comply with all requirements related to off-site storage in **Exhibit D** to the Facilities Lease.

5.6.3.6.3. In addition to the insurance requirements of the Contract, Contractor shall ensure that its policies of insurance comply with all requirements for protecting District property set forth in **Exhibit D** to the Facilities Lease.

5.6.3.7. **No Adjustment to the Contract Price or Contract Time.** Contractor expressly agrees and acknowledges that this process for the early purchase of equipment and materials herein is a contractual mitigation measure to avoid increased costs and to avoid delay(s) to the construction of the Project. The District's consent to this process hereunder shall in no way entitle the Contractor to an increase in the Guaranteed Project Cost or an extension of the Contract Time after the issuance of the Notice to Proceed for construction of the Project, unless otherwise permitted, and consistent with the requirements of, **Exhibit D** to the Facilities Lease.

[OPTIONAL]: Section 5.12.21.6 of Exhibit D to the Facilities Lease

Health & Safety. This provision includes additional requirements related to the Contractor's responsibility related to the health of its workers and to the procedures it must follow related to COVID-19, and is in addition to the requirements already indicated in the Contract Documents including, without limitation, in the Agreement and the General Conditions.

[INCLUDE ALL DISTRICT-SPECIFIC, BOARD-APPROVED PROVISIONS, RESTRICTIONS, REQUIREMENTS, ETC., THAT CONTRACTORS ON SITE MUST COMPLY WITH.]

Article 10 – Add the following to "CONTRACTOR'S SUBMITTALS AND SCHEDULES"

Item	Description	Due Date
Construction Schedule	Must be in Microsoft Project or Primavera or Equivalent	Within 30 Days of District's Notice to Proceed.
Schedule of Values	With all the detail as required in Exhibit D.	Prior to the District's approval of the Contractor's first Application for Tenant Improvement Payment
Shop Drawings		Within 30 Days of District's Notice to Proceed.
Safety Plan		Within 30 Days of District's Notice to Proceed.
Complete Subcontractor List		Within 30 Days of District's Notice to Proceed.

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Logistics Plan		Within 30 Days of District's Notice to Proceed.

Section 14.2: The number of days that must be exceeded to claim extra time for "Adverse Weather":
[**ALTERNATIVELY: THE DISTRICT AND CONTRACTOR MAY NEGOTIATE A CUMULATIVE NUMBER OF DAYS FOR THE DURATION OF THE PROJECT.**]

January	**7**	July	**0**
February	**7**	August	**0**
March	**4**	September	**0**
April	**3**	October	**2**
May	**1**	November	**2**
June	**1**	December	**2**

END OF DOCUMENT

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EXHIBIT L
TO FACILITIES LEASE

AGREEMENT FOR PRELIMINARY SERVICES

This Agreement for Preliminary Services ("**Agreement**") dated _____, 20_____ ("**Effective Date**"), is made and entered into by and between the **Alameda Unified School District** ("**District**") and **@Contractor** ("**Contractor**") (together, the "**Parties**").

WHEREAS, the District's Governing Board, in order to enable the District to utilize the lease-leaseback delivery method for future construction projects, adopted procedures for a fair and impartial solicitation process to evaluate qualifications and proposals to determine which proposer provides the "best value" pursuant to Education Code section 17406(a)(2) ("**Lease-Leaseback Procedures**"); and

WHEREAS, Education Code section 17406(a)(1) permits the District to utilize the lease-leaseback delivery method to enter into a lease whereby the District leases the project site to the contractor to construct the project, and the contractor then leases the project site back to the District; and

WHEREAS, prior to entering into the lease to construct the project, Education Code section 17406(b)(1) permits the District to enter into a contract for the performance of preliminary services before the Division of the State Architect ("**DSA**") approves the plans and specifications for a project so long as the contractor does not perform any services for which a contractor's license is required; and

WHEREAS, consistent with the Lease-Leaseback Procedures, the District issued a request for qualifications and proposals ("**RFQ/P**") to solicit proposals from qualified firms to perform both preliminary services and construction services for the District's **@ProjectName** ("**Project**"), and through the RFQ/P the District intended to award both the performance of preliminary phase services and construction phases services to the successful contractor; and

WHEREAS, after receiving and scoring the proposals, the District determined that the Contractor presented the District the "best value" to the District and the District's Governing Board awarded the Project to the Contractor; and

WHEREAS, the District seeks to have the Contractor perform preliminary services as more fully described in **Attachment A** attached hereto ("**Preliminary Services**") pursuant to Education Code section 17406(b)(1), and the Contractor represents that it is able and qualified to perform Preliminary Services for the Lease-Leaseback Project prior to the Contractor providing construction phase services; and

WHEREAS, after the Contractor performs Preliminary Services, the Parties acknowledge that Contractor shall procure subcontractors, propose a Guaranteed Maximum Price / Guaranteed Project Cost ("**GMP**" or "**GPC**"), and the Parties shall enter into a Site Lease and Facilities Lease for the construction of the Lease-Leaseback Project based on the Contractor's response to the RFQ/P.

AGREEMENT

NOW, THEREFORE, for good and sufficient consideration, receipt of which is acknowledged, the Parties agree as follows:

1. **One Project.** The Parties agree and acknowledge that consistent with the RFQ/P and relevant law, the District's intention is to award this Agreement and then the Lease-Leaseback Contract for the Project to the Contractor, all as one continuous project. Even so, if the Parties cannot agree on a GPC for the Lease-Leaseback Contract at the conclusion of the Preliminary Services, the District reserves the right to contract with another contractor to construct the Project.

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2. **Part of the Facilities Lease.** The Parties acknowledge that this Agreement is **Exhibit L** to the Facilities Lease for the Project. The Facilities Lease was part of the RFQ/P for the Project and Contractor agreed to the Facilities Lease as to Form. The Facilities Lease and this Agreement shall be read collectively as one and document. Any reference herein to a term, provision, or exhibit in the Facilities Lease shall be read as incorporating that provision herein by reference, including, without limitation, the Subcontractor Procurement Process in **Exhibit H,** even if the Parties have yet to execute the Facilities Lease. If the Parties agree to a GPC, this Agreement shall become **Exhibit L** to the Facilities Lease.

3. **Services**.

   3.1. The Contractor shall provide the services as described in **Attachment A,** attached hereto and incorporated herein by this reference ("**Services**" or "**Work**"). The scope of services will generally consist of the following:

   Contractor shall perform Preliminary Services for the Project upon the District's issuance of a Notice to Proceed consistent with the Schedule.

   3.2. Notwithstanding any provision contained in the Facilities Lease or this Agreement, Contractor shall not perform any Preliminary Services for which a Contractor is required to be licensed pursuant to Article 5 (commencing with Section 7065) of Chapter 9, Division 3 of the Business and Professions Code and/or for which DSA approval is required unless and until the District receives DSA approval for the Project.

4. **Project.** The "Project" as used in this Agreement is Contractor's performance of Services at or in connection with _____ School, _____, as further described in the Scope of Work for Preliminary Services attached hereto as **Attachment A**.

5. **Term**. Unless terminated or otherwise cancelled as permitted herein, the term of this Agreement shall be for the duration of the Services provided under this Agreement consistent with the Schedule.

   5.1. **Notice to Proceed**. Within a reasonable time after the Parties execute this Agreement, the District shall issue a Notice to Proceed to Contractor at which time Contractor shall commence the performance of the Services.

   5.2. **Schedule**. The schedule for the Preliminary Services is as follows ("**Schedule**"):

   5.2.1. Contractor shall commence the Preliminary Services on or before the date indicated in the Notice to Proceed, but in no event later than **[Date]** and

   5.2.2. Contractor shall complete the Preliminary Services on or before **[Date]**.

6. **Submittal of Documents**. The Contractor shall not commence the Work under this Agreement until the Contractor has submitted and the District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

   ___X___ Signed Agreement
   ___X___ Certifications to be Completed by Contractor as Part of Agreement for Preliminary Services
   ___X___ Insurance Certificates and Endorsements
   ___X___ W-9 Form
   _____ Bonds (as required or requested by District)

7. **Compensation**. The District shall pay Contractor for Contractor's performance of Preliminary Services a total fee **not to exceed** _____ **Dollars** (**$**_____) based on the amount of Work satisfactorily

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performed and approved by the District pursuant to the scope and provisions in **Attachment A** attached hereto and as indicated herein ("**Fee**"):

[BY SCOPE]

Item	Amount
General Services	$_____
Review of Design Documents	$_____
Value Engineering	$_____
Constructability Review	$_____
Confirm Modifications to Design Drawings	$_____
Budget of Project Costs	$_____
Construction Schedule and Phasing Plan	$_____
Construction Planning and Bidding	$_____
Total	**$_____**

[MONTHLY FEE OPTION]

Month	Fee
January	$_____
February	$_____
March	$_____
April	$_____
May	$_____
June	$_____
July	$_____
August	$_____
September	$_____
October	$_____
November	$_____
December	$_____
Etc.	$_____

[HOURLY FEE OPTION]

Job Title	Hourly Rate
Principal in Charge	$_____
Director	$_____
Consultant(s)	$_____
Administrative Personnel	$_____
Other	$_____
Other	$_____

7.1. The Fee includes all costs and expenses for all time and materials required and expended to provide the specific Preliminary Services including but not limited to the costs of hiring sub-consultants, contractors and other professionals, review of the Lease-Leaseback Project, Plans and Specifications, review and preparation of necessary documentation relating to the development of the Lease-Leaseback Project, all travel-related expenses, as well as for meetings with District and its representatives, long distance telephone charges, copying expenses, salaries of Contractor staff and employees working on the Project, overhead, and any other reasonable expenses incurred by Contractor in performance of the Preliminary Services.

7.2. The Contractor shall submit a monthly itemized statement of Service charges and expenses to the District on the fifth (5th) day of each month. The itemized statement shall reflect the hours spent, or

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scopes of work performed, by the Contractor in performing its Services, and, if applicable, the statements shall reflect expenses and materials. The itemized statement shall show the days and hours worked each workday Contractor performs Services for the previous month. District will permit a one (1) month grace period beyond this time for the Contractor to submit its invoice for a particular month's work. No amounts shall be due or owing to the Contractor if it fails to submit an invoice to the District at or before the end of that grace period.

7.3. Payment for the Work shall be made for all undisputed amounts in monthly installment payments within forty five (45) Days after the Contractor submits an itemized statement to the District for Work actually completed and after the District's written approval of the Work, or the portion of the Work for which payment is to be made.

8. **Expenses**. District shall not be liable to Contactor for any costs or expenses paid or incurred by Contractor in performing the Services, except as expressly provided for in this Agreement.

9. **Independent Contractor**. Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees. In the performance of the work herein contemplated, Contractor is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of Contractor's Work, District being interested only in the results obtained.

10. **Contractor and Subcontractor Registration and Compliance.**

10.1. Contractor acknowledges that, for purposes of Labor Code section 1725.5, all or some of the Work is a public work to which Labor Code section 1771 applies and that the Project is subject to compliance monitoring and enforcement by the Department of Industrial Relations. Contractor shall comply with Labor Code section 1725.5, including without limitation the registration requirements for itself and its subcontractors. Contractor represents that all of its subcontractors are registered pursuant to Labor Code section 1725.5.

10.2. Labor Code section 1771.1(a) states the following:

> "A contractor or subcontractor shall not be qualified to bid on, be listed in a bid proposal, subject to the requirements of Section 4104 of the Public Contract Code, or engage in the performance of any contract for public work, as defined in this chapter, unless currently registered and qualified to perform public work pursuant to Section 1725.5. It is not a violation of this section for an unregistered contractor to submit a bid that is authorized by Section 7029.1 of the Business and Professions Code or by Section 10164 or 20103.5 of the Public Contract Code, provided the contractor is registered to perform public work Contractor to Section 1725.5 at the time the contract is awarded."

10.3. Contractor shall comply with the registration and compliance monitoring provisions of Labor Code section 1771.4, including furnishing its CPRs to the Labor Commissioner of California and complying with any applicable enforcement by the Department of Industrial Relations.

10.4. Contractor shall post job site notices, as required by law, including without limitation Labor Code

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section 1771.4.

10.5. Contractor shall comply with all requirements of Labor Code section 1771.4, except the requirements that are exempted by the Labor Commissioner for the Project.

11. **Designated Representatives.** Contractor shall coordinate with District personnel and/or its designated representatives as may be requested and desirable, including with other professionals employed by the District for the design, coordination or management of other work related to the Project.

12. **Materials**. Contractor shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as expressly provided for in this Agreement.

13. **Performance of Services.**

13.1. **Standard of Care**.

13.1.1. Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Contractor's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts. Contractor's Services will be performed with due care and in accordance with applicable law, code, rule, regulation, and/or ordinance.

13.1.2. Contractor hereby represents, to the extent applicable, that it possesses the necessary professional capabilities, qualifications, licenses, skilled personnel, experience, expertise, and financial resources, and it has available and will provide the necessary equipment, materials, tools, and facilities to perform the Services in an efficient, professional, and timely manner in accordance with the terms and conditions of the Agreement.

13.1.3. Contractor shall be responsible for the professional quality, technical accuracy, completeness, and coordination of the Services, and Contractor understands that the District relies upon such professional quality, accuracy, completeness, and coordination by Contractor in performing the Services.

13.1.4. Contractor shall ensure that any individual performing work under the Agreement requiring a California license shall possess the appropriate license required by the State of California. All personnel shall have sufficient skill and experience to perform the work assigned to them.

13.2. **Meetings.** In addition to all public hearings and meetings, Contractor agrees to participate in coordination meetings to discuss District strategies, timetables, implementations of Services, and any other issues deemed relevant to the Project.

13.3. **District Approval.**

13.3.1. The District has the right to inspect and supervise to secure satisfactory completion of the Services.

13.3.2. Prior to any documents being made public, Contractor shall provide in draft form to District staff and District legal counsel, all documents that it or its subcontractors prepare.

14. **Information.**

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14.1. **Furnished by District.** Upon request by Contractor, District shall furnish Contractor any information and documents readily available to District that the Contractor determines may be of use to the Contractor in the performance of the Services. District shall rely upon Contractor to determine which information and documents may be of use to the Contractor in performance of the Services. District makes no representations with respect to the reliability, accuracy, or completeness of any information or documents furnished by the District. Contractor shall determine if it is appropriate to rely on the District furnished information or documents. Contractor shall determine if clarification, additional information, or additional data is needed, and if so, to seek it out.

14.2. **Furnished by Others.** Contractor is to obtain, utilizing its own personnel, any required information that has been developed by other public or private entities that are not under contract to District. Contractor shall determine if it is appropriate to rely on the information or data developed by these other public or private entities. Contractor shall determine if clarification, additional information, or additional data is needed.

15. **Originality of Services**. Except as to standard generic details, Contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the District and/or used in connection with this Agreement, shall be wholly original to Contractor and shall not be copied in whole or in part from any other source, except that submitted to Contractor by District as a basis for such services.

16. **Copyright/Trademark/Patent**. Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

17. **Audit**. Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for five (5) years thereafter. Contractor shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Contractor and shall conduct audit(s) during Contractor's normal business hours, unless Contractor otherwise consents. For a period of three (3) years after final payment under this Agreement, all expenditures of public funds in excess of ten thousand dollars ($10,000) shall be subject to examination and audit by the State Auditor. The audit shall be confined to those matters connected with the performance of this Agreement, including, but not limited to, the costs of administering the Agreement.

18. **Termination**.

18.1. **Without Cause by District**. District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for the Services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of Services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three (3) Days after the day the notice was mailed, whichever is sooner.

18.2. **Without Cause by Contractor**. Contractor cannot terminate this Agreement without cause.

18.3. **With Cause by District**. District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

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18.3.1. material violation of this Agreement by the Contractor; or

18.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or

18.3.3. Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) Days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) Days cease and terminate. In the event of this termination, the District may secure the Services from another Contractor. If the expense, fees, and/or costs to the District exceeds the cost of providing the Services pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expenses, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

18.4. **With Cause by Contractor**. Contractor may only terminate this Agreement after giving written notice of intention to terminate for cause and the expiration of the time to cure. Cause shall only include:

18.4.1. Material violation of this Agreement by the District, or

18.4.2. Failure of the District to timely pay undisputed Contractor invoices.

Written notice by Contractor shall contain the reasons for such intention to terminate and unless within thirty (30) Days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the thirty (30) Days cease and terminate. During the thirty (30) Days the Inspector shall continue providing Services to the District until the Agreement ceases and terminates. In the event of this termination, the District may secure the Services from another Contractor.

18.5. **Ownership of Records.** It is mutually agreed that all materials prepared by Contractor under this Agreement shall become the property of the District and Contractor shall have no property right therein whatsoever. Contractor hereby assigns to District any copyrights associated with the materials prepared pursuant to the Agreement. Immediately upon termination and upon written request, the District shall be entitled to, and Contractor shall deliver to the Contractor, all data, drawings, specifications, reports, estimates, summaries and such other materials and commissions as may have been prepared or accumulated to date by the District in performing the Agreement which is not Contractor privileged information, as defined by law, or Contractor's personnel information.

19. **Indemnification**. The Contractor shall indemnify, defend with legal counsel reasonably acceptable to the District, keep and hold harmless the District, and their respective board members, officers, representatives, and employees, in both individual and official capacities ("Indemnitees"), against all suits, claims, damages, losses, and expenses, caused by, arising out of, resulting from, or incidental to, the performance of the Work under this Contract by the Contractor or its subcontractors to the full extent allowed by the laws of the State of California, and not to any extent that would render these provisions void or unenforceable, including, without limitation, any such suit, claim, damage, loss, or expense attributable to, without limitation, bodily injury, sickness, disease, death, alleged patent violation or copyright infringement, or to injury to or destruction of tangible property, except to the extent caused by the negligence or willful misconduct of the Indemnitees. This agreement and obligation of the Contractor shall not be construed to negate, abridge, or otherwise reduce any right or obligation of indemnity that would otherwise exist as to any party or person

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described herein.

20. **Insurance**.

20.1. The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below. In addition to the information below, see the Facilities Lease for explanations for the scopes and types of coverages.

20.1.1. **Commercial General Liability and Automobile Liability Insurance**. Commercial General Liability Insurance and Any Auto Automobile Liability Insurance that shall protect the Contractor, the District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by the District.)

20.1.2. **Workers' Compensation and Employers' Liability Insurance**. Workers' Compensation Insurance and Employers' Liability Insurance for all of its employees performing any portion of the Services. In accordance with provisions of section 3700 of the California Labor Code, the Contractor shall be required to secure workers' compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services under this Agreement are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Services.

20.1.3. **Sexual Molestation and Abuse Liability Insurance.** Contractor shall procure and maintain, during the life of this Contract, sexual molestation and abuse insurance. Contractor shall require its Subcontractor(s), if any, to procure and maintain sexual molestation and abuse insurance for any and all employee(s) of Subcontractor(s). Any class of employee or employees not covered by a Subcontractor's insurance shall be covered by Contractor's insurance. If any class of employee or employees engaged in Work under the Contract, on or at the Site of the Project, are not covered under the sexual molestation and abuse insurance, Contractor shall provide, or shall cause a Subcontractor to provide, adequate insurance coverage to cover any employee(s) not otherwise covered before any of those employee(s) commence work.

20.1.4. **Professional Liability (Errors and Omissions)**. This insurance shall cover the Contractor and his/her subcontractors(s) for two million dollars ($2,000,000) aggregate limit subject to no more than twenty-five thousand dollars ($25,000) per claim deductible, coverage to continue through completion of construction plus two years thereafter. The policy must contain terms or endorsements extending coverage that requires the insurer to defend and indemnify for acts which happen before the effective date of the policy provided the claim is first made during the policy period.

Commercial General Liability (Includes: Bodily Injury, Property Damage, Personal & Advertising Injury, Product Liability and Completed Operations)	Combined Single Limit	$2,000,000
	General Aggregate	$4,000,000
	Product Liability and Completed Operations	$2,000,000

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Automobile Liability – Any Auto	Combined Single Limit **NO** General Aggregate	$2,000,000
Excess Liability (Umbrella)		$6,000,000 per occurrence; $6,000,000 aggregate
Workers Compensation		Statutory limits pursuant to State law
Employers' Liability		$2,000,000 each incident
Sexual Abuse / Molestation		$1,000,000 each incident; $2,000,000 policy limit
Property of Others	Combined Single Limit General Aggregate	Issued for the value and scope of Work stored off-site.
Professional Liability		$2,000,000 per occurrence and annual aggregate

20.2. **Proof of Carriage of Insurance**. The Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to the District and approved by the District. Certificates and insurance policies shall include the following:

20.2.1. A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to the District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) Days after date of mailing notice."

20.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.

20.2.3. An endorsement stating that the District and the State and their agents, representatives, employees, trustees, officers, consultants, and volunteers ("Additional Insureds") are named Additional Insureds under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District.

20.2.4. All policies except the Professional Liability Policy shall be written on an occurrence form.

20.3. **Acceptability of Insurers**. Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A: VII, unless otherwise acceptable to the District.

21. **Assignment**. The obligations and liabilities of the Contractor pursuant to this Agreement shall not be assigned voluntarily by the Contractor nor assigned by operation of law, without express written consent of the District.

22. **Binding Contract.** This Agreement shall be binding upon the Parties hereto and upon their successors and assigns and shall inure to the benefit of the Parties and their successors and assigns.

23. **Compliance with Laws**. Contractor shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Work as indicated or specified. If Contractor observes that any of the Work required by this Agreement is at variance with any such

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laws, ordinance, rules or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Work shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

24. **Certificates/Permits/Licenses**. Contractor and all Contractor's employees or agents shall secure and maintain in force such certificates, permits and licenses as are required by law in connection with the furnishing of the Services. Except for any license or permits furnished by District, Contractor shall be fully responsible for identifying and obtaining all necessary licenses and permits for the timely prosecution of the Services.

25. **Anti-Discrimination**. It is the policy of the District that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and District policy. Contractor and each subcontractor shall comply with Chapter 1 of Division 2, Part 7 of the Labor Code, beginning with § 1720, and including §§ 1735, 1777.5 and 1777.6, forbidding discrimination, and §§ 1776, 1777.5 and 1777.6 concerning the employment of apprentices by Contractor or subcontractors. Willful failure to comply may result in penalties, including loss of the right to bid on or receive public works contracts. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

26. **Fingerprinting of Employees**. The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Contractor's performing of any portion of the Services.

27. **Disabled Veteran Business Enterprises.** Section 17076.11 of the Education Code requires school districts using funds allocated pursuant to the State of California School Facility Program for the construction or modernization of a school building to have a participation goal of at least three percent (3%), per year, of the overall dollar amount expended each year by the school district, for disabled veteran business enterprises (DVBE). In accordance therewith, the Contractor must submit, upon request by District, appropriate documentation to the District identifying the steps the Contractor has taken to solicit DVBE participation in conjunction with this Agreement, if applicable.

28. **Interaction with the Media and Public.** Contractor shall promptly refer all inquiries from the news media or public to District and shall not make any statements to the media or the public relating to the Services. If Contractor receives a complaint from a citizen or the community, Contractor shall promptly inform the District about the complaint.

29. **Taxes.** Contractor shall be liable and solely responsible for paying all required taxes and other obligations, including but not limited to federal and state income taxes and social security taxes payable in connection with the Services and this Agreement. Contractor agrees to release, indemnify, defend, and hold District harmless from and against any worker's compensation or any tax liability which District may incur to any Federal or State governments with jurisdiction as a consequence of this Agreement. All payments made to Contractor may be reported to the Internal Revenue Service.

30. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

31. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors**. The District may evaluate the Contractor in any way the District is entitled pursuant to applicable law. The District's evaluation may include, without limitation:

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31.1. Requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance.

31.2. Announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).

32. **Limitation of District Liability**. Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

33. **Disputes**. In the event of a dispute between the Parties as to performance of Work, Agreement interpretation, or payment, the Parties shall attempt to resolve the dispute by negotiation and/or mediation, if agreed to by the Parties. Pending resolution of the dispute, Contractor shall neither rescind the Agreement nor stop performing the Services.

34. **Confidentiality**. The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractors(s) shall maintain the confidentiality of all information received in the course of performing the Services. Contractor understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

35. **Employment with Public Agency**. Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which Services are actually being performed pursuant to this Agreement.

36. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or sent by overnight delivery service, addressed as follows:

Alameda Unified School District	**@Contractor**
_____	_____
_____, CA 9_____	_____, CA 9_____
ATTN: _____	ATTN: _____

Any notice personally given shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the Business Day next following delivery thereof to the overnight delivery service.

37. **Integration/Entire Agreement of Parties**. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

38. **California Law**. This Agreement is entered into in California and shall be governed by and the rights, duties and obligations of the Parties, and shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the county in which the District's administrative offices are located. Contractor waives any claim or right to remove an action on this Agreement to federal court.

39. **Waiver**. The waiver by either Party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any

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other term, covenant, or condition herein contained.

40. **Severability**. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

41. **Authority to Bind Parties.** Neither Party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.

42. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each Party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

43. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a Party because that Party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.

44. **Calculation of Time.** For the purposes of this Agreement, "days" refers to Days unless otherwise specified.

45. **Signature Authority.** Each Party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authority and empowered to enter into this Agreement.

46. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

47. **Incorporation of Recitals and Attachments**. The Recitals and each attachment attached hereto are hereby incorporated herein by reference.

48. **Provisions Required by Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included herein.

49. **Incorporation of RFQ/RFP & Proposal and Interpretation of Documents.** If the Parties enter into this Agreement as a result of a Request for Qualifications and/or a Request for Proposal ("**RFQ/RFP**"), the RFQ/RFP is incorporated into this Agreement, except that if there is any conflict between the RFQ/RFP and any provision of this Agreement, the Agreement shall prevail.

IN WITNESS WHEREOF, the Parties have accepted and agreed to this Agreement, as of the Effective Date, and have directed and authorized their respective officers to execute this Agreement:

Alameda Unified School District		**@Contractor**	
Signature:	_____	Signature:	_____
Print Name:	_____	Print Name:	_____
Print Title:	_____	Print Title:	_____

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Attachment A to Agreement for Preliminary Services

Scope of Services

1. **Scope of Contractor's Preliminary Services**. Contractor is authorized to perform the following services by applicable law and agrees to perform the services described herein. Contractor shall perform management and coordination services, plan and specification constructability reviews, provide value-engineering reviews and recommendations and other reviews as necessary to verify that the drawings and specifications are clear and reasonably accurate to minimize the need for changes during the construction phase of the project, including but not limited to the following ("**Preliminary Services**"):

1.1. General Services.

1.1.1. Contractor shall attend regular meetings during Project development between the Architect, the District, District site personnel, and any other applicable consultants of the District as required to discuss the Project, including budget, scope and schedule.

1.1.2. Contractor shall assist Architect with the making of a written record of all meetings, conferences, discussions and decisions made between or among the District, Architect and Contractor.

1.1.3. Contractor shall assist the Architect with making formal presentations to the governing board of District.

1.1.4. Contractor shall prepare and update the preliminary Project schedule.

1.1.5. Contractor shall prepare and update the components of the Guaranteed Project Cost and shall be primarily in control of ensuring that the Project can and is constructed for no more than that amount.

1.1.6. Contractor shall assist District with City land use issues;

1.1.7. Contractor shall assist District with DSA review, input, and timeframe for same;

1.1.8. Contractor shall provide review and comment upon geotechnical / soils investigation and report;

1.1.9. Contractor shall provide review and comment upon survey of the Project site;

1.1.10. Contractor shall provide review and comment upon any environmental impact report ("**EIR**") or other required California Environmental Quality Act ("**CEQA**") documents with District's CEQA consultant.

1.2. Review of Design Documents.

1.2.1. Contractor shall review Project design and budget with the District and the Architect **four (4)** times: during the Schematic Design Phase, the Design Development Phase, at 50% Construction Documents Phase, and at 100% Construction Documents Phase to:

1.2.1.1. Contractor shall provide recommendations on site use and improvements, selection of materials, building systems and equipment and methods of Project delivery;

1.2.1.2. Contractor shall provide recommendations on relative feasibility of construction methods, availability of materials and labor, time requirements for procurement, installation and construction of the Project and subparts thereof if requested, and factors relating to cost including, but not limited to, construction costs of alternate designs of materials, preliminary budgets and possible economics that could be achieved through alternate methods or substitutions;

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1.2.1.3. Contractor shall provide interim design phase estimates to establish and maintain the Project budget and scheduled costs; and

1.2.1.4. Contractor shall provide plan review.

1.2.1.5. Value-engineering.

1.2.1.5.1. "**Value Engineering**" or "**VE**" as used herein shall mean an organized effort to analyze the functions of systems, equipment, facilities, services, and supplies depicted in the Plans and Specifications prepared by Architect ("**Design Documents**") for the Project to identify equipment, materials or systems which provide for comparable function at reduced initial or life-time cost consistent with required performance, reliability, quality, and safety for similar types of school construction projects. Value Engineering shall include, without limitation, proposed changes to the Design Documents, or other contract requirements, consistent with industry practice in the construction of public schools.

1.2.1.5.2. Value Engineering is intended to enable a contractor to construct the Project more efficient and economically consistent with the Project's goals and objectives, without sacrificing quality.

1.2.1.5.3. The Contractor shall perform Value Engineering for the Project as set forth herein at the 100% Design Development Phase and the 50% Construction Document Phase, to the extent applicable. Contractor shall perform Value Engineering concurrently with, and without delay to, the schedule attached to the applicable**.**

1.2.1.5.4. General Value Engineering Requirements

1.2.1.5.4.1. In performing Value Engineering, the Contractor shall, without limitation:

1.2.1.5.4.1.1. Identify all documents necessary for Contractor to fully understand the background and decisions that have influenced the design up to Design Development.
1.2.1.5.4.1.2. Coordinate with the District and Architect to obtain any further documentation necessary to develop this understanding.
1.2.1.5.4.1.3. Review relevant meeting minutes, master plans, District design guidelines, Design Documents and all other necessary documents related to the Project.
1.2.1.5.4.1.4. Analyze and understand key functional issues governing the Project, Project design, and Project systems so that Contractor understands how to best approach Value Engineering.
1.2.1.5.4.1.5. Develop an understanding of the District's key criteria, objectives, and budgetary constraints with respect to the development of the Project.
1.2.1.5.4.1.6. The Contractor shall coordinate with the District and the Design Team as necessary in the performance of Value Engineering to ensure that the Contractor's recommendations are consistent with the District's criteria, objectives, and budgetary constraints.
1.2.1.5.4.1.7. The Contractor shall consider all ways to provide function within the Project at a lesser initial or life-cycle-cost representing improved value to the District without sacrificing quality.
1.2.1.5.4.1.8. The Contractor shall coordinate with the Design Team to ensure that any recommendation is compliant with any authority having jurisdiction over the Project, including, without limitation, DSA.

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1.2.1.5.5. Value Engineering Workshop

1.2.1.5.5.1. As part of the Value Engineering for each phase, the Contractor shall organize and conduct a value engineering workshop ("**Workshop**").

1.2.1.5.5.2. The Contractor shall invite the Architect to participate in the Workshop.

1.2.1.5.5.3. Prior to the Workshop, the Contractor and the Architect will provide all participants with a preliminary list of Value Engineering items for discussion and order of magnitude estimates of cost both for design and construction.

1.2.1.5.5.4. The Workshop will consist of an initial Project design review related to that phase of development, research of alternative solutions, and evaluations of alternatives. The Workshop will conclude with a review of design and construction costs, benefits of various items selected, and selection of items to be incorporated into the Project design.

1.2.1.5.5.5. The Contractor will incorporate the Workshop findings into the VE Report (as defined below) for that phase. Although the Workshop findings may include Value Engineering recommendations, Contractor shall perform its own, independent Value Engineering and provide any recommendations that are different or in addition to the Workshop findings.

1.2.1.5.6. VE Report

1.2.1.5.6.1. At the conclusion of Value Engineering for each phase of design, Contractor shall prepare a report ("**VE Report**") and submit the VE Report to the District. Each VE Report shall include recommendations for alternatives, deletions, or amendments to the Design Documents for the Project that pertain to the anticipated construction costs, useful life, maintenance and operational costs and efficiencies.

1.2.1.5.6.2. The VE Report shall contain as an attachment the Workshop findings.

1.2.1.5.6.3. At a minimum, Contractor shall include the following in the VE Report:

1.2.1.5.6.3.1. Recommendation Narrative. A narrative describing the difference between the existing Design Documents and any change to the Design Documents, the comparative advantages and disadvantages of each, to the extent applicable, a justification if an item's function is being altered, and the effect of the change on system and facility performance.

1.2.1.5.6.3.2. Changes to Design Documents. A list and analysis of design criteria or specifications that must be changed if the District accepts the recommendation.

1.2.1.5.6.3.3. Hard Costs. A detailed estimate of the impact on Project cost of the recommendation, if accepted and implemented by the District.

1.2.1.5.6.3.4. Soft Costs / Maintenance Costs. A description and estimate of costs the District may incur in implementing the recommendation, including, without limitation, design costs, additional testing and inspections, and ongoing maintenance costs.

1.2.1.5.6.3.5. Life Cycle Costs. A prediction of any effects the proposed recommendation may have on life cycle cost.

1.2.1.5.6.3.6. Schedule Impacts. The effect the recommendation may have on design or construction schedules. The Contractor shall include the number of Days the Project would expected to extended or reduced based upon the change, which shall be

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broken down by each individual task related to that scope of work (e.g., shop drawing submittals, lead times for the procurement of materials and supplies, construction, etc.).

1.2.1.5.6.4. Deliverables. Contractor shall submit one (1) hard copy and one (1) electronic .pdf of the VE Report to the District. Contractor shall also submit one (1) electronic .pdf version of the VE Report to the Architect.

1.2.1.5.7. VE Report Presentation / Meeting. After the submittal of the VE Report, and upon the District's request, the Contractor shall meet with the District to present the VE Report to the District and respond to any questions concerning the recommended changes in the VE Report.

1.2.1.5.8. District Review / Acceptance

1.2.1.5.8.1. Prior to authorizing the Architect's performance of next phase design services, the District shall review the VE Report and decide whether to accept in writing any changes to the Design Documents.

1.2.1.5.8.2. Upon the District's acceptance of change(s) to the Design Documents, the Contractor shall send written direction to the Architect to incorporate those changes into the Design Documents.

1.2.1.5.8.3. Upon the Architect's notice that it has incorporated the changes into the Design Documents, Contractor shall review the modified Design Documents to ensure that the District accepted changes are incorporated into the Design Documents. If the Contractor determines that the Architect has not incorporated into the Design Documents the changes accepted by the District, the Contractor shall advise the District in writing of the changes that were not included in the modified Design Documents, and shall assist the District in ensuring that the Architect incorporates those modifications.

1.2.1.5.8.4. If the Architect disputes or otherwise recommends the denial of any recommendation from a VE Report, Construction Manager shall meet and coordinate with the Architect to determine the proper resolution of the dispute and shall issue a written recommendation to the District as to whether to include the recommendation into the Design Documents. The District shall thereafter issue a written decision, which will be binding on the Architect.

1.2.1.6. Constructability Review.

1.2.1.6.1. "**Constructability Review(s)**" or "**CR(s)**" as used herein shall mean a systematic review of the Design Documents to ensure that the Design Documents delineate clear and feasible construction techniques, including, without limitation, making certain that the requirements of the construction work are clear, the Design Documents are coordinated, and that they assist the contractor in subcontractor bidding, construction and project administration to result in reduced impacts to the Project.

1.2.1.6.2. The purpose of the Construability Review is to eliminate flaws in the Design Documents, eliminate issues that may cause other impacts, and to ultimately enable Contractor to bid, coordinate, schedule, sequence and construct the Project efficiently, and without time and scheduling impacts.

1.2.1.6.3. The Contractor shall perform a Constructability Review for the Project as set forth herein at the 100% Design Development Phase and the 90% Construction Document Phase, to the extent applicable.

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1.2.1.6.4. General Constructability Review Requirements

1.2.1.6.4.1. In performing a Constructability Review, the Contractor shall review the Design Documents and all other necessary documents related to the Project, including, without limitation, geotechnical reports, soils reports, and hazardous materials reports, to fully understand the Project, Project scope, and the Project site and to enable the Contractor to identify issues regarding constructability and associated risks arising from the current Design Documents. The Constructability Review shall include the review of every element encountered by the general contractor during construction of the Project, including, without limitation whatsoever: material delivery, storage, site clearing, utilities work (location, interconnection, existing utilities, etc.), excavation, SWPPP requirements, field office locations, demolition, depiction of existing conditions, required equipment, required permits, coordination of the trades, verifying design elements, visual depictions, site access, traffic control, foundation of piers, etc.

1.2.1.6.4.2. In reviewing the scope of work in the Design Documents, Contractor shall identify existing conditions which may present construction problems and make recommendations regarding the project footprint, including, without limitation, Project limits within the Project site.

1.2.1.6.4.3. The Contractor shall perform a field inspection to familiarize itself with the Project site and to enable it to provide detailed comments to the Design Documents during the Constructability Review.

1.2.1.6.4.4. The Contractor shall review the project budget for the current phase of design to determine whether the Project can be constructed within budget constraints and in light of risks identified during Constructability Review.

1.2.1.6.4.5. The Contractor shall review the Design Documents and propose an appropriate Project duration, sequencing, phasing, and the separation of subcontracts into categories of the work and trade bid packages.

1.2.1.6.4.6. The Contractor shall coordinate with the District and the Design Team as necessary in the performance of the Constructability Review.

1.2.1.6.4.7. The Contractor is not responsible for providing, nor does the Contractor control, the Project design or the contents of the Design Documents. The Contractor's actions in reviewing the Project design and Design Documents, and in making any findings, recommendations, or assessments as provided herein, are advisory only to the District. The Design Team members are not third party beneficiaries of the Constructability Review and the Design Team members remains solely responsible for the contents of the Design Documents. Unless the Contractor holds a professional architect or engineering license, or unless the Constructability Review is performed by a consultant or subconsultant of Contractor who holds that type of license, the Contractor shall be held to the standard of care for general contractors performing constructability reviews on public school construction projects within the same geographic area as the District.

1.2.1.7. 100% Design Development Constructability Review.

1.2.1.7.1. The 100% Design Development Constructability Review ("**DD CR**") shall evaluate the Design Documents and must address all items that are or will be critical to the completion of the construction of the Project.

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1.2.1.7.2. The DD CR should address all structural, architect, mechanical, electrical, plumbing, civil, landscaping, and off-site work related to the Project as set forth in the Design Documents. The DD CR should be performed such that it provides the Architect guidance and direction in proceeding with the final design of Construction Documents, and identify any alterations or revisions to the Design Documents, or other special considerations.

1.2.1.8. 90% Construction Documents Constructability Review.

1.2.1.8.1. The 90% Construction Documents Constructability Review ("**CD CR**") shall evaluate all Design Documents, with special attention given to Plans and Specifications, to serve as a final check on those documents prior to soliciting bids and to ensure the overall constructability of the Project, subject to revisions made during back-check.

1.2.1.8.2. The CD CR should identify details, omissions, or design problems not previously addressed or those that materialized or that were identified during this phase of design. Although the District expects that any omissions or deficiencies at this stage should be minor, the District expects that the Contractor shall fully review the Project for constructability as set forth herein.

1.2.1.8.3. The DD CR should address all structural, architect, mechanical, electrical, plumbing, civil, landscaping, and off-site work related to the Project as set forth in the Design Documents. The CD CR should include a final, detailed review of the Design Documents to ensure that the drawings and specifications are not only constructable, but are coordinated and can be read as a cohesive whole.

1.2.1.9. Constructability Review Report.

1.2.1.9.1. At the conclusion of the Constructability Review for each phase of design, Contractor shall prepare a report ("**CR Report**") and submit the CR Report to the District. Each CR shall include all findings and recommendations made as a result of the CR, and shall identify any and all risks or impacts arising from any issues identified therein.

1.2.1.9.2. At a minimum, Contractor shall include the following in the CR Report:

1.2.1.9.2.1. Issue / Risk Narrative. A narrative identifying each issue and the impact or risk associated with that issue. The narrative shall also include recommendations to avoid the risk or impact by making changes to the Design Documents.

1.2.1.9.2.2. Coordination. Identify any areas in which the drawings or specifications are not coordinated.

1.2.1.9.2.3. Changes to Design Documents. A list and analysis of design criteria or specifications that could be changed based on any identified issue.

1.2.1.9.2.4. Budget Review. A narrative describing the Contractor's review of the budget, and discussing whether the current budget for the Project is sufficient or achievable in light of the issues identified.

1.2.1.9.2.5. Planning Review. A narrative describing Contractor's proposed Project duration, sequencing, phasing, and the separation of subcontracts into categories of the work and trade bid packages.

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1.2.1.10. **CR Report Presentation / Meeting.** After the submittal of the CR Report, and upon the District's request, the Contractor shall meet with the District to present the CR Report to the District and respond to any questions concerning any issues raised in the CR Report.

1.2.1.11. **District / Architect Review**

1.2.1.11.1. Prior to authorizing the Architect's performance of next phase design services, the District shall issue the CR Report to the Architect and, in its discretion, may instruct the Architect to address the issues raised in the CR report.

1.2.1.11.2. The Architect shall then address any issues identified in the CR Report. Upon the Architect's notice that it has addressed all issues, Contractor shall review the modified Design Documents to ensure that the issues in the CR have been addressed. If the Contractor determines that the Architect has not addressed any issue identified in the CR Report, the Contractor shall advise the District in writing of the unaddressed issues and shall assist the District in ensuring that the Architect addresses those issues.

1.2.1.11.3. If the Architect objects to addressing any issue raised in the CR Report, Contractor shall meet and coordinate with the Architect to determine the proper resolution of the objection and shall issue a written recommendation to the District as to whether Architect should address the issue. The District shall thereafter issue a written decision, which will be binding on the Architect.

1.2.2. **Confirm Modifications to Design Drawings.** If the District accepts Contractor's comments, including the value-engineering and/or constructability review comments, Contractor shall review the design documents to confirm that those comments are properly incorporated into the final design documents.

1.3. Budget of Project Costs.

1.3.1. At each stage of plan review indicated above, Contractor shall update and refine the budget of the Guaranteed Project Cost based on the most recent set of design documents. Contractor shall also advise the District and the Architect if it appears that the total construction costs may exceed the Guaranteed Project Cost established by the District and shall make recommendations for corrective action. Contractor will further provide input to the District and Architect relative to value of construction, means and methods for construction, duration of construction of various building methods and constructability.

1.3.2. In each budget of the Guaranteed Project Cost, Contractor shall include values of scopes of work subdivided into component parts in sufficient detail to serve as the basis for progress payments during construction. This budget of the Guaranteed Project Cost shall include, at a minimum, the following information divided into at least the following categories:

1.3.2.1. Overhead and profit;
1.3.2.2. Supervision;
1.3.2.3. General conditions;
1.3.2.4. Layout & Mobilization (not more than 1%)
1.3.2.5. Submittals, samples, shop drawings (not more than 3%);
1.3.2.6. Bonds and insurance (not more than 2%);
1.3.2.7. Close-out documentation (not less than 3%);
1.3.2.8. Demolition;
1.3.2.9. Installation;
1.3.2.10. Rough-in;

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1.3.2.11. Finishes;
1.3.2.12. Testing;
1.3.2.13. Punchlist and acceptance.

Contractor shall indicate its willingness and ability to enter into the Contract Document to construct the Project for at or below that Guaranteed Project Cost, excluding Unforeseen Site Conditions or District-requested changes. This commitment will be a component of the Contract Documents.

1.4. Construction Schedule and Phasing Plan.

Contractor shall prepare a preconstruction schedule to guide the design team through to bid dates. That schedule shall show the multiphases and interrelations of design, constructability review, and estimating. Contractor shall also prepare a full construction schedule for the Project detailing the phasing and construction activities. Contractor shall further investigate, recommend and prepare a schedule for the District's purchase of materials and equipment requiring long lead time procurement, and coordinate the schedule with the early preparation of portions of the Contract Documents by the Architect.

1.5. Construction Planning and Bidding.

1.5.1. Contractor shall prepare and distribute specifications and drawings provided by District to facilitate bidding to Contractor's subcontractors.

1.5.2. Contractor shall review the drawings and specifications to eliminate areas of conflict and overlapping in the work to be performed by various subcontractors, and with a view to eliminating change order requests by the Architect or subcontractors.

1.5.3. Contractor shall conduct pre-bid conferences. Contractor shall coordinate with District and the Architect in responding to subcontractor questions or providing clarification to all subcontractors.

1.5.4. Contractor shall prepare appropriate subcontractor bid packages.

1.6. Bidding for Subcontractor Work.

1.6.1. CONTRACTOR SHALL SOLICIT AND PROCURE SUBCONTRACTORS PURSUANT TO THE SUBCONTRACTOR PROCUREMENT PROCESS ATTACHED TO THE FACILITIES LEASE AS EXHIBIT H.

1.6.2. Finalizing the GPC. After Contractor completes the Subcontractor Procurement Process as set forth in **Exhibit H** to the Facilities Lease and the District approves the Subcontractor bids and self-performed construction Work, if any, Contractor shall prepare a final proposed GPC as set forth in **Exhibit C** to the Facilities Lease. The GPC shall be calculated consistent with the matrix in the "Guaranteed Project Cost (or Guaranteed Maximum Price)" section of **Exhibit C** to the Facilities Lease.

1.7. Schedules. Prior to the Parties executing the Site Lease and Facilities that will include the GPC, or amending an existing Site Lease and Facilities Lease to include a GPC, Contractor shall provide to the District a Construction Schedule and Schedule Values compliant with the requirements of the Contract Documents, including, without limitation, **Exhibit D**, so that those schedules may be included as **Exhibit F** and **Exhibit G** respectively; provided, however, the District may excuse this requirement and instead direct Contractor to submit the schedules after the issuance of a Notice to Proceed for construction work.

2. **Limited Authority.** The duties, responsibilities and limitations of authority of Contractor shall not be restricted, modified or extended without written agreement between the District and Contractor.

District's Responsibilities. The District has and shall continue to provide to Contractor information regarding

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requirements for the Project, including information regarding the District's objectives, schedule, constraints and criteria.

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CERTIFICATIONS TO BE COMPLETED BY CONTRACTOR
AS PART OF
AGREEMENT FOR PRELIMINARY SERVICES (EXHIBIT L TO FACILITIES LEASE)

THE UNDERSIGNED MUST CHECK EACH BOX AND EXECUTE THIS FORM AND HEREBY CERTIFIES TO THE GOVERNING BOARD OF THE DISTRICT THAT UNDERSIGNED IS:

- A representative of the Contractor,
- Familiar with the facts herein certified and acknowledged,
- Authorized and qualified to execute the Contract Documents and these certifications on behalf of Contractor and that by executing the Contract Documents undersigned is certifying the following items.

☐ **Labor Code Sections 1860-1861 (Workers' Compensation).** In accordance with Labor Code section 3700, every contractor will be required to secure the payment of compensation to his or her employees. I acknowledge and certify under penalty of perjury that I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of this contract.

☐ **Government Code Sections 8355-8357 (Drug-Free Workplace).** I acknowledge and certify under penalty of perjury that I will provide a drug-free workplace by doing all of the following:

(1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the person's or organization's workplace and specifying the actions that will be taken against employees for violations of the prohibition.
(2) Establishing a drug-free awareness program to inform employees about all of the following:
(A) The dangers of drug abuse in the workplace.
(B) The person's or organization's policy of maintaining a drug-free workplace.
(C) Any available drug counseling, rehabilitation, and employee assistance programs.
(D) The penalties that may be imposed upon employees for drug abuse violations.
(3) Requiring that each employee engaged in the performance of the contract or grant be given a copy of the statement required by subdivision (a) and that, as a condition of employment on the contract or grant, the employee agrees to abide by the terms of the statement.

I also acknowledge that this Contract may be subject to suspension of payments under the contract or grant or termination of the contract or grant, or both, and the contractor or grantee thereunder may be subject to debarment, in accordance with the requirements of the above-referenced statute, if the contracting or granting agency determines that any of the following has occurred:

(1) The contractor or grantee has made a false certification under Section 8355.
(2) The contractor or grantee violates the certification by failing to carry out the requirements of subdivisions (a) to (c), inclusive, of Section 8355.

I also acknowledge that the Department of General Services shall establish and maintain a list of individuals and organizations whose contracts or grants have been canceled due to failure to comply with the above-referenced statute. This list shall be updated monthly and published each month. No state agency shall award a contract or grant to a person or organization on the published list until that person or organization has complied with the above-referenced statute.

☐ **Tobacco-Free Environment**. Pursuant to, without limitation, 20 U.S.C. section 6083, Labor Code section 6400 et seq., Health & Safety Code section 104350 et seq. and District Board Policies, all District sites, including the Project site, are tobacco-free environments. Smoking and the use of tobacco products by all persons is prohibited on or in District property. District property includes school buildings, school grounds, school owned vehicles and vehicles owned by others while on District property.

I acknowledge and certify under penalty of perjury that I am aware of the District's policy regarding tobacco-free environments at District sites, including the Project site and acknowledge and certify that I will adhere to the requirements of that policy and not permit any of my firm's employees, agents, subcontractors, or my firm's subcontractors' employees or agents to use tobacco and/or smoke on the Project site. The District also prohibits electronic cigarettes, "vaping" or similar product uses on District sites.

☐ **Russian Sanctions Certification**

On February 21, 2022, President Biden issued Executive Order 14065 (https://www.whitehouse.gov/briefing-room/presidential-actions/2022/02/21/executive-order-on-blocking-property-of-certain-persons-and-prohibiting-certain-transactions-with-respect-to-continued-russian-efforts-to-undermine-the-sovereignty-and-territorial-integrity-of-ukraine/; "**Federal Order**") imposing economic sanctions and prohibiting many activities including, but not limited to, investing in, importing to, exporting from, and contracting with, areas of Ukraine and in Russia. On March 4, 2022, California Governor Newsom issued Executive Order N-6-22 requiring state agencies to take steps to ensure any agency and entity under contract with state agencies comply with the Federal Order (https://www.gov.ca.gov/wp-content/uploads/2022/03/3.4.22-Russia-Ukraine-Executive-Order.pdf; "**State Order**").

The District requires the Contractor, as a vendor with the District, to comply with the economic sanctions imposed in response to Russia's actions in Ukraine, including the orders and sanctions identified on the U.S. Department of the Treasury website (https://home.treasury.gov/policy-issues/financial-sanctions/sanctions-programs-and-country-information/ukraine-russia-related-sanctions).

If your Firm's contract with the District has a cumulative value of $5 million or more, your certification here constitutes your written response to the District, indicating:

(1) that your Firm is in compliance with the required economic sanctions of the Federal and State Orders;

(2) the steps your Firm has taken in response to Russia's actions in Ukraine, including, but not limited to, desisting from making new investments in, or engaging in financial transactions with, Russian entities, not transferring technology to Russia or Russian entities, and directly providing support to the government and people of Ukraine.

☐ **Criminal Background Investigation / Fingerprinting Certification**

The undersigned does hereby certify to the governing board of the District that undersigned is a representative of the Contractor, is familiar with the facts herein certified, is authorized and qualified to execute this certificate on behalf of Contractor; and that the information in this Criminal Background Investigation / Fingerprinting Certification is true and correct.

☐ **All Workers Fingerprinted.** The Contractor has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Contractor's employees and all of its Subcontractors'

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employees who interact with pupils, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee, has a valid criminal records summary as described in Education Code Section 44237 (Contractor shall "require each applicant for employment in a position requiring contact with minor pupils to submit two sets of fingerprints prepared for submittal by the employer to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and the Federal Bureau of Investigation."). A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may interact with District pupils during the course and scope of the Contract is attached hereto; and/or

☐ **Physical Barrier.** Pursuant to Education Code section 45125.2, Contractor has installed or will install, prior to commencement of work, a physical barrier at the Project Site, that will limit contact between Contractor's employees and District pupils at all times; and/or

☐ **Continual Supervision by Fingerprinted Employee.** Pursuant to Education Code section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's employees and its Subcontractors' employees is:

Name: _____ **Title:** _____

☐ **Unoccupied Site.** The Work on the Contract is at an unoccupied school site and no employee and/or subcontractor or supplier of any tier of Contract shall come in contact with the District pupils.

Megan's Law (Sex Offenders). I have verified and will continue to verify that the employees of Contractor that will be on the Project site and the employees of the Subcontractor(s) that will be on the Project site are **not** listed on California's "Megan's Law" Website (http://www.meganslaw.ca.gov/).

Contractor's responsibility for background clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

I acknowledge and certify under penalty of perjury that I am duly authorized to legally bind the Contractor to all provisions and items included in these certifications, that the contents of these certifications are true, and that these certifications are made under the laws of the State of California.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

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EXHIBIT M

PROJECT LABOR AGREEMENT DATED FEBRUARY 9, 2017

AND

AMENDMENT TO PROJECT LABOR AGREEMENT DATED SEPTEMBER 29, 2022

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ALAMEDA UNIFIED SCHOOL DISTRICT
PROJECT LABOR AGREEMENT

PREAMBLE

The purpose of this Agreement is to promote efficiency of construction operations during the Alameda Unified School District Measure I New Construction and Modernization Projects ("Projects") as defined herein, and to provide for peaceful settlement of labor disputes and grievances without strikes or lockouts, thereby promoting the public interest in assuring the timely and economical completion of the Projects, while also helping to increase training and employment opportunities for the District's students in the construction trades through apprenticeship and pre-apprentice programs as the students graduate from the District's schools.

The relevant skilled work force requirements described in Education Code section 17407.5 as that statute relates to the commitment that a skilled and trained workforce will be used to perform the Project(s), is deemed to have been established by any Contractor becoming a signatory to this Agreement.

RECITALS

WHEREAS, the timely and successful completion of the Projects is of the utmost importance to the Alameda Unified School District ("District") to meet the educational needs of the District's students and to avoid increased costs resulting from delays in construction; and

WHEREAS, large numbers of workers of various skills will be required in the performance of the construction work, including those to be represented by the unions affiliated with the Building and Construction Trades Council of Alameda County ("Unions") and any other labor organization which is signatory to this Agreement employed by contractors and subcontractors who are signatory to this Agreement; and

WHEREAS, it is recognized that on projects of this magnitude with multiple contractors and bargaining units on the job site at the same time over an extended period of time, the potential for work disruption is substantial without an overriding commitment to maintain continuity of work; and

WHEREAS, the interests of the general public, the District, the Unions and Contractor/Employer(s) would be best served if the construction work proceeded in an orderly manner without disruption because of strikes, sympathy strikes, work stoppages, picketing, lockouts, slowdowns or other interferences with work; and

WHEREAS, the Contractor/Employers and the Unions desire to mutually establish and stabilize wages, hours and working conditions for the workers employed on the Projects by the Contractor/Employer(s), and further, to encourage close cooperation among the Contractor/Employer(s) and the Union(s) to the end that a satisfactory, continuous and harmonious relationship will exist among the parties to this Agreement; and

WHEREAS, the Agreement is not intended to replace, interfere, abrogate, diminish or modify existing local or national collective bargaining Agreements in effect during the duration of the Projects, insofar as a legally binding Agreement exists between the Contractor/Employer(s) and the affected Union(s) except to the extent that the provisions of this Agreement are inconsistent with said collective bargaining Agreements, in which event, the provisions of this Agreement shall prevail; and

WHEREAS, the contracts for construction work on the Projects will be awarded in accordance with the applicable provisions of the Public Contract Code, Education Code and other applicable California law; and

WHEREAS, the funding for the construction of the Projects will come from Measure I, passed by the Alameda residents, and paid for by the Measure I special tax on the properties owned by Alameda residents, in contrast to typical California school projects, which are funded through a balance of local and State funds; and

WHEREAS, the District has the absolute right to select the lowest responsive and responsible bidder for the award of the construction contracts on the Projects, or to reject all bid proposals, or to use other legal project delivery methodologies; and

WHEREAS, the District places high priority upon the development of comprehensive programs for the recruitment, training and employment of local area residents and has identified the need to prepare its students for lifelong careers and continuing education, recognizing the ability of local apprenticeship programs to provide meaningful and sustainable careers in the building and construction industry; and

WHEREAS, the parties signatory to this Agreement pledge their full good faith and trust to work towards a mutually satisfactory completion of the Projects;

NOW, THEREFORE, it is agreed between and among the parties hereto, as follows:

ARTICLE 1.
DEFINITIONS

1.1 "Agreement" means this Project Labor Agreement.

1.2 "District" means the Alameda Unified School District, its employees, agents, and administrative staff under its Superintendent.

1.3 "Completion" of work on a project means that point at which the District has determined that the work to construct the project is in all respects 100% complete and that all contract drawings, warranties, certificates, manuals and data have been submitted and training completed in accordance with the contract documents. Division of State Architect approval is not required for a determining that a project is complete.

1.4 "Contractor/Employer(s)" means any individual, firm, partnership or corporation, or combination thereof, including joint ventures, which is an independent business enterprise, and their successors and assigns, that enters into a contract with the District not excluded in this

Agreement with respect to the construction of any part of the Projects under contract terms and conditions approved by the District and which incorporate the Agreement, and any of its contractors or subcontractors of any tier.

1.5 "Construction Contracts" means the public works contracts including design-bid, design-build, lease-leaseback or other contracts not excluded in this Agreement which will be signed by the District and which are necessary to complete the Projects.

1.6 "Projects" is defined to include all phases of the construction of new facilities and demolition, upgrading and repair to all existing facilities covered in construction contracts executed by the District and that are covered by this Agreement in Section 2.2.

1.7 "Union" or "Unions" means the Building and Construction Trades Council of Alameda County, AFL-CIO ("Council") and any affiliated labor organization signatory to this Agreement, acting in their own behalf and on behalf of their respective affiliates and member organizations whose names are subscribed hereto and who have through their officers executed this Agreement ("Signatory Unions").

1.8 "Project Manager" means the person(s) or business entity(ies) designated by the District to oversee all phases of construction on the Projects and to oversee the implementation of this Agreement and who works under the guidance of the District's Authorized Representative.

1.9 "Facilities Officer" means the Facilities Officer for the Alameda Unified School District.

1.10 "Master Agreement" or "Schedule A" means the Master Collective Bargaining Agreement of each craft Union signatory hereto.

1.11 "Alameda Resident" for purposes of this Agreement means any individual who at any time during the Projects' construction can certify through a utility bill, or other similar means acceptable to the parties to this Agreement, that the individual resided within either the boundaries of the Alameda Unified School District or the Alameda City Limits both on the date of such certification and the effective date of this Agreement.

1.12 "District Graduate" is a person who has graduated from the Alameda Unified School District.

1.13 "First Period Apprentice" is a first period apprentice who is enrolled in a State of California approved apprenticeship program that is a joint labor-management apprentice program.

1.14 "General Contractor" means the entity with overall project schedule responsibility, such as a General Contractor, Construction Manager, Lease-Leaseback Developer, Prime Contractor, Design Build entity, etc.

1.15 "Allocated" regarding project funding means the point in time in which a project is defined enough to where a preliminary budget is created and established in the Measure I program budget tracking system managed by the Program Manager.

ARTICLE 2.
SCOPE OF AGREEMENT

2.1 Parties: The Agreement shall apply and is limited to all Contractors/Employer(s) performing construction contracts on the Projects, the District and the Building and Construction Trades Council of Alameda County, AFL-CIO ("Council") and any affiliated labor organization signatory to this Agreement, acting in their own behalf and on behalf of their respective affiliates and member organizations whose names are subscribed hereto and who have through their officers executed this Agreement ("Signatory Unions"). It is agreed that liability under this Agreement is several and not joint.

2.2 Project Description:

2.2.1 The District will apply the Agreement as a contract specification to the award of construction contracts identified by the District as Measure I Projects, funded in whole or in part by Measure I General Obligation bonds, and which were let for bid after the date of this Agreement. Construction projects include those that provide for the construction of new facilities, the demolition of facilities or the renovation of current facilities.

2.2.2 Excluded Work. However, the Parties acknowledge that the District may exclude, at its discretion, up to five percent (5%) of Measure I Project proceeds for smaller or deferred maintenance construction projects. It is also understood that no single craft's work shall be disproportionality affected by this exclusion. The Unions agree that they will not undertake any strike or work stoppage against a contractor performing work at a District site under this provision. Either Party to the Agreement can call to meet and confer regarding the implementation of this section 2.2.2.

2.3 Project Labor Disputes. All project labor disputes involving the application or interpretation of a Master Agreement to which a signatory Contractor/Employer(s) and a signatory Union are parties shall be resolved pursuant to the resolution procedures of the Master Agreement. All disputes relating to the interpretation or application of the Project Labor Agreement shall be subject to resolution by the grievance arbitration procedure set forth in Article 13.

2.4 Covered Work:

2.4.1 This Agreement covers, without limitation, all on-site construction, demolition, alteration, installation, improvement, painting or repair of buildings, structures, landscaping, temporary fencing and other works and related activities for the Projects that is within the craft jurisdiction of one of the Unions and that is part of the Projects, including, without limitation to the following examples, geotechnical and exploratory drilling, temporary HVAC, pipelines, (including those in linear corridors built to serve the project), pumps, pump stations and modular furniture installation, site preparation, survey work, demolition of existing structures and all construction, demolition or improvements required to be performed as a condition of approval by any public agency. This scope of work includes all soils and materials testing and inspection where such testing and inspection is a classification in which a prevailing wage determination has been published.

2.4.2 This Agreement shall apply to any start-up, calibration, commissioning, performance testing, repair, maintenance, operational revisions to systems and/or subsystems performed on Covered Work after Project Completion unless the covered work is performed by District Employees.

2.4.3 The Projects include work necessary for the Projects and/or in temporary yards or areas adjacent to or dedicated to the Projects, and at any batch plant(s) constructed or used solely to supply materials to the Projects, This Agreement covers all on-site fabrication work over which the District, Contractor(s) or subcontractor(s) possess the right of control (including work done for the Projects in any temporary yard or area established for the Projects.) Additionally, this Agreement covers any off-site work, including fabrication necessary for the Project defined herein, that is covered by a current Schedule "A" Agreement or local addenda to a National Agreement of the applicable Union(s) that is in effect as of the execution date of this Agreement.

2.4.4 The furnishing of supplies, equipment or materials which are stockpiled for later use shall in no case be considered subcontracting. Construction trucking work, such as the delivery of ready-mix, asphalt, aggregate, sand or other fill material which are directly incorporated into the construction process as well as the off-hauling of debris and excess fill, material and/or mud, shall be covered by the terms and conditions of this Agreement, to the fullest extent provided by law and by prevailing wage determinations of the California Department of Industrial Relations ("DIR"). Employers, including brokers, of persons providing construction trucking work shall be required to provide certified payroll records, as required to the District within ten (10) days of written request or as required by the DIR and California law.

2.4.5 The on-site installation or application of all items shall be performed by the craft having jurisdiction over such work; provided, however, it is recognized that installation of specialty items which may be furnished by the District or a Contractor shall be performed by construction persons employed under this Agreement who may be directed by other personnel in a supervisory role; provided, however, in limited circumstances requiring special knowledge of the particular item(s), may be performed by construction persons of the vendor or other companies where necessary to protect a manufacturer's warranty. All work of a specialty nature to be performed by the employees of a vendor or equipment manufacturer necessary to protect the warranty on such equipment shall be identified and discussed at the Pre-job meeting as provided in Article 5 of this Agreement. The issue of whether it is necessary to use construction persons of the vendor or other companies to protect the manufacturer's warranty shall be subject to the grievance and arbitration clause of this Agreement.

2.4.6 It is agreed that the District shall require all Contractors of whatever tier who have been awarded contracts for work covered by this Agreement, to accept and be bound by the terms and conditions of this Project Agreement by executing the **Letter of Assent** (**Attachment A**) prior to commencing work. The District shall assure compliance with this Agreement by the Contractors. It is further agreed that, where there is a conflict, the terms and conditions of this Project Agreement shall supersede and override terms and conditions of any and all other national, area, or local collective bargaining agreements, except that work covered by this Agreement within the following craft jurisdictions shall be performed under the terms of their National Agreements as follows: the NTL Articles of Agreement, the National Stack/Chimney

Agreement, the National Cooling Tower Agreement, and the National Agreement of Elevator Constructors, and any instrument calibration work and loop checking shall be performed under the terms of the UA/IBEW Joint National Agreement for Instrument and Control Technicians, with the exception that Articles IV, XIII and XIV of this Agreement shall apply to such work. It is understood that this, together with the MLAs, is a self-contained, stand alone, Agreement and that by virtue of having become bound to this Project Agreement, neither the District

2.5 **Exclusions.** The following shall be excluded from the scope of this Agreement.

2.5.1 Work performed by public utilities is not intended to be covered by this Agreement even if such work is funded all or in part by local bond funds.

2.5.2 The Excluded Work identified in section 2.2.2 of this Agreement.

2.5.3 Work, independent of job-site construction work contracts, performed by the District related to the purchase or lease of specialized equipment and work performed by District personnel.

2.5.4 Information Technology and Data Processing Equipment, Materials and Supplies purchased by the District using Measure I Project proceeds.

2.5.5 All employees of the design team or other consultants to the District not performing craft or manual labor within the scope of this Agreement.

2.5.6 Off-site maintenance of leased equipment and onsite supervision of such work.

2.5.7 The Agreement shall not apply to a Contractor/Employer's non-craft executives, managerial employees, engineering employees and supervisors (except those covered by existing building and construction trades collective bargaining Agreements), and office and clerical employees. This Agreement shall not apply to Professional Services so long as the work performed is not subject to Prevailing Wage classifications.

2.5.8 The District shall not be required to comply with this Agreement for any work performed with its own forces as permitted by the Public Contract Code and Education Code.

ARTICLE 3.
EFFECT OF AGREEMENT

3.1 By executing the Agreement, the Unions and the District agree to be bound by each and all of the provisions of the Agreement.

3.2 By accepting the award under a Construction Contract for the Projects, whether as contractor or subcontractor, the Contractor/Employer agrees to be bound by each and every provision of the Agreement and agrees that it will evidence its acceptance prior to the commencement of work by executing the Letter of Assent in the form attached hereto as Addendum A.

3.3 At the time that any Contractor/Employer enters into a subcontract with any subcontractor providing for the performance of the Construction Contract, the Contractor/Employer(s) shall provide a copy of this Agreement, as it may from time to time be modified, to said subcontractor and shall require the subcontractor as a part of accepting an award of a construction subcontract to agree in writing to be bound by each and every provision of this Agreement prior to the commencement of work. This Agreement shall only be binding on the signatory parties hereto and shall not apply to the parents, affiliates, subsidiaries, or other ventures of any such party.

ARTICLE 4.
WORK STOPPAGES, STRIKES, SYMPATHY STRIKES AND LOCKOUTS

4.1 The Unions, District and Contractor/Employers covered by the Agreement agree that for the duration of the Projects:

4.1.1 There shall be no strikes, sympathy strikes, work stoppages, picketing, hand billing or otherwise advising the public that a labor dispute exists, or slowdowns of any kind, for any reason, by the Unions or employees employed on the Projects, at the job site of the Projects or at any other facility or construction project of District because of a dispute on the Projects. Disputes arising between the Unions and Contractor/Employers on other District projects are not governed by the terms of the Agreement or this Article.

4.1.2 As to employees employed on the Projects, there shall be no lockout of any kind by a Contractor/Employer covered by the Agreement.

4.1.3 If a Master Agreement expires before the Contractor/Employer completes the performance of the Construction Contract the Union agrees that it will not strike the Contractor/Employer on said contract for work covered under this Agreement and the Union and the Contractor/Employer agree that the expired Master Agreement shall continue in full force and effect for work covered under this Agreement until a new or modified Master Agreement is reached. If the new or modified Master Agreement provides that any terms of the Master Agreement shall be retroactive, the Contractor/Employer agrees to comply with any retroactive terms of the new or modified master collective bargaining Agreement which are applicable to employees who were employed on the projects during the interim with retroactive payment due within seven (7) days of the effective date of the modified Master Agreement.

4.1.4 In the case of nonpayment of wages and trust fund contributions on the Projects, the Union shall give the District and the Contractor/Employer(s) three (3) business day notice of the intent when nonpayment of trust funds has occurred and **three (3)** business days' notice when nonpayment of wages has occurred or when paychecks being tendered to a financial institution normally recognized to honor such paychecks will not honor such paycheck as a result of insufficient funds, of the intent to withhold labor from the Contractor/Employer(s)' or their subcontractor's workforce, during which time the Contractor/Employer shall have the opportunity to correct the default. In this instance, a Union's withholding of labor (but not picketing) from an Contractor/Employer who has failed to pay his/its fringe benefit contributions or failed to meet his/its weekly payroll shall not be considered a violation of this Article. If the District contends that any Union has violated this Article, it will notify in writing (including email)

the Secretary-Treasurer/Business Manager/Senior Executive of the Council and the Senior Executive of the Union, setting forth the facts alleged to violate the Article, prior to instituting the expedited arbitration procedure set forth below. The Council will immediately use his/her best efforts to cause the cessation of any violation of this Article within 24 hours and the leadership of the Union will immediately inform the membership of their obligations under this Article. If, after the expiration of the 24-hour period, the District continues to contend that a Union has violated this article, the District institute the expedited arbitration procedure set forth below. The leadership of the Union will immediately inform the membership of their obligations under this Article.

4.2 Expedited Arbitration: Any party to this Agreement shall institute the following procedure, prior to invoking any other action at law or equity, when a breach of this Article is alleged to have occurred:

4.2.1 A party invoking this procedure shall notify Robert Hirsch, as the permanent arbitrator, or Barry Winograd, as the alternate arbitrator under this procedure. In the event that the permanent arbitrator is unavailable at any time, the alternate will be contacted. If neither is available, then a selection shall be made from the list of arbitrators in Article XIII.. Notice to the arbitrator shall be by the most expeditious means available, with notices by facsimile, email or telephone to the District and the party alleged to be in violation, and to the Council of Alameda County and the involved local Union if a Union is alleged to be in violation.

4.2.2 Upon receipt of said notice, the District shall contact the designated arbitrator, named above or the alternate who will attempt to convene a hearing within twenty-four (24) hours if it is contended the violation still exists. The Arbitrator shall notify the parties by facsimile, email or telephone of the place and time for the hearing. Said hearing shall be completed in one session, which, with appropriate recesses at the arbitrator's discretion, shall not exceed twenty-four (24) hours unless otherwise agreed upon by all parties. A failure of any party to attend said hearings shall not delay the hearing of evidence or the issuance of any award by the arbitrator.

4.2.3 The sole issue at the hearing shall be whether or not a violation of Article 4, Section 4.1 of the Agreement has occurred. The arbitrator shall have no authority to consider any matter of justification, explanation or mitigation of such violation or to award damages, which issue is reserved for court proceedings, if any. The award shall be issued in writing within three (3) hours after the close of the hearing, and may be issued without a written opinion. If any party desires a written opinion, one shall be issued within fifteen (15) days, but its issuance shall not delay compliance with or enforcement of the award. The arbitrator may order cessation of the violation of this Article and other appropriate relief and such award shall be served on all parties by hand or registered mail upon issuance. Should a party found in violation of this Article fail to comply with an Arbitrator's award to cease the violation, the party in violation shall pay to the affected party as liquidated damages the sum of ten thousand dollars ($10,000.00) per shift for which it failed to comply, or portion thereof, until such violation is ceased. The Arbitrator shall retain jurisdiction to resolve any disputes regarding the liquidated damages claimed under this section.

4.2.4 Such award may be enforced by any Court of competent jurisdiction upon the filing of this Agreement and all other relevant documents referred to above in the following manner. Written notice of the filing of such enforcement proceedings shall be given to the other party. In the proceeding to obtain a temporary order enforcing the arbitrator's award as issued under Section 4.2(4) of this Article, all parties waive the right to a hearing and agree that such proceedings may be ex parte. Such Agreement does not waive any party's right to participate in a hearing for a final order of enforcement. The Court's order or orders enforcing the arbitrator's award shall be served on all parties by hand or delivered by certified mail.

4.2.5 Any rights created by statute or law governing arbitration proceedings inconsistent with the above procedure or which interfere with compliance are waived by the parties.

4.2.6 The fees and expenses of the arbitrator shall be divided equally between the parties.

4.2.7 If, after final order by any Court of competent jurisdiction, the offending party continues to breach the terms of Article 4 of this Agreement, the non-offending party shall have the option to recover monetary damages associated with the breaching party's failure to comply with the Agreement and court order, including but not limited to delay damages and escalation costs.

ARTICLE 5.
PRE-CONSTRUCTION CONFERENCE

5.1 Timing: The Project Manager shall convene and conduct a pre-job conference with representatives of all involved Contractors/Employers, who shall be prepared to announce craft assignments and to discuss in detail the scope of work and other issues as set forth below, and the Unions, at a location mutually agreeable to the applicable Council at least 21 calendar days prior to:

5.1.1 The commencement of any Project Work, and

5.1.2 The commencement of Project Work on each subsequently awarded construction contract.

5.2 The conference shall be attended by a representative of each participating Contractor and each affected Union and the Council and District may attend at their discretion.

5.2 The pre-job conference shall include but not be limited to the following subjects:

5.2.1 A listing of each Contractor's scope of work;

5.2.2 The craft assignments;

5.2.3 The estimated number of craft workers required to perform the work;

5.2.4 Transportation arrangements;

5.2.5 The estimated start and completion dates of the work; and

5.2.6 Discussion of pre-fabricated materials.

5.3 Review Meetings: In order to ensure the terms of the PLA are being fulfilled and all concerns pertaining to the Agency, the Unions, and the Contractors are addressed, the Project Manager, General Contractor and Secretary Treasurer of the Council or designated representatives thereof shall meet on a periodic basis during the term of construction.

ARTICLE 6.
NO DISCRIMINATION

The Contractor/Employer(s) and Union(s) agree not to engage in any form of discrimination on the ground or because of race, color, creed, national origin, ancestry, age, sex, sexual orientation, disability or Acquired Immune Deficiency Syndrome or AIDS Related Condition (AIDS/ARC), or any other basis made illegal by law against any employee, or applicant for employment, on the Projects.

ARTICLE 7.
UNION SECURITY

7.1 The Contractor/Employer(s) recognize the Union(s) as the sole bargaining representative of all craft employees working within the scope of this Agreement.

7.2 All employees who are employed by the Contractor/Employer(s) on the Projects shall, as a condition of employment, on or before the eighth (8th) day of consecutive or cumulative employment on a Construction Contract subject to this Agreement, be responsible for the payment of the applicable monthly working dues and any associated fees uniformly required for union membership in the local union which is signatory to this Agreement. Further, there is nothing in this Agreement that would prevent non -union employees from joining the local union.

7.3 Authorized representatives of the Union(s) shall have access to the Projects whenever work covered by this Agreement is being, has been or will be performed on the Projects.

ARTICLE 8.
REFERRAL

8.1 The Union(s) shall be the primary source of all craft labor employed on the Projects. However, in the event that a Contractor/Employer has his/her own Core workforce, the Contractor/Employer(s) may request by name, and the local shall honor, referral of persons who demonstrate the following qualifications:

8.1.1 possess any license required by state or federal law for the Project work to be performed;

8.1.2 have worked a total of at least one thousand five hundred (1,500) hours in the construction craft during the prior three (3) years;

8.1.3 were on the Contractor/Employer(s)' active payroll for at least sixty (60) out of the one hundred (100) calendar days prior to the contract award;

8.1.4 have the ability to perform safely the basic functions of the applicable trade.

8.2 The Union will refer to such Contractor/Employer(s) one journeyman employee from the hiring hall out-of-work list for the affected trade or craft, and will then refer one of such Contractor/Employer(s)' "core" employees as a journeyman and shall repeat the process, one and one, until such Contractor/Employer(s) crew requirements are met or until such Contractor has hired five (5) "core" employees, whichever occurs first. Thereafter, all additional employees in the affected trade or craft shall be hired exclusively from the hiring hall out-of-work list(s). For the duration of the Contractor/Employer(s)' work the ratio shall be maintained and when the Contractor/Employer(s)' workforce is reduced, employees shall be reduced in reverse order beginning with the core worker and in the same ratio of core employees to hiring hall referrals as was applied in the initial hiring. Contractor/Employer(s) signatory to a Local, Regional, and/or National collective bargaining Agreements with Union(s) signatory hereto shall be bound to use the hiring hall provisions contained in the Master Agreement of the affected Union(s), and nothing in the referral provisions of this Agreement shall be construed to supersede the local hiring hall provisions of the Master Agreement(s).

8.3 Contractor/Employer(s) shall be bound by and utilize the registration facilities and referral systems established or authorized by the signatory Unions In the event that referral facilities maintained by the Union(s) are unable to fill the requisition of a Contractor/Employer(s) for employees within a forty-eight (48) hour period, weekends and holidays excluded, after such requisition is made by the Contractor/Employer(s), the Contractor/Employer(s) shall be free to obtain work persons from any source. The Contractor/Employer(s) shall immediately notify the appropriate Union of the identity, including name, address, telephone number and social security number, of any such person(s) hired from an alternative source and refer the employee to the hall to comply with Article XII.

8.4 Unions will exert their utmost efforts to recruit sufficient numbers of skilled craft persons to fulfill the requirements of the Contractor/Employer(s),

8.5 Subject to the limitation of applicable law, the parties to this Agreement support the development of increased numbers of skilled construction workers from the residents of the City of Alameda, to meet the needs of the Projects and the requirements of the industry generally. Toward that end, the Unions agree to encourage the referral and utilization, to the extent permitted by law and the hiring hall procedures of the Unions, of qualified Alameda Residents, as journeymen and apprentices on the Projects and entrance into such apprenticeship and training programs as may be operated by the signatory Unions consistent with the applicable Apprenticeship Program's State-approved Standards.

ARTICLE 9.
WAGE AND BENEFITS

9.1 All Contractor/Employer(s) agree to pay contributions to the vacation, pension or other form of deferred compensation plan, apprenticeship, worker protection and assistance, and health benefit funds established by the applicable Master Agreement for each hour worked on the Projects in the amounts designated in the Master Agreements of the appropriate local Union.

9.2 By signing this Agreement, the Contractor/Employer(s) adopt and agree to be bound by the written terms of the legally established trust Agreements, as described in 9.1, and which may from time to time be amended, specifying the detailed basis on which payments are to be made into, and benefits paid out of, such trust funds. The Contractors authorize the parties to such local trust agreements to appoint trustees and successor trustees to administer the trust funds and hereby ratify and accept the trustees so appointed as if made by the Contractor(s). The Contractor(s) agrees to execute a Subscription Agreement(s) for Trust Funds when such Trust Fund(s) requires such document(s).

9.3 Wages, Hours, Terms and Conditions of Employment: The wages, hours and other terms and conditions of employment on the Projects shall be governed by the Master Agreement of the respective crafts, copies of which shall be on file with the District upon request, to the extent such Master Agreement is not inconsistent with this Agreement. Where a subject is covered by the Master Agreement and not covered in this Agreement, the Master Collective Bargaining Agreement will prevail. When a subject is covered by both the Master Collective Bargaining Agreement and this Agreement, to the extent there is any inconsistency, this Agreement will prevail.

ARTICLE 10.
EMPLOYEE GRIEVANCE PROCEDURE

All disputes involving discipline and/or discharge of employees working on the projects shall be resolved through the grievance and arbitration provision contained in the Master Agreement for the craft of the affected employee. No employee working on the Projects shall be disciplined or dismissed without just cause.

ARTICLE 11.
COMPLIANCE

It shall be the responsibility of the Contractor/Employer(s) and Unions to investigate and monitor compliance with the provisions of the Agreement contained in Article 9. Nothing in this Agreement shall be construed to interfere with or supersede the usual and customary legal remedies available to the Unions and/or employee benefit trust funds to collect delinquent trust fund contributions from Employers on the Projects. The District shall monitor and enforce compliance with the prevailing wage requirements of the State and Contractor/Employer(s)' compliance with this Project Labor Agreement.

ARTICLE 12.
JOINT ADMINISTRATIVE COMMITTEE

12.1 The parties to this Agreement shall establish a four (4) person Joint Administrative Committee. This Committee shall be comprised of two (2) representative selected by the District and two (2) representatives selected by the Unions. Each representative shall designate an alternate who shall serve in his or her absence for any purpose contemplated by this Agreement.

12.2 The Joint Administrative Committee shall meet as requested by the Parties to review the implementation of the Agreement and the progress of the Projects. Any question regarding the meaning, interpretation, or application of the provisions of this Agreement shall be referred directly to the Joint Administrative Committee for review and recommendation.

ARTICLE 13.
GRIEVANCE ARBITRATION PROCEDURE

13.1 All Project labor disputes involving the application or interpretation of the Master Agreement to which a signatory Contractor/Employer and a signatory Union are parties shall be resolved pursuant to the resolution procedures of the Master Collective Bargaining Agreement. All disputes arising out of the meaning, interpretation or application of the provisions of this Agreement shall be settled by means of the procedures set out herein. No grievance shall be recognized unless the grieving party (Local Union or District Council on its own behalf, or on behalf of an employee whom it represents, or a Contractor/Employer on its own behalf) provides notice in writing to the signatory party with whom it has a dispute within ten (10) business days after becoming aware of the dispute but in no event more than thirty (30) business days after it reasonably should have become aware of the event giving rise to the dispute. The time limits in Section 13.1 may be extended by mutual Agreement (oral or written) of the parties.

13.2 Grievances shall be settled according to the following procedures:

Step 1: Within five (5) business days after the receipt of the written notice of the grievance, the Business Representative of the involved Local Union or District Council, or his/her designee, and the representative of the involved Contractor/Employer shall confer and attempt to resolve the grievance. The Union(s) shall notify its International Union representative(s), which shall advise if it intends on participating in a Step 2 meeting.

Step 2: In the event that the representatives are unable to resolve the dispute within the five (5) business days after its referral to Step 1, either involved party may submit it within three (3) business days to the Joint Administrative Subcommittee (consisting of one District and one Union representative of the Joint Administrative Committee), which shall meet within five (5) business days after such referral (or such longer time as is mutually agreed upon by all representatives on the Joint Administrative Committee), to confer in an attempt to resolve the grievance. The decision of the Joint Administrative Subcommittee shall be final and binding on all parties. If the dispute

is not resolved within such time five (5) business days after its referral or such longer time as mutually agreed upon, it may be referred within five (5) business days by either party to Step 3.

Step 3: Within five (5) business days after referral of a dispute to Step 3, the parties shall choose a mutually agreed upon arbitrator for final and binding arbitration. If the parties cannot mutually agree on the selection of an arbitrator, the arbitrator shall be selected by the alternate striking method from the following list: (Hirsch, Winograd, Riker, Davis, Engler) The order of striking names from the list of arbitrators shall be determined by a coin toss, the winner of which shall decide whether they wish to strike first or second. Such striking shall take place within three (3) days. If a party does not respond within three (3) days, this means any Arbitrator from the list is acceptable. The decision of the Arbitrator shall be binding on all parties. The Arbitrator shall have no authority to change, amend, add to or detract from any of the provisions of the Agreement. The expense of the Arbitrator shall be borne equally by both parties. The Arbitrator shall arrange for a hearing on the earliest available date from the date of his/her selection. A decision shall be given to the parties within five (5) calendar days after completion of the hearing unless such time is extended by mutual Agreement. A written opinion may be requested by a party from the presiding Arbitrator. The time limits specified in any step of the Grievance Procedure set forth in Section 13.2 may be extended by mutual Agreement of the parties initiated by the written request of one party to the other, at the appropriate step of the Grievance Procedure. However, failure to process a grievance, or failure to respond in writing within the time limits provided above, without a request for an extension of time, shall be deemed a waiver of such grievance without prejudice, or without precedent to the processing of and/or resolution of like or similar grievances or disputes. In order to encourage the resolution of disputes and grievances at Steps 1 and 2 of this Grievance Procedure, the parties agree that such settlements shall not be precedent setting.

13.3 Retention: At the time a grievance is submitted under this Agreement or any Master Agreement, the Union(s) may request that the District withhold and retain an amount from what is due and owing to the Contractor(s) against whom the grievance is filed, sufficient to cover the damages alleged in the grievance, should the Union(s) prevail. The amount shall be retained by the District until such time as the underlying grievance giving rise to the retention is withdrawn, settled, or otherwise resolved, and the retained amount shall be paid to whomever the parties to the grievance shall decide, or to whomever an Arbitrator shall so order.

13.4 Should any of the arbitrators listed in Article 4 or above no longer work as a labor arbitrator, the District and the Council, through the Joint Administrative Committee, shall mutually agree to a replacement.

ARTICLE 14.
JURISDICTIONAL DISPUTES

14.1 The assignment of Covered Work will be solely the responsibility of the Employer performing the work involved; and such work assignments will be in accordance with the Plan for the Settlement of Jurisdictional Disputes in the Construction Industry (the "Plan") or any successor Plan.

14.2 All jurisdictional disputes on this Project between or among the Building and Construction Trades Unions and the Employers, parties to this Agreement, shall be settled and adjusted according to the present Plan established by the Building and Construction Trades Department, or any other plan or method of procedure that may be adopted in the future by the Building and Construction Trades Department. Decisions rendered shall be final, binding and conclusive on the Employer and Union parties to this Agreement.

14.3 If a dispute arising under this Article involves the Northern California Carpenters Regional Council or any of its subordinate bodies, an Arbitrator shall be chosen by the procedures specified in Article V, Section 5, of the Plan from a list composed of John Kagel, Thomas Angelo, Robert Hirsch, and Thomas Pagan, and the Arbitrator's hearing on the dispute shall be held at the offices of the California State Building and Construction Trades Council in Sacramento, California, within 14 days of the selection of the Arbitrator. All other procedures shall be as specified in the Plan.

14.4 All jurisdictional disputes shall be resolved without the occurrence of any strike, work stoppage, or slow-down of any nature, and the Employer's assignment shall be adhered to until the dispute is resolved. Individuals violating this Section shall be subject to immediate discharge.

14.5 Each Employer shall conduct a Pre-Job Conference with the Council prior to commencing Covered Work. The Primary Employer and the Owner will be advised in advance of all such conferences and may participate if they wish. Pre-job conferences for different Employers may be held together.

ARTICLE 15.
MANAGEMENT RIGHTS

Consistent with the Master Labor Agreements, the Contractor/Employer(s) shall retain full and exclusive authority for the management of their operations, including the right to direct their work force in their sole discretion. No rules, customs or practices shall be permitted or observed which limit or restrict production, or limit or restrict the working efforts of employees except that lawful manning provisions in the Master Agreement shall be recognized.

ARTICLE 16.
SAVINGS CLAUSE

16.1 The parties agree that in the event any article, provision, clause, sentence or word of the Agreement is determined to be illegal or void as being in contravention of any applicable law, by a court of competent jurisdiction, the remainder of the Agreement shall remain in full

force and effect. The parties further agree that if any article, provision, clause, sentence or word of the Agreement is determined to be illegal or void, by a court of competent jurisdiction, the parties shall substitute, by mutual Agreement, in its place and stead, an article, provision, clause, sentence or word which will meet the objections to its validity and which will be in accordance with the intent and purpose of the article, provision, clause, sentence or word in question.

16.2 The parties also agree that in the event that a decision of a court of competent jurisdiction materially alters the terms of the Agreement such that the intent of the parties is defeated, then the entire Agreement shall be null and void.

16.3 If a court of competent jurisdiction determines that all or part of the Agreement is invalid and/or enjoins the District from complying with all or part of its provisions and the District accordingly determines that the Agreement will not be required as part of an award to a Contractor/Employer, the unions will no longer be bound by the provisions of Article 4.

ARTICLE 17.
TERM

17.1 The Agreement shall be included as a condition of the award of all construction contracts for the Projects.

17.2 This Agreement shall become effective on the day the District ratifies this Agreement and shall continue in full force and effect for a period of five years. The parties may mutually agree in writing to amend, extend or terminate this Agreement at any time.

ARTICLE 18.
ALAMEDA HIRE REQUIREMENTS

18.1 The Parties agree to a goal that Alameda Residents, and especially District Graduates, will perform a minimum of 20% of the hours worked, on a craft by craft basis on the Projects. In the event that no Alameda residents or District Graduates are available to fulfill the 20% local hire requirement, the next tier of residents will come from the Green Corridor. This includes, in addition to Alameda, the cities of Albany, Berkeley, El Cerrito, Emeryville, Richmond, Oakland, and San Leandro. The Contractor/Employer(s) shall make good faith efforts to reach this goal through the utilization of the Unions' hiring hall procedures. The Unions shall make good faith efforts in their recruiting and training of District Graduate and Alameda Resident workers and in their hiring hall procedures to facilitate this 20% goal on the Projects.

18.2 Should any of the contractors performing work on the Projects fail to meet this 20% goal and fail to demonstrate "good faith" efforts to do so, through a specific submittal process to be included in their contractual requirements, the contract's 10% retention will be held until such time that this failure is remedied. Acceptable remedies to correct continued failure may include, but not be limited to the following remedies, as determined by the Joint Administrative Committee (as established in Section 12):

18.2.1 Classification as a non-qualified bidder on future District projects;

18.2.2 Commitment, with documentation, to employ District Graduates, or

Green Corridor Residents on non-District projects for a determined number of work hours; and

18.2.3 Bringing in District Graduates and Alameda residents as new apprentices and continuing their employment for up to 12 months.

18.3 A Contractor/Employer(s) who has employed a District Graduate for up to six months preceding the start of the District project for a minimum of at least 100 hours per month and has the ability to perform safely the basic functions of the applicable trade may receive credit for 50% of these hours towards the 20% goal. A Contractor/Employer may also receive credit for 50% of the documented hours performed by District Graduates or Alameda Residents on the Contractor's non-District projects, when such hours are concurrent with the Contractor's work on the Projects.

18.4 The maximum total combined credit that can be applied for in 18.3 is half of the 20%.

18.5 The contractors may use District student intern's hours for credit towards the local hiring goals. Internships for credit may be up to three (3) interns per year at up to 3000 hours per year per intern.

18.6 Should any Contractor/Employer performing work on the Projects exceed the 20% local hire goal as set forth in this Agreement, they shall be acknowledged at the appropriate public, televised school board meeting for their efforts at the completion of their contract scope.

18.7 **Apprenticeship Provision:**

18.7.1 The Prime Contractor and their sub-contractors will be required to hire 1 District Graduate, Alameda Resident or Alameda Student as a first period apprentice for every 5 million dollars of total construction cost. There can be no more than 2 entry-level apprentices credited for each craft, and the general contractor will be able to include entry-level apprentices hired by their subcontractor to meet this requirement. The District will refer names of former students or recent graduates to the Union and Contractors and the Unions will agree to cooperate with the Contractor in furnishing apprentices as requested and the hiring of the apprentices will be in accordance to the Apprenticeship provisions listed in the Master Agreements, and the apprentices shall be properly supervised and paid in accordance with provisions contained within the Master Agreements. The failure of the District to refer names and/or the Union to provide those apprentices upon request will relieve the Prime contractor of this District Graduate/Alameda Resident/Student first period apprentice hiring responsibility.

18.7.2 The General Contractor, or subcontractor who hires such Alameda Resident/Student First Period Apprentices shall be credited with two work hours towards the 20% local work hours, for each hour worked by the first period Alameda Resident/Student apprentices.

18.7.3 The intent of this provision is to work the new apprentices to the full extent permissible by state law and the Master Agreements. Failure of the General Contractor and their subcontractors to maintain qualified apprentices on the job will be subject to Division of Apprenticeship Standards penalties, and further penalties as determined by the Joint Administrative Committee.

18.8 **Career Technical Education Program.** Both the District and the Building Trades agree that an active school to career program in the trades can be a benefit to many Alameda students. The Building Trades and the District agree to collaborate in the development and implementation of the District's Career Technical Education ("CTE") program.

18.9 The Building Trades agree to support the District's CTE programs by doing the following:

18.9.1 Assisting the District's CTE program by:

18.9.2 Providing speakers at least twice a year,

18.9.3 Escorting field trips to existing apprenticeship centers at least three times a year, per the school's schedule,

18.9.4 Mentoring students. Identify at least five individuals who will serve as mentors,

18.9.5 Internships for students. The Unions will explore providing internships. The Unions will assist the program in identifying willing contractors and suppliers to provide additional internships.

18.10 Career Fairs. Agree to actively participate with multiple trade booths in two career fairs per year.

18.11 Actively participate in helping to create and provide hands-on training for, pre-apprenticeship programs set up by the District for adult school and b-tech students. Such participation may begin slowly, but it is envisioned that the trades will spend no less than 100 hours per year in assisting this program.

18.12 Assist in exploring the feasibility of the District students participating in local pre-apprenticeship programs, such as the Cypress-Mandela program. Support the District efforts with this program if a mutual Agreement with such a program can be worked out.

18.13 The parties agree to meet around the implementation of the program at the discretion of the District.

ARTICLE 19.
HELMETS TO HARDHATS

19.1 The parties recognize a desire to facilitate the entry into the Building and Construction Trade Union(s) of Veterans who are interested in careers in the building and construction industry. The parties agree to utilize the services of the Center for Military Recruitment, Assessment and Veteran's Employment (hereinafter "Center") and the Center's "Helmets to Hardhats" program to serve as a resource for preliminary orientation, assessment of construction aptitude, referral to apprenticeship programs or hiring halls, counseling and mentoring, support network, employment opportunities and other needs as identified by the parties

19.2 The Union(s) and Contractor/Employer(s) agree to coordinate with the Center to participate in an integrated database of Veterans interested in working on this Project and of apprenticeship and employment opportunities for this Project. To the extent permitted by law, the Union(s) will give credit to such Veterans for bona fide, provable past experience.

ARTICLE 20.
MISCELLANEOUS PROVISIONS

20.1 **Integration.** This Agreement, together with the Schedule A's, is intended by the parties as the final expression of their Agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior Agreement or of a contemporaneous oral Agreement, nor explained or supplemented by evidence of consistent additional terms.

20.2 **No Representations or Warranties.** Each of the parties acknowledges no one has made any promise, representation or warranty whatsoever, express or implied, written or oral, not contained herein to induce them to execute this Agreement, and that this Agreement is not executed in reliance upon any such promise, representation or warranty.

20.3 **Modification.** Each of the parties acknowledges and agrees that this Agreement may be amended only by writing and signed by the District and the Council.

20.4 **Interpretation.** Each of the parties acknowledges and agrees that this Agreement is an accord and satisfaction to be construed as whole according to its fair meaning and not in favor of nor against any of the parties as draftsman or otherwise.

20.5 **Forum.** Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Alameda in accordance with the procedures set forth in this Agreement.

20.6 **Choice of Law.** This Agreement shall be governed by and interpreted under the laws of the State of California and the Federal laws of the United States of America as applicable to instruments, persons, transactions and subject matter which have legal contacts and relationships exclusively within the State of California.

20.7 **No Attorneys Fees.** No party shall be entitled to recover an award of attorneys' fees or costs with respect to any action or proceeding seeking relief under this Agreement.

20.8 **Counterparts.** This Agreement may be executed in counterparts, each of which shall constitute an original of the Agreement. Facsimile or email PDF signature pages transmitted to other parties to this Agreement shall be deemed equivalent to original signatures on counterparts.

20.9 **Warranty of Authority.** Each of the persons signing this Agreement represents and warrants that such person has been duly authorized to sign this Agreement on behalf of the party indicated, and each of the parties by signing this Agreement warrants and represents that such party is legally authorized and entitled to enter into this Agreement.

20.10 **Ratification by Governing Board.** This Agreement shall not by binding on the District until it is ratified by the Governing Board at a publicly noticed Governing Board meeting.

ALAMEDA UNIFIED SCHOOL DISTRICT

By: _____ Date: 02.09.17

BUILDING AND CONSTRUCTION TRADES COUNCIL OF ALAMEDA COUNTY, AFL-CIO

By: _____ Date: 6/10/16

Andreas Ferreira Cluver,
Secretary-Treasurer

[Trade signatures follow below]

FIRST AMENDMENT TO THE
PROJECT LABOR AGREEMENT
for the
ALAMEDA UNIFIED SCHOOL DISTRICT

Preamble

This Amendment is made and entered into on this 29 day of September, 2022 by and between the Alameda Unified School District ("District") and the Building and Construction Trades Council of Alameda County, AFL-CIO ("Council"), on behalf of itself and its affiliated local Unions that have authorized the Council to enter into this Amendment ("Unions").

Recitals

WHEREAS, the District and the Council, and the signatory Unions, entered into the Project Labor Agreement for the Alameda Unified School District ("Agreement") effective June 14, 2016; and

WHEREAS, Section 17.2 of the Agreement provides that the District and the Council may mutually agree in writing to amend and/or extend the Agreement at any time; and

WHEREAS, the original five-year term of the Agreement ended on June 14th, 2021 but the parties to the Agreement continued to operate under its terms; and

WHEREAS, the parties desire to formally extend the term of the Agreement for an additional five years, and provide for further roll-over unless either party opts to terminate the Agreement; and

WHEREAS, Alameda Unified School District Bond Measure B ("Measure B") was approved by the voters as of June 7, 2022; and

WHEREAS, the parties desire to modify certain provisions of the Agreement to apply the Agreement to projects funded by Measure B.

NOW THEREFORE, in consideration of the mutual promises and covenants herein contained, the District and the Council hereby agree to reinstate and amend the Agreement as indicated below, with all other terms and conditions to remain unchanged and in effect.

Amendment

Article 1, Section 1.15 is hereby amended and fully restated as follows:

> 1.15 "Allocated" regarding project funding means the point in time in which a project is defined enough to where a preliminary budget is created and established in the Measure I or B program budget tracking system managed by the Program Manager.

Article 2, Section 2.2.1 is hereby amended and fully restated as follows:

> 2.2.1 The District will apply the Agreement as a contract specification to the award of construction contracts identified by the District as Measure I or Measure

B Projects, funded in whole or in part by Measure I or Measure B bonds. Construction projects include those that provide for the construction of new facilities, the demolition of facilities or the renovation of current facilities.

Article 2, Section 2.2.2 is hereby amended and fully restated as follows:

2.2.2 Excluded Work. However, the Parties acknowledge that the District may exclude, at its discretion, up to five percent (5%) of Measure I or Measure B proceeds for smaller or deferred maintenance construction projects. It is also understood that no single craft's work shall be disproportionately affected by this exclusion. The Unions agree that they will not undertake any strike or work stoppage against a contractor performing work at a District site under this provision. Either Party to the Agreement can call to meet and confer regarding the implementation of this section 2.2.2.

Article 17, Section 17.2 is hereby amended and fully restated as follows:

17.2 This Agreement shall become effective on the day the District ratifies this Agreement and shall continue in full force and effect for a period of five (5) years. Thereafter, the Agreement will roll over for successive five (5) year terms unless modified or terminated, which modification or termination shall be ratified by the District's governing board. The parties may mutually agree in writing to amend, extend or terminate this Agreement at any time.

This Amendment to the Agreement shall become effective on the day it is executed by the District and the Council. Except as stated herein, the Agreement shall continue in full force and effect in accordance with its terms.

Alameda Unified School District

BY: Jennifer Williams (Sep 30, 2022 11:39 PDT) DATE: 9-29-2022

NAME: Jennifer Williams

Building and Construction Trades
Council of Alameda County, AFL-CIO

BY: DATE: September 21, 2022

Andreas Cluver, Secretary-Treasurer

154175\1287894

Attachment A: Agreed to Letter of Assent

General Contractor:

Subcontractor Name:

Subcontractor Address:

Re: Alameda Unified School District Measure B New Construction and Modernization Projects, Project Labor Agreement

Letter of Assent for _____
(Project Name)

Dear Alameda Unified School District,

The undersigned party confirms that it agrees to be a party to and bound by the Alameda Unified School District Measure B New Construction and Modernization Projects, Project Labor Agreement as such Agreement may, from time to time, be amended by the parties or interpreted pursuant to its terms.

By executing this Letter of Assent, the undersigned party subscribes to, adopts and agrees to be bound by the written terms of the legally established trust Agreements as set forth in Section 9.1, as they may from time to time be amended, specifying the detailed basis upon which contributions are to be made into, and benefits made out of, such trust funds and ratifies and accepts the trustees appointed by the parties to such trust funds, and agrees to execute a separate Subscription Agreement(s) for Trust Funds when such Trust Fund(s) requires such document(s).

Such obligation to be a party to and bound by this Agreement shall extend to all work covered by said Agreement undertaken by the undersigned party on the Alameda Unified School District Measure B New Construction and Modernization Projects. The undersigned party shall require all of its subcontractors, of whatever tier, to become similarly bound for all their work within the scope of this Agreement by signing an identical Letter of Assent.

This letter shall constitute a subscription Agreement, to the extent of the terms of the letter.

CONTRACTOR/SUBCONTRACTOR: _____

California State License Number
or Motor Carrier (CA) Permit Number: _____

DIR Public Works Registration #: _____

Name and Signature of Authorized Person: _____
(Print Name)

_____
(Title)

_____
(Signature) (Date)

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Single Plans for Student Achievement (SPSAs) for 2025-26 School Year

Item Type: Consent

Background: The Single Plan for Student Achievement (SPSA) is an annual site plan created by a school team including the principal, teachers, parents, and, where applicable, community partners. The SPSA is a tool for sites to prioritize particular programs and strategies that will best serve their students, families, and the community. It lays out each school's plan for achieving its goals and, it articulates the relationship between the school's goals and actions and the District's Local Control Accountability Plan (LCAP), which lays out goals for the entire district. The SPSA creates a cycle of continuous improvement of student performance and ensures that all students succeed in reaching academic standards set by the State Board of Education.

Each SPSA has been approved by their respective School Site Council (SSC). At the May 27th Board of Education meeting staff brought an informational presentation to the Board. Tonight staff seek Board approval of the 2025-26 SPSAs.

High Schools:
- Alameda HS
- Alameda Science and Technology Institute
- Encinal Jr./Sr. HS
- Island HS

Middle Schools:
- Lincoln MS
- Wood MS

Elementary Schools:
- Bay Farm School
- Earhart Elem
- Edison Elem
- Franklin Elem
- Love Elem
- Maya Lin School
- Otis Elem
- Paden Elem
- Ruby Bridges Elem

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic

services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #4 - Parental involvement and community engagement are integral to student success.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

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ATTACHMENTS:

Description	Upload Date	Type
AHS_SPSA_25-26 SY_6.10.25	6/3/2025	Backup Material
ASTI_SPSA_25-26 SY_6.10.25	6/3/2025	Backup Material
Bay Farm_SPSA_25-26 SY_6.10.25	6/3/2025	Backup Material
Earhart_SPSA_25-26 SY_6.10.25	6/3/2025	Backup Material
Edison_SPSA_25-26 SY_6.10.25	6/3/2025	Backup Material
Encinal_SPSA_25-26 SY_6.10.25	6/3/2025	Backup Material
Franklin_SPSA_25-26 SY_6.10.25	6/3/2025	Backup Material
Island_SPSA_25-26 SY_6.10.25	6/3/2025	Backup Material
Lincoln_SPSA_25-26 SY_6.10.25	6/3/2025	Backup Material
Love_SPSA_25-26 SY_6.10.25	6/3/2025	Backup Material
Maya Lin_SPSA_25-26 SY_6.10.25	6/3/2025	Backup Material
Otis_SPSA_25-26 SY_6.10.25	6/3/2025	Backup Material
Paden_SPSA_25-26 SY_6.10.25	6/3/2025	Backup Material
Ruby Bridges_SPSA-25-26 SY_6.10.25	6/3/2025	Backup Material
Wood_SPSA_25-26 SY_6.10.25	6/3/2025	Backup Material
25-26 SPSA Presentation_5.27.25	6/6/2025	Presentation

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)
2025-26

School	Alameda High School
CDS Code	01 61119 0130229
Principal Name	Angela Barrett
Telephone Number	(510) 337 - 7022
Address	2200 Central Ave. Alameda CA 94501
E-mail	abarrett@alamedaunified.org
Date of SSC Approval	May 14, 2025
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Districtwide Strategic Plan and LCAP Goals

2024-25_LCAP_Alameda_Unified_School_District_-_June_6th_Final .pdf

District Priority Practices

Problem of Practice: Both qualitative and quantitative data has indicated that we have significant access gaps across the district between subgroups. Specifically our African American Students, Students with Disabilities, and Long Term English Learners. Root cause analysis suggests that some of these access gaps may be linked to:

- Systemic racism and cultural dissonance results in a culture that lacks meaningful student relationships and culturally responsive practices which is evidenced by explicit and implicit biases, low expectations, access to rigorous standards based instruction and tasks
- Family and community partnerships: AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust.
- Interventions and referrals: **AUSD's lack of consistent robust first, best instruction and timely and effective referral for students** (of students for appropriate interventions that address a broad range of adjustment issues) who need interventions.

AUSD staff has decided to focus its Strategic plan goal 1 on strengthening the foundational program in support of addressing the above root causes.

Strategic Plan Goal 1: Create a Strong Foundational Program for ALL Students. This is the very first step we need to take to ensure equitable access to high-quality instruction for all our students. From the foundation, we can then build programs to provide differentiated instruction and supports for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system. A strong foundational program is defined by:

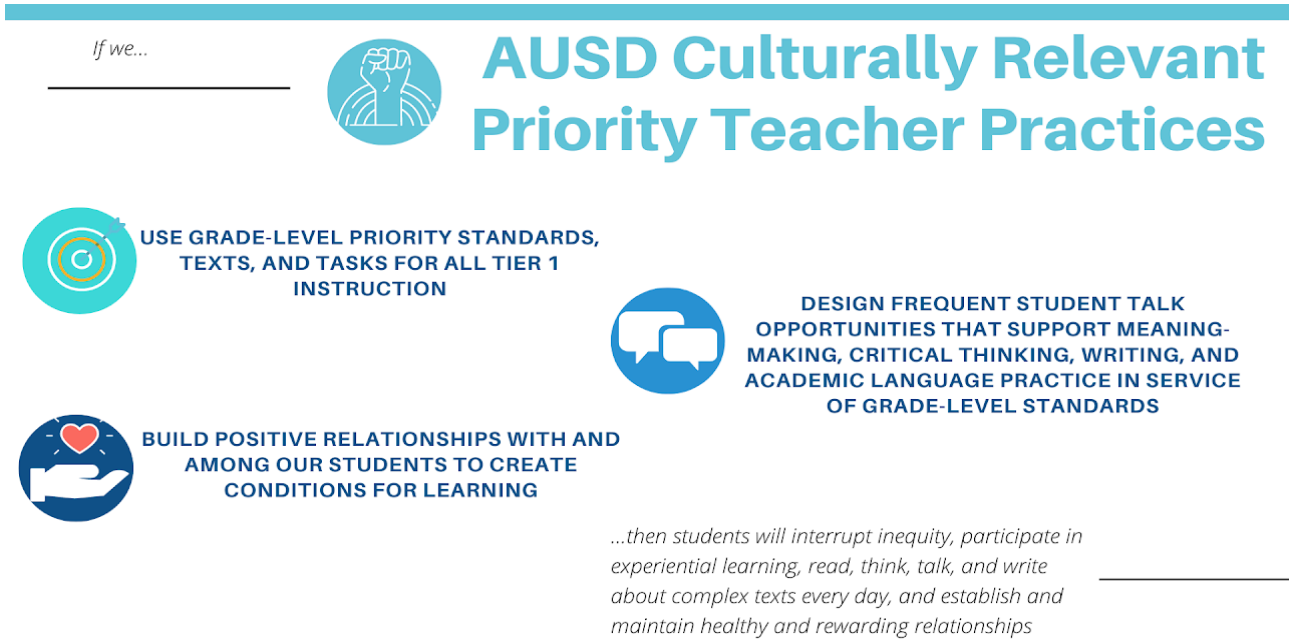
- A clear and coherent curriculum that is standards aligned (what students learn)
- Dynamic lessons and tasks that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- Classroom cultures focused on positive relationships between all members of the community

Focus Questions:

What are the tasks students are engaging with?
Are the tasks standards aligned for the grade level?
How do we know if the tasks are standards aligned?
Are students doing the thinking? How do we know?
Is the classroom culture and learning built around communal culturally responsive (sociocultural) talk and task structures? How do we know?

If applicable, is the student-teacher relationship a partnership? How do you know?

Theory of Action:



2025-26 LCAP Goals

Goal 1	Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.
Goal 2	We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.
Goal 3	Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

Annual Review

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal.

Goal1	**Goal 2**
If we provide and empower our staff with protocols for reflecting on their practice, in addition to culturally responsive teaching strategies, specifically around Black students' engagement and achievement., consistent opportunities to gather and reflect on student voice/achievement data, as well as monitor and coach them in the implementation and practice of the aforementioned, then we will see an increase in A-G eligibility of our Black students, monitored semester by semester. The class of '27 and classes following will show the following percentages of students meeting their A-Gs for each year: Sophomores - 75%, Juniors - 78%, Seniors 80%	If we raise the level of discourse, greet students at the door or make contact with them in each class, meet with our chronically absent students to set goals, highlight student success, consistently implement community building activities, and focus on the success and accomplishments of our Black students and acknowledge these accomplishments to both the students and their families as well as directly communicate and counsel target students experiencing attendance and academic struggles. then our Black students will improve their attendance and participation in school. *Black students who were chronically absent at the end of the 2023-2024, will either no longer be indicated as chronically absent, or have increased their attendance by 10%, or by the end of each semester in the 2024-2025 academic year.*

Analysis

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

Goal 1

- We took an all school staff meeting to have a fish bowl with our Black students to understand and learn from their experiences at Alameda High School. Staff reflected afterwards to determine at least one approach we can implement in our classrooms to improve and support raising our Black students' level of achievement.
- In order to ensure that Black students' experience shapes our staff-wide collaboration on how to improve, two administrators held a focus group with Black students to discuss their academic experiences and ideas on how to better serve all Black students schoolwide. To ensure we had a diversity of voice, we invited five students from each grade level, ensuring both ELs and native speakers and students with and without IEPs.
- Counselors are having conversations in classrooms about A-G requirements
- IL and counselors try to meet with Black students once a month around attendance and grades. Check-ins are recorded in a spreadsheet and student attendance percentages are monitored by the COST team. Further interventions are put in place for our students that are not making growth in grades, such as peer mentoring for freshman, CICO, and parent engagement.

Goal 2

- IL and counselors try to meet with Black students once a month around attendance and grades. Check-ins are recorded in a spreadsheet and student attendance percentages are monitored by the COST team. Further interventions are put in place for our students that are not making growth in grades, such as peer mentoring for freshman, CICO, and parent engagement.
- This year is the first year of implementation of new math pathways and a new math curriculum. The department moved from the traditional courses to the integrated pathway and adopted a new curriculum (CPM) which is a major pedagogical shift away from traditional teacher-lecure and involves daily discussion protocols and group problem solving. This new curriculum supports the pedagogical shifts we are expecting via this goal and all teachers of our baseline A-G courses (Math 1-3) have participated in several full-day professional development sessions both in Summer 2024 and during the 24-25 school year.

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 previous year.

AHS does not receive Title 1 funds, however, we do receive LCFF funds and are utilizing those funds to support our goals, especially around support for ELD.

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 took time this year to look at the student experience in an effort to examine what is needed in order to support our students. In addition, we reviewed data to gain a clearer picture of how our students are doing and which student groups need support. Our SPSA goal will shift in order to address a larger issue that connects with student attendance, engagement and success. Specifically, our SPSA goal will focus on instructional practices, cultural and linguistic relevance, and intellectual engagement.

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Step 1: Identifying the Problem - Use multiple data sources to help you and your team identify the problem.

- Does the problem focus on the instructional core?
- Is it observable?
- Is it within the school or district's control and can be improved in real time?
- If acted on, will the problem make a significant difference for student learning?

The problem of practice is grounded in evidence such as data and dialogue. For example, a "hunch" that third-grade students are not applying what they are learning in math lessons is NOT grounded evidence. However, identifying that 70% of students did not pass the math section of the standardized tests last year is grounded evidence suitable to identify a problem of practice.

Problem of Practice
When examining our recent data we find: **Which group(s) are facing the greatest challenge?** - SpEd - Black/African American - EL/LTEL **What is the challenge?** - Meaningful participation - Lack of connection leads to low academic and behavioral performance - Academic performance - Math - Engagement - EL students cannot exit ELD

- EL students experience more obstacles to diploma track and elective opportunities
- Engagement and Self motivation impacts abilities

What are the potential root causes?

- Lack of connect with intellectual content
- Lack of positive school culture and alignment
- Inconsistent ELD support
- SpEd turnover
- Lack of consistent academic English instruction
- Family and student relationship building
- Figuring out your why and your purpose

Based on this, our problem of practice will focus on:

- How can we improve meaningful participation, academic engagement, and performance for students in the SpEd, Black/African American, and EL/LTEL groups, particularly in the areas of math and overall academic achievement, by addressing the root causes of disconnection, inconsistent support, and lack of motivation?

Step 2: Identify your focal student groups

- As a district we have unapologetically prioritized the needs of our African American and Black students. What does the data tell you about how your school site has been serving your African American and Black students?
- Which additional student groups have been underserved at your school site? What does the data tell you about these students' experiences?

Focal Students
There is a concerning trend in the experiences of Black/African American students. While there have been some successes, Black/African American students continue to struggle in key areas such as academic performance, particularly in math, and overall engagement. The lack of meaningful participation and connection to both academic content and the school culture leads to lower academic and behavioral performance. Additionally, self-motivation and engagement appear to be barriers to success, indicating that students are facing challenges in finding purpose and direction in their education. Teachers play a crucial role in addressing these challenges. Ensuring consistent and high-quality academic instruction is essential, as is fostering a positive and inclusive school culture where students feel connected and supported. In addition, building stronger relationships with students and their families, encouraging engagement, and helping students understand their "why"—the personal motivation behind their education are ways in which students can be supported. Additional groups that have been underserved at AHS include: ● EL/LTEL

- SpEd

In regard to EL/LTEL, and SpEd, the data tells us that:

We also see significant challenges faced by EL (English Learner) and SpEd (Special Education) students at AHS, particularly in terms of academic performance, engagement, and participation. EL students are unable to exit the ELD program and face additional barriers to accessing diploma tracks. Both EL and SpEd students struggle with low academic performance, especially in (but not limited to) math, and often lack a connection to the academic content. These challenges contribute to a decline in engagement and self-motivation, making it more difficult for students to succeed in their education. Students need consistent and tailored academic support. This includes ensuring that EL students receive effective ELD instruction and that SpEd students are supported by stable and experienced staff. We must also foster a positive, inclusive school culture where all students feel connected and motivated to engage with the material. Additionally, building strong relationships with students and their families can help create a supportive environment that encourages active participation and learning.

Step 2: Brainstorm Root Causes

- The school / school district should assemble a network to:
    - Ask relevant questions concerning the problem of practice
    - Develop objectives about mending the problem of practice

Let's say there is still the issue of third-grade students not applying what they are learning in their math lessons. During this brainstorm, the network can ask questions such as,

What kinds of tasks are students being asked to do during their math lessons?

What will students know and be able to do as a result of the math lessons?

What types of questions are students missing on the standardized test?

From these questions, the network can discern how the school or district needs to shape their objectives. So let's say we find out that third-grade students are asked to do many sets of multiple choice math questions in class. These questions generally help them with elimination and estimation. And perhaps the math sections on the state standardized test that they are missing are mostly open-response.

From this brainstorm, the network will be able to create the school or district's main objective: to have all third-grade students increase their level of performance on the math section of the state test.

To achieve this, the school will focus on one area of weakness as indicated by their analysis: open response math questions.

With the development of questions and objectives, the problem of practice is no longer just raw data and material but is beginning to take shape.

Root Causes
● A lack of consistent and quality instruction and supports in all classrooms ● Lack of connection with intellectual content ● Lack of positive school culture and alignment ● Inconsistent ELD support ● SpEd turnover ● Lack of consistent academic English instruction ● A need for family and student relationship building ● A need to figure out your why and your purpose

Root Causes for Focal Students
The same root causes above also apply to our focal students/groups which are: - Black/AfAm - El/LTEL - SpEd

Solidify

- After a problem is developed and an objective is identified, give the problem of practice time to simmer
- Reach out to wider faculty for confirmation

Once a problem of practice is shaped and the brainstorm is finished, it is important for the school or district to give it some time before jumping into the theory of action. Ask important questions. Is the problem of practice narrow and focused enough? Does it feel relevant and meaningful? Is it clear?

Have faculty look over it and give their opinion. Once the school or district is satisfied with the problem of practice, it is time to move on to the next element of instructional rounds, that is developing a theory of action.

Step 3: Create a SMARTIE goal

SMARTIE stands for Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable. By incorporating an equity and inclusion component to your SMART goals, you can make sure your School's commitment to racial equity and inclusion is anchored by tangible and actionable steps.

Goals are a concrete way to drive results, but without an explicit equity and inclusion component, goals won't produce better outcomes for marginalized communities, address disparities, or support belonging. Introducing SMARTIE goals! SMARTIE stands for:

STRATEGIC	Reflects an important dimension of what your school seeks to accomplish (programmatic or capacity-building priorities).
MEASURABLE	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).
AMBITIOUS	Challenging enough that achievement would mean significant progress—a "stretch" for the organization.
REALISTIC	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.
TIME-BOUND	Includes a clear deadline.
INCLUSIVE	Brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision/policy-making in a way that shares power.

EQUITABLE	Seeks to address systemic injustice, inequity, or oppression.

SMARTIE Goal:
Time-Bound: our goal between August 2025 and June 2026 are to achieve this **Strategic** and **Ambitious** outcome: Increase the percentage of classrooms implementing high-quality, standards-aligned instructional practices by 10%, as measured by a schoolwide instructional rubric. This includes the integration of culturally and linguistically relevant curriculum across all content areas to enhance intellectual engagement. Concurrently, increase classroom-based academic engagement (e.g., participation rates, on-task behavior) and the percentage of students reporting strong intellectual engagement with classroom content by 10%, as measured by both schoolwide observation data and a locally developed student engagement survey.Implementation will emphasize consistent support for Students with Disabilities (SpEd), Black/African American students, and English Learners/Long-Term English Learners (EL/LTEL).
We will know success when we see it using these Measurable standards: Using a schoolwide instructional rubric, we will compare preliminary data to end of year data - if we see an improvement of at least 10%, we know that we have achieved success for our goal this year. It must be noted that this is a multi-year goal that will be reviewed as we collect data that documents our progress.
A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity): This goal is something that spans multiple years - due to that, the initial focus will be on launching baseline data collection. This includes developing the rubric we will use throughout this process, conducting classroom observations, developing and administering student engagement surveys and analyzing that data, among other things. In addition, we will move toward professional learning and development - we need to ensure our teachers have support with best practices and can align on what this will look like for their department, their class and the whole school. From there, we are progress monitoring, analyzing data, making adjustments as needed, and coming back at the end of the year to look at what progress we have made. We have to look at the resources and time that we have already so that we can make the best use of our time and efforts.

Step 3: The Theory of Action

What is a theory of action? A theory of action can be thought of as a story line that makes a vision and a strategy concrete. It provides a line of narrative that leads people through the daily complexity and distractions that compete with the main work of the instructional core. The theory of action provides a map that carries the vision through the organization. It provides a way of testing the assumptions and suppositions of the vision against the unfolding realities of the work in actual organizations with actual people.

A Theory of Action has three main requirements:

1. The Causal Role – The theory of action must begin with a statement of a causal relationship

- When learning from instructional rounds, it is important for individuals to develop their own personal theories of action and then share them with their colleagues
    - If the adults who work in schools are actively learning about the causal relationship between their work and the work between other teachers and other students, then support for improved instructional practice will increase and the work of teachers and students will become more effective
    - The learning and development of adults must be explicitly connected,through organizational processes, to the learning and development of students in classrooms
        - Investing in higher results for teachers' level of understanding increases student engagement and high-level cognitive results

2. The Conditional Role – It must be empirically falsifiable

- Theories of action that develop during instructional rounds are always subject to revision and specification in light of new evidence
    - Questioning the practice is not a bad thing, it is part of the practice

3. The Open Role: It must be open-ended

- The theory of action is expected to change as the network members learn more about what helps them learn and what leads them to apply their learning most effectively in schools
    - Having a final theory of action is not as important as having an open-ended strategy that is ready to adjust to change

Theory of Action
If the percentage of classrooms implementing high-quality, standards-aligned instructional practices increases by 10%—as measured by a schoolwide instructional rubric—and this includes the intentional integration of culturally and linguistically relevant curriculum across all content areas to enhance intellectual engagement, and is paired with consistent, differentiated support for Students with Disabilities (SpEd), Black/African American students, and English Learners/Long-Term English Learners (EL/LTELs)...
Then both classroom-based academic engagement (e.g., participation rates, on-task behavior) and student-reported intellectual engagement will increase by 10%, as measured by schoolwide observation data and a locally developed engagement survey. As a result, these improvements in instructional quality and engagement will lead to increased student achievement, reduced chronic absenteeism, and ultimately, improved graduation outcomes—by creating more inclusive, relevant, and empowering learning environments.
How will this theory of action specifically support your focal students? This theory of action supports Students with Disabilities (SpEd), Black/African American students, and English Learners/Long-Term English Learners (EL/LTELs) by improving the quality of teaching in every classroom. When teachers use lessons that are aligned to academic standards and include content that reflects students' cultures and languages, learning becomes more meaningful and engaging. For SpEd students, lessons that are clearly structured and adjusted to meet their learning needs help them better understand the material and feel more successful in school and promotes academic confidence and self-efficacy. For Black/African American students and EL/LTELs, culturally and linguistically relevant teaching helps students see themselves in the curriculum. When they feel connected to what they are learning, they are more likely to participate, attend school regularly, and stay motivated. Providing consistent support—such as extra help, language development strategies, or positive relationships with adults—builds trust and helps students feel that they belong. These conditions are especially important for groups who have historically been underserved or marginalized. Additionally, For EL/LTEL students, instruction that incorporates linguistic scaffolds and values multilingualism increases comprehension, participation, and progress toward English proficiency. For Black/African American students, culturally responsive pedagogy ensures that curriculum reflects their identities and histories, which fosters a stronger sense of belonging, trust, and engagement with learning. As a result of stronger instruction and better support, students will have more entry points, and will become more engaged in class. When students are engaged, their academic performance improves, and they are more likely to come to school every day. Over time, this leads to better test scores, fewer absences, and more students graduating from high school. By focusing on high-quality teaching and support for specific student groups, this theory of action creates a more inclusive learning environment where all students can thrive.

Actions to Support Implementing TOA					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Provide professional learning on instruction and instructional strategies that: are standards-aligned, are culturally responsive, and/or enhance student engagement. This work will be supported by admin and TSA/Instructional coaches with planning and delivery using inclusive practices.	Site Admin, Coaches, Teachers, TSAs	Professional development led by admin, TSAs, experienced teachers, etc… and tool kit of instructional strategies	Ongoing throughout the year	Teacher pre/post surveys, coaching logs, PD attendance records, walkthrough data, rubric data, student engagement surveys
2	Use schoolwide instructional rubric to monitor implementation and provide feedback.	Admin Team, Coaches	Rubric, collaboration time, walkthrough schedule	3 times a year - BoY - ~ end of S1 - ~ end of S2	Rubric score trends, feedback logs, instructional trend reports
3	Administer student engagement surveys and use results for instructional reflection.	Admin, Leadership Team, Teachers	Student survey, collaboration time	Fall & Spring	Survey results (by subgroup), staff reflection protocols
4	Hold structured student voice sessions (by subgroup where appropriate) to gather feedback on instructional practices, curriculum relevance, and engagement strategies.	Admin, Teachers, Students including student Leadership, Counselors	Structured protocol for gathering feedback and scheduled time	Quarterly	Qualitative analysis of student input, modifications made based on feedback, perception survey trends

Specific Actions to Support Focal Students					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Integrate scaffolded ELD supports and academic language strategies across content areas.	ELD/Content Teachers, EL Support/Push-In Teachers	ELD curriculum/supports/strategies, collaboration time,	Ongoing across the school year	ELPAC growth, EL/LTEL classroom observations, lesson plans
2	Deliver targeted instructional supports and co-teaching strategies for SpEd access to core content	Gen Ed Teachers, SpEd Teachers, Admin	Co-planning time, IEP data and accommodations, professional development for staff	Ongoing with scheduled data reviews	IEP progress, classroom assessments
3	Structured mentoring for black/african american students with individualized monitoring, academic check ins and goal setting, SEL check ins, attendance, and graduation check in.	Admin, support staff, counselors, TSAs	Mentors, relevant data (attendance, academic, etc…) monitoring/check in data collection form.	Ongoing, scheduled checkpoints with students	Grade data, academic progress reports, attendance reports, mentor entries, self assessment
4	Collaborate with teachers to integrate culturally responsive materials that reflect the contributions and perspectives of Black/African American, EL, and SpEd communities.	Teachers, Curriculum staff, Leads, Library Media Specialists, Instructional Coach, TSA, admin	Existing library/media resources, additional materials needed, collaboration time	Ongoing	Curriculum map updates, student engagement feedback

Expenditures to Achieve Site-Specific Goals

Please see Appendix for Budget Packet.

Budget Summaries

Please see Appendix for Budget Packet.

School Site Council (SSC) Membership

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 current make-up of the council is as follows:

Names of Members	**ROLE***
Principal	Angela Barrett
Teacher	Joe Pearse
Teacher	Michael O'Malley
Teacher	Sarah Noble
Non Teacher Staff	Nathan Edwards
Student	Shion Koga Dean
Student	Leilany De La Cruz
Parent	Amy Miller
Parent	Peter van Lieshout
Parent	Soni Johnson
Parent	Alice Myerhoff

***Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- 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.

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.

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.

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 relevant federal planning requirements.

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.

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.

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.

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.

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.

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.*

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.*

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.

Appendix A: Plan Requirements for Title I Schoolwide Programs

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 Consolidated Application (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 California *Education Code* (*EC*) sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), 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 *Code of Federal Regulations,* Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 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 34 *CFR* Section 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: 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: 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, June 2024

Appendix C: Budget Packet

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Program **0000 Undesignated Funds**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	17,500	.00%
	Total 1000	**17,500**	**.00%**
2000			
2100	Instructional Aides' Salaries	2,430	.00%
2400	Clerical, Technical, and Offic	808	.00%
	Total 2000	**3,238**	**.00%**
3000			
3100		3,379	.00%
3200		888	.00%
3300		504	.00%
3500		12	.00%
3600		655	.00%
3700		319	.00%
	Total 3000	**5,757**	**.00%**
4000			
4300	Materials and Supplies	50,145	.00%
	Total 4000	**50,145**	**.00%**
5000			
5700		48,000	.00%
5800	Professional/Consulting Servic	18,000	.00%
	Total 5000	**66,000**	**.00%**
	Total Expenditure	**142,640**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**142,640**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**142,640-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		17,500	.00%
2000		3,238	.00%
3000		5,757	.00%
4000		50,145	.00%
5000		66,000	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**142,640**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**142,640-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Program **1018 6. High School Fine Arts**

Expenditure	Description	Amount	Percentage of Sources
4000			
4300	Materials and Supplies	5,000	.00%
	Total 4000	**5,000**	**.00%**
	Total Expenditure	**5,000**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**5,000**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**5,000-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000			.00%
2000			.00%
3000			.00%
4000		5,000	.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**5,000**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**5,000-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0002 LCFF Supp** Program **0000 Undesignated Funds**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	43,546	.00%
	Total 1000	**43,546**	**.00%**
3000			
3100		8,038	.00%
3300		631	.00%
3500		22	.00%
3600		1,372	.00%
3700		667	.00%
	Total 3000	**10,730**	**.00%**
5000			
5800	Professional/Consulting Servic	1,844	.00%
	Total 5000	**1,844**	**.00%**
	Total Expenditure	**56,120**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**56,120**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**56,120-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		43,546	.00%
2000			.00%
3000		10,730	.00%
4000			.00%
5000		1,844	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**56,120**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**56,120-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **6770 Arts and Music (Prop 28)** Program **0000 Undesignated Funds**

Revenue	Description	Amount	Percentage of Sources
8900		241,802	100.00%
	Total Revenue	**241,802**	**100.00%**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	154,201	63.77%
	Total 1000	**154,201**	**63.77%**
2000			
2100	Instructional Aides' Salaries	5,000	2.07%
2200	Classified Support	1,345	.56%
	Total 2000	**6,345**	**2.62%**
3000			
3100		24,940	10.31%
3200		8,012	3.31%
3300		3,812	1.58%
3400		8,620	3.56%
3500		77	.03%
3600		4,797	1.98%
3700		1,845	.76%
	Total 3000	**52,103**	**21.55%**
4000			
4300	Materials and Supplies	43,360	17.93%
	Total 4000	**43,360**	**17.93%**
5000			
5700		5,000	2.07%
	Total 5000	**5,000**	**2.07%**
	Total Expenditure	**261,009**	**107.94%**

Starting Balance	**0**
+ Revenues	**241,802**
- Expenditures	**261,009**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**19,207-**

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **6770 Arts and Music (Prop 28)** Program **0000 Undesignated Funds**

Starting Balance	**0**
+ Total Revenues	**241,802**
= Total Sources	**241,802**

Expenditure	Description	Amount	Percentage of Sources
1000		154,201	63.77%
2000		6,345	2.62%
3000		52,103	21.55%
4000		43,360	17.93%
5000		5,000	2.07%
6000			%
7000			%
	- Total Expenditures	**261,009**	107.94%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**19,207-**	7.94-%

2025-26 Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
   (Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

☑ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

Other(li st)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on: May 14 2025 .

Attested:

Angela Barrett, School principal — 5/29/25 Date

Soni Johnson, SSC Chairperson — 5/29/25 Date

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2025-26

School	Alameda Science and Technology Institute
CDS Code	01 61119 0106401
Principal Name	Tracy Corbally
Telephone Number	5107484021
Address	555 Ralph Appezzato Memorial Pkwy, Alameda CA 94501
E-mail	tcorbally@alamedaunified.org
Date of SSC Approval	4.12.2025
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Districtwide Strategic Plan and LCAP Goals

2024-25_LCAP_Alameda_Unified_School_District_-_June_6th_Final .pdf

District Priority Practices

Problem of Practice: Both qualitative and quantitative data has indicated that we have significant access gaps across the district between subgroups. Specifically our African American Students, Students with Disabilities, and Long Term English Learners. Root cause analysis suggests that some of these access gaps may be linked to:

- Systemic racism and cultural dissonance results in a culture that lacks meaningful student relationships and culturally responsive practices which is evidenced by explicit and implicit biases, low expectations, access to rigorous standards based instruction and tasks
- Family and community partnerships: AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust.
- Interventions and referrals: **AUSD's lack of consistent robust first, best instruction and timely and effective referral for students** (of students for appropriate interventions that address a broad range of adjustment issues) who need interventions.

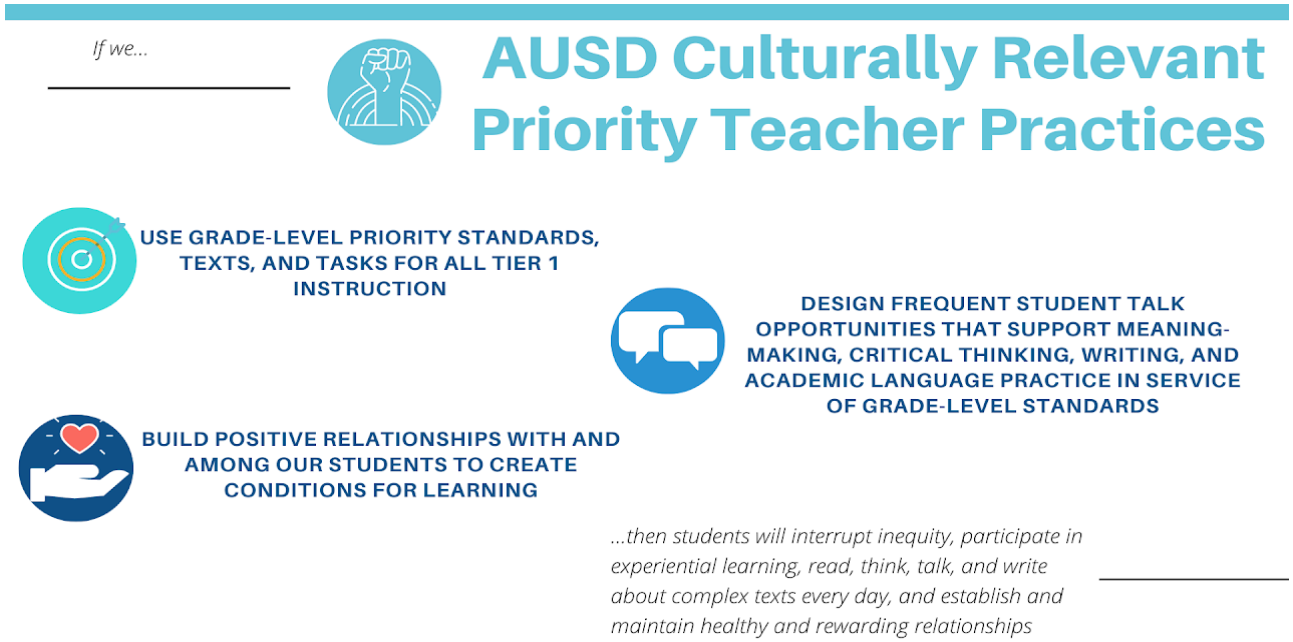
AUSD staff has decided to focus its Strategic plan goal 1 on strengthening the foundational program in support of addressing the above root causes.

Strategic Plan Goal 1: Create a Strong Foundational Program for ALL Students. This is the very first step we need to take to ensure equitable access to high-quality instruction for all our students. From the foundation, we can then build programs to provide differentiated instruction and supports for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system. A strong foundational program is defined by:

- A clear and coherent curriculum that is standards aligned (what students learn)
- Dynamic lessons and tasks that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- Classroom cultures focused on positive relationships between all members of the community

Focus Questions:
What are the tasks students are engaging with?
Are the tasks standards aligned for the grade level?
How do we know if the tasks are standards aligned?

Are students doing the thinking? How do we know?
Is the classroom culture and learning built around communal culturally responsive (sociocultural) talk and task structures? How do we know?
If applicable, is the student-teacher relationship a partnership? How do you know?
Theory of Action:



2025-26 LCAP Goals

Goal 1	Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.
Goal 2	We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.
Goal 3	Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

Annual Review

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

SPSA Year Reviewed: 2024-25

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

Goal 1	Goal 2
If we implement daily student talk routines and culturally relevant instructional practices across all content areas to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards, supported by weekly teacher collaboration and peer observations,	If we strategically enhance our current initiatives to build stronger partnerships among families, students, and staff through regular communication, consistent family-engagement events, and enriched student leadership opportunities, and continue to foster a school culture that celebrates diversity and provides multiple platforms for showcasing student achievements and collaborative learning
Then students will engage more deeply and equitably across student groups (gender, ethnicity, LGBTQ, SED, EL Status) in daily DOK level 3 and 4 thinking, as measured by quarterly instructional rounds, student perception surveys, examination of student work, and course reviews.	Then students will benefit from a more supportive, inclusive, and safe learning environment that not only maximizes their academic and social growth but also strengthens the overall school community.

Analysis

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

For goal 1, in 2024-25 we have developed teacher driven quarterly instructional rounds and PLC work around gathering and analyzing data. In PLC and in class we are implementing Constructing Meaning discussion protocol strategies and all staff have been trained by EL Achieve Constructing Meaning . An area of growth is to push into the DOK level 3 and 4 thinking. We want to collect and analyze student work output for depth of knowledge. Another area of growth is student engagement in structured student talk routines. We want to collect and analyze data on the connection between student's SEL and engagement in student talk routines**. In 2025-26 we plan to implement more DOK level 3 and 4 thinking during discussion protocols and engage in cycles of inquiry around instructional strategies related to this goal.**

For goal 2, in 2024-25 we analyzed the Family Relationships and Trust survey results and noticed that only 58.8% (n=34) of all families and 33.3% (n=3) of African American families agreed that "teachers and administrators at this school believe that talking with parents helps them understand their students better." Also in the survey, a disproportionate amount of African American families (33.3%, n=3) compared to all families (85.5%, n=34) agreed that "staff at this school really care about this local community." In response to this family data, all staff divided the freshman families up and made phone calls home to connect with parents about their hopes and dreams for their child. One event we planned this year was an African American Cultural celebration in which we display the parents' dreams for the child and provide food and entertainment for families to connect with ASTI teachers and staff**. In 2025-26 we plan to establish contact with families via hopes and dreams calls in the beginning of the year and take a proactive approach to school to home communication.**

This year we did a 2 year planning session with all 10th grade families and the school counselor. This year we also have strengthened student-led ASB by collaborating with ASB student leaders to create structures and procedures that empower student leadership at all levels. In response to survey data we are going to implement targeted tier 1 family and student engagement strategies and continuously analyze the data to see how it impacts our focal students. An area of growth is to get more accurate student and family perceptions from the data by improving family participation in surveys and building trust in order to facilitate more honest feedback. **In 2025-26 we plan to strengthen our capacity to provide safe spaces for our African American families and students to communicate their experiences and needs.**

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 previous year.

In 2024-25 LCFF funded math department participation in SVMI coaching rounds.
Math departments at K-12 and college levels are also going through significant structural changes regarding curriculum and pathways.

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.

Instructional leadership in collaboration with the math department has determined that in 2025-26, this money will be put towards UC Davis coaching specific to CPM and integrated math.
Rationale for expending LCFF restricted funds on math is that math is a gatekeeper for all students and even more so for unduplicated students.

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Step 1: Identifying the Problem - Use multiple data sources to help you and your team identify the problem.

- Does the problem focus on the instructional core?
- Is it observable?
- Is it within the school or district's control and can be improved in real time?
- If acted on, will the problem make a significant difference for student learning?

The problem of practice is grounded in evidence such as data and dialogue. For example, a "hunch" that third-grade students are not applying what they are learning in math lessons is NOT grounded evidence. However, identifying that 70% of students did not pass the math section of the standardized tests last year is grounded evidence suitable to identify a problem of practice.

Problems of Practice
What specific SEL and CM/CPM strategies can teachers implement to promote productive team work, academic rigor, and executive functioning that aligns with high DOK thinking and academic standards? How can we integrate a collaborative approach to family engagement by assigning 'focal families' to staff members, ensuring equitable and regular communication with all families to encourage student participation in social events and to support student growth and achievement in the classroom?

Step 2: Identify your focal student groups

- As a district we have unapologetically prioritized the needs of our African American and Black students. What does the data tell you about how your school site has been serving your African American and Black students?
- Which additional student groups have been underserved at your school site? What does the data tell you about these students experiences?

Focal Students
As mentioned previously in Goal 1, we analyzed the Family Relationships and Trust survey results and noticed that only 33% of African American families agreed that "teachers and administrators at this school believe that talking with parents helps them understand their students better." Also only 33.3% of African American families agreed that "staff at this school really care about this local community." Although there was a low sample size of 3 families, this data shows that we need more open communication and collaboration with our African American families. **Academic performance data doesn't show any major differences between our AA population** and the rest of the student body. For instance, for STAR Reading Current Student Growth Percentile (SGP) in Fall to fall 24-25, AA/Multi scored 71.4% (n=7) while the rest of the student body performed slightly lower at 70.8% (n=106). And from Fall to winter 24-25, this difference increased from 80% (n=10) AA/Multi compared to 75.8% (n=95) for all the student body. However for the STAR reading proficiency rate we see a lower proficiency rate for Black or African American students (80%) compared to Asian (97.9%) an White (100%). This indicates that our AA population could benefit from reading support. Overall though the data shows that we don't see significant differences in academic performance of our AA/Multi students compared to other students and in some cases they score higher than the rest of our student population. **Other subgroups such as those students who are socioeconomically disadvantaged** also show fluctuating performance data where some years they are being underserved while other years they perform higher than the students who are not SED. For instance, for Smarter Balanced ELA Average Distance From Met, our SED population scored 104. 7 in 2021-2022, 142.3 in 2022-23 and 106.7 in 2023-24. This is compared to 134 in 2021-2022, 93.3 in 2022-23 and 142.3 in 2023-24 for our non SED population. This shows that overall we are serving our SED population to a similar level as our non SED population.

Step 2: Brainstorm Root Causes

- The school / school district should assemble a network to:
    - Ask relevant questions concerning the problem of practice
    - Develop objectives about mending the problem of practice

Let's say there is still the issue of third-grade students not applying what they are learning in their math lessons. During this brainstorm, the network can ask questions such as,

What kinds of tasks are students being asked to do during their math lessons?

What will students know and be able to do as a result of the math lessons?

What types of questions are students missing on the standardized test?

From these questions, the network can discern how the school or district needs to shape their objectives. So let's say we find out that third-grade students are asked to do many sets of multiple choice math questions in class. These questions generally help them with elimination and estimation. And perhaps the math sections on the state standardized test that they are missing are mostly open-response.

From this brainstorm, the network will be able to create the school or district's main objective: to have all third-grade students increase their level of performance on the math section of the state test.

To achieve this, the school will focus on one area of weakness as indicated by their analysis: open response math questions.

With the development of questions and objectives, the problem of practice is no longer just raw data and material but is beginning to take shape.

Root Causes
We believe that the lack of engagement in group work may be partly attributed to varying levels of social-emotional learning and/or inconsistent implementation of research based instructional strategies such as strategic talk routines (of DOK 3 & 4) that engage learners within their zone of

proximal development.

Root Causes for Focal Students
Based on instructional round observations, some focal students are struggling across all content areas, particularly during peer conversations and group collaboration. We wonder if our focal students may benefit from increased use of practices that address SEL as well as implementation of research based instructional practices and strategic talk routines that incorporate Depths of Knowledge (DOK) levels 3 and 4.

Solidify

- After a problem is developed and an objective is identified, give the problem of practice time to simmer
- Reach out to wider faculty for confirmation

Once a problem of practice is shaped and the brainstorm is finished, it is important for the school or district to give it some time before jumping into the theory of action. Ask important questions. Is the problem of practice narrow and focused enough? Does it feel relevant and meaningful? Is it clear?

Have faculty look over it and give their opinion. Once the school or district is satisfied with the problem of practice, it is time to move on to the next element of instructional rounds, that is developing a theory of action.

Step 3: Create a SMARTIE goal

SMARTIE stands for Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable. By incorporating an equity and inclusion component to your SMART goals, you can make sure your School's commitment to racial equity and inclusion is anchored by tangible and actionable steps.

Goals are a concrete way to drive results, but without an explicit equity and inclusion component, goals won't produce better outcomes for marginalized communities, address disparities, or support belonging. Introducing SMARTIE goals! SMARTIE stands for:

STRATEGIC	Reflects an important dimension of what your school seeks to accomplish (programmatic or capacity-building priorities).
MEASURABLE	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).
AMBITIOUS	Challenging enough that achievement would mean significant progress—a "stretch" for the organization.
REALISTIC	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.
TIME-BOUND	Includes a clear deadline.
INCLUSIVE	Brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision/policy-making in a way that shares power.
EQUITABLE	Seeks to address systemic injustice, inequity, or oppression.

SMARTIE Goals:
Time-Bound: our goals between August 2025 and June 2025 are to achieve this **Strategic** and **Ambitious** outcome: 1. Increase use of academic language and DOK 3 & 4 for all students during student discussion protocols as well as improving students social emotional learning to enhance engagement in discussion protocols 2. Enhance communication with African American and multiracial families and strengthen our capacity to gather feedback, solicit input, and facilitate discussions regarding academic achievement, celebrating cultural heritage, community building, and school goals.
We will know success when we see it using these Measurable standards: 1. As measured by classroom observations, classroom formative & summative assessment data, and student perception surveys 2. Response rates to engagement surveys increasing above the current 3 families that replied and positive responses increasing from 33.3% to at least 66.6%
A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity): ● PLC will do professional development around SEL and use of DOK 3 & 4 in discussion protocols, do quarterly instructional rounds, and look at student work ● Site administration will attend training in March 2025 on developing affinity or focus groups and will work with district supervisor and office of DEI to work on an affinity group to start the 2025-26 school year. All teachers will contact 9th grade families at the start of the 2025-26 school year to build a collaborative and communicative partnership.

Step 3: The Theory of Action

What is a theory of action? A theory of action can be thought of as a story line that makes a vision and a strategy concrete. It provides a line of narrative that leads people through the daily complexity and distractions that compete with the main work of the instructional core. The theory of action provides a map that carries the vision through the organization. It provides a way of testing the assumptions and suppositions of the vision against the unfolding realities of the work in actual organizations with actual people.

A Theory of Action has three main requirements:

1. The Causal Role – The theory of action must begin with a statement of a causal relationship

- When learning from instructional rounds, it is important for individuals to develop their own personal theories of action and then share them with their colleagues
    - If the adults who work in schools are actively learning about the causal relationship between their work and the work between other teachers and other students, then support for improved instructional practice will increase and the work of teachers and students will become more effective
    - The learning and development of adults must be explicitly connected, through organizational processes, to the learning and development of students in classrooms
        - Investing in higher results for teachers' level of understanding increases student engagement and high-level cognitive results

2. The Conditional Role – It must be empirically falsifiable

- Theories of action that develop during instructional rounds are always subject to revision and specification in light of new evidence
    - Questioning the practice is not a bad thing, it is part of the practice

3. The Open Role: It must be open-ended

- The theory of action is expected to change as the network members learn more about what helps them learn and what leads them to apply their learning most effectively in schools

- Having a final theory of action is not as important as having an open-ended strategy that is ready to adjust to change

Theory of Actions
TOA 1: **If** we implement SEL strategies and intentionally structured student talk routines at DOK levels 3 and 4—encouraging meaning-making, critical thinking, grade level writing, and standards aligned academic language use—supported through weekly teacher collaboration and peer instructional rounds, **Then** students will ...engage more deeply and equitably across student groups (gender, ethnicity, LGBTQ, SED, EL Status) in DOK level 3 and 4 thinking as measured by quarterly instructional rounds, student perception surveys, and examination of student work. TOA 2: **If** we intentionally strengthen our existing initiatives by fostering partnerships among families, students, and staff through regular communication, consistent family engagement events, and expanded student leadership opportunities—while continuing to cultivate a school culture that celebrates diversity and provides multiple avenues for showcasing student achievements and collaborative learning— **then** students will experience a more supportive, inclusive, and secure learning environment that enhances their academic and social growth while also creating a strong trusting partnership with their families, as measured by quarterly instructional rounds, perception surveys, and examination of student work.
How will this theory of action specifically support your focal students? TOA1 is grounded in structured talk routines, which is an instructional strategy designed to be culturally relevant. TOA2 was developed in response to survey data from focal students and families indicating a need to strengthen partnerships among families, students and staff. TOA2 is closely related to our goal in TOA1 as we noticed some students were not fully engaged in talk routines during instructional rounds and in feedback from Lincoln. Our goal is to encourage critical thinking and deeper academic conversations during these structured talk routines and address the SEL component of student peer to peer communication.

Actions to Support Implementing TOA					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Quarterly Instructional Rounds	Admin creates, teachers participate	PLC Time	Once per quarter	Instructional Rounds Tool will gather
2	Cycle of Inquiry into utilizing tools of Constructing Meaning, with an emphasis on DOK 3 & 4 level thinking, writing and conversation	PLC leads and teachers with support of admin	PLC Time	One cycle per semester	Student work (particularly our focal students), Instructional Rounds Data
3	Analyze data and student work to measure impact of instructional strategies	PLC leads and teachers with support of admin	PLC Time	One cycle per semester	Student work (particularly our focal students), Instructional Rounds Data, standardized testing data
4	Divide incoming freshmen among each staff member and each teacher makes a hopes and dreams call to build a positive relationship with families	Teachers	PLC Time	Beginning of year	Family Trust survey data and CHKS data Student engagement and instructional rounds observations
5	Support Math with UC Davis Math Coaching for CPM Integrated Math	Administration and Math Teachers	LCFF plus PTA	year long	Student performance-grades, course completion

Specific Actions to Support Focal Students					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Collect academic and observational data on our focal students to measure the impact of our cycles of inquiry	Teachers	PLC	quarterly	Instructional rounds, Formative and summative assessments
2	Each focal student's family will have a teacher assigned to build positive relationships with their parents and inform them about family engagement events and keep them informed on student academic progress	Teachers with support of admin & counseling	PLC	ongoing	Family Trust survey data and CHKS data Student engagement and instructional rounds observations
3	Develop our capacity to provide safe spaces and a feedback loop for African American families & students	Site admin	Office of Equity	Start of year onwards	Family trust survey data and affinity or focus group check ins

Expenditures to Achieve Site-Specific Goals

Please see Appendix for Budget Packet.

Budget Summaries

Please see Appendix for Budget Packet.

School Site Council (SSC) Membership

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 current make-up of the council is as follows:

Names of Members	**ROLE***
Kevin Jordan	Parent
Bianca Ling	Parent
Jenna Miles	Parent
Roan Byrne-Sarno	Student
Max Gurevich	Student
Daniel Yilma	Student
Tracy Corbally	staff
Jasmina Balic	staff
Ripon Mann	staff
Laurel McCoy	staff
Anthony Long	staff
Michael Hans	staff
Jonathan Hallsted	staff
Jorge Zavala	staff
Lynn Lebo Planas	staff

***Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- 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.

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.

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.

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 relevant federal planning requirements.

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.

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.

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.

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.

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.

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.*

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.*

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.

Appendix A: Plan Requirements for Title I Schoolwide Programs

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 Consolidated Application (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 California *Education Code* (*EC*) sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), 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 *Code of Federal Regulations,* Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 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 34 *CFR* Section 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: 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: 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, June 2024

Appendix C: Budget Packet

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Program **0000 Undesignated Funds**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	3,600	.00%
	Total 1000	**3,600**	**.00%**
3000			
3100		688	.00%
3300		53	.00%
3500		2	.00%
3600		114	.00%
3700		56	.00%
	Total 3000	**913**	**.00%**
4000			
4300	Materials and Supplies	6,961	.00%
	Total 4000	**6,961**	**.00%**
5000			
5700		4,638	.00%
	Total 5000	**4,638**	**.00%**
	Total Expenditure	**16,112**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**16,112**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**16,112-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		3,600	.00%
2000			.00%
3000		913	.00%
4000		6,961	.00%
5000		4,638	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**16,112**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**16,112-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0002 LCFF Supp** Program **0000 Undesignated Funds**

Expenditure	Description	Amount	Percentage of Sources
5000			
5800	Professional/Consulting Servic	9,016	.00%
	Total 5000	**9,016**	**.00%**
	Total Expenditure	**9,016**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**9,016**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**9,016-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000			.00%
2000			.00%
3000			.00%
4000			.00%
5000		9,016	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**9,016**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**9,016-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **6770 Arts and Music (Prop 28)** Program **0000 Undesignated Funds**

Revenue	Description	Amount	Percentage of Sources
8900		23,479	100.00%
	Total Revenue	**23,479**	**100.00%**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	14,950	63.67%
	Total 1000	**14,950**	**63.67%**
3000			
3100		2,908	12.39%
3300		217	.92%
3500		8	.03%
3600		471	2.01%
3700		229	.98%
	Total 3000	**3,833**	**16.33%**
4000			
4300	Materials and Supplies	4,696	20.00%
	Total 4000	**4,696**	**20.00%**
	Total Expenditure	**23,479**	**100.00%**

Starting Balance	**0**
+ Revenues	**23,479**
- Expenditures	**23,479**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**0**

Starting Balance	**0**
+ Total Revenues	**23,479**
= Total Sources	**23,479**

Expenditure	Description	Amount	Percentage of Sources
1000		14,950	63.67%
2000			%
3000		3,833	16.33%
4000		4,696	20.00%
5000			%
6000			%
7000			%
	- Total Expenditures	**23,479**	100.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**0**	.00%

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

2025-26 Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
   (Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

X English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

X Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on: April 9, 2025 .

Attested:

Tracy L Corbally — 5.20.2025

Tracy Corbally, School principal — Date

Jenna Miles — 06/03/2025

Jenna Miles, SSC Chairperson — Date

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2025-26

School	Bay Farm School
CDS Code	1611196110779
Principal Name	Katherine Crawford
Telephone Number	510-748-4010
Address	200 Aughinbaugh Way, Alameda, CA 94502
E-mail	kcrawford@alamedaunified.org
Date of SSC Approval	5/14/25
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Districtwide Strategic Plan and LCAP Goals

2024-25_LCAP_Alameda_Unified_School_District_-_June_6th_Final .pdf

District Priority Practices

Problem of Practice: Both qualitative and quantitative data has indicated that we have significant access gaps across the district between subgroups. Specifically our African American Students, Students with Disabilities, and Long Term English Learners. Root cause analysis suggests that some of these access gaps may be linked to:

- Systemic racism and cultural dissonance results in a culture that lacks meaningful student relationships and culturally responsive practices which is evidenced by explicit and implicit biases, low expectations, access to rigorous standards based instruction and tasks
- Family and community partnerships: AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust.
- Interventions and referrals: **AUSD's lack of consistent robust first, best instruction and timely and effective referral for students** (of students for appropriate interventions that address a broad range of adjustment issues) who need interventions.

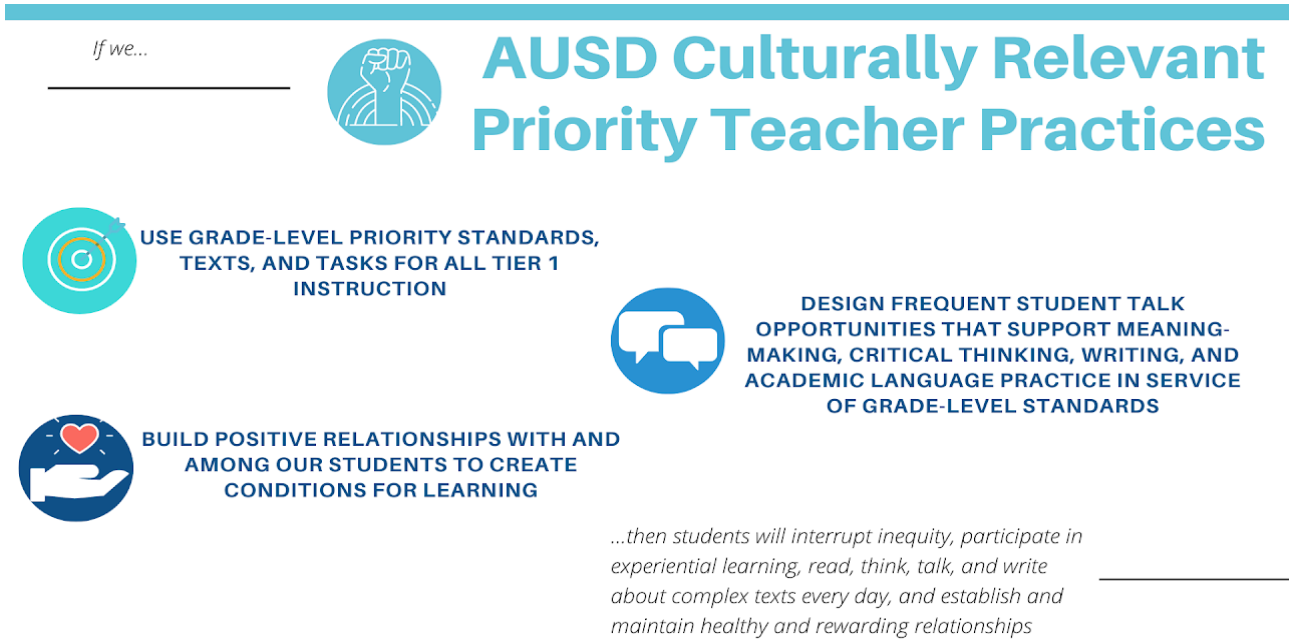
AUSD staff has decided to focus its Strategic plan goal 1 on strengthening the foundational program in support of addressing the above root causes.

Strategic Plan Goal 1: Create a Strong Foundational Program for ALL Students. This is the very first step we need to take to ensure equitable access to high-quality instruction for all our students. From the foundation, we can then build programs to provide differentiated instruction and supports for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system. A strong foundational program is defined by:

- A clear and coherent curriculum that is standards aligned (what students learn)
- Dynamic lessons and tasks that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- Classroom cultures focused on positive relationships between all members of the community

Focus Questions:
What are the tasks students are engaging with?
Are the tasks standards aligned for the grade level?
How do we know if the tasks are standards aligned?

Are students doing the thinking? How do we know?
Is the classroom culture and learning built around communal culturally responsive (sociocultural) talk and task structures? How do we know?
If applicable, is the student-teacher relationship a partnership? How do you know?
Theory of Action:



2025-26 LCAP Goals

Goal 1	Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.
Goal 2	We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.
Goal 3	Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

Annual Review

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

SPSA Year Reviewed: 2024-25

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

Goal 1	Goal 2
If we increase teacher frequency and depth of use of effective instructional strategies (small group/differentiated instruction, Culturally and Linguistically Responsive Practices, Explicit Reading Instruction). Then the percentage of students showing expected rates of growth will increase by 3% from 72% to 75% when comparing the Fall to Winter Star Student Growth scores in 2023-24 to Fall to Winter Star Student Scores in 2024-25. For Focal Scholars, our target is 80% of students meeting or exceeding expected growth. ***New Target:*** Then the percentage of students showing expected rates of growth will increase in STAR Reading by 3% from 75% to 78%, in STAR Math by 3% from 75% to 78%, and in STAR Early Literacy by 3% from 72% to 75%, when comparing the Fall to Winter Star Student Growth scores in 2024-25 to Fall to Winter Star Student Scores in 2025-26. For Focal Scholars, our target is 80% of students meeting or exceeding expected	If we create a positive learning environment that includes: ● Culturally Responsive Teaching practices ● Positive Behavior Intervention and Support ● Effective Socio-emotional Learning practices, and ● Reinforce attendance expectations with students and families, Then students will attend school more consistently (specifically students within the subgroups identified as lowest/lower performing: ELL's, Latinx students, Students with Disabilities, Socioeconomically Disadvantaged, and Students listing Two or More Races). This would then lead to a reduction in the school's Chronic Absence rate, improving the school's overall attendance rate by 1.2% (8% overall rate) by May 1st, 2025. For latinx students, our goal is to lower the overall rate of absenteeism from 16.2% to 12%. ***New Target:*** Then students will attend school more consistently (specifically students

growth.	within the subgroups identified as lowest/lower performing: ELL's, Latinx students, Students with Disabilities, Socioeconomically Disadvantaged, and Students listing Two or More Races). This would then lead to a reduction in the school's Chronic Absence rate, improving the school's overall attendance rate by 1.5% (4% overall Chronic Absences rate) by May 1st, 2026 For Latinx students, our goal is to lower the overall rate of absenteeism from 13.6% (currently, as of 2-11-25) to 10%.

Analysis

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

Goal 1:
Bay Farm implemented a four-part strategy to achieve **SPSA Goal 1.**

- Part A: Teachers continually refined effective Tier I instruction through the use of peer observations through grade-level Instructional Rounds and shared out best practices (Tiny Ted Talks) in staff meetings. In order to support these efforts, Site Instructional Leadership Team (SILT) planned and facilitated staff PD focused on improving Tier 1 instruction, and principal/leadership provided support for teachers' use of small-group differentiated Instruction (walkthroughs, peer instructional rounds, coaching, staff-wide PD) and implementation of district-adopted curriculum.
- Part B: K-3 Teachers facilitated small-group reading instruction with students at their identified instructional levels, as indicated by F&P, STAR and/or early literacy data and CCC placement tests. In order to support these efforts, SILT worked with PLC leaders to help implement a Cycle of Inquiry (Problem of Practice) in grade-level bands and/or CLRP inquiry groups, and leadership/principal created SILT agenda topics related to supporting the use of assessment data to guide instruction (making meaning of data through Cycles of Inquiry, use of Focal Student data to monitor success of targeted student groups).
- Part C: Teachers implemented data-informed RTI with flexible groupings across the grade level, with a particular lens on the progress of Focal Students (prioritizing Black, Latinx, ELL & SED students). In order to support these efforts, SILT planned learning walks / instructional rounds, with attention on academic discourse, small-group instruction, RTI, and Culturally and Linguistically Responsive Teaching Practices (CLRP), and leadership/principal provided opportunities for professional development and collaboration focused on Explicit Reading Instruction and CLRP.
- Part D: Teachers participated in Wednesday collaboration Cycles of Inquiry (COI) to improve Tier 1 instruction. In order to support these efforts, SILT

created a schedule for collaboration time that included time for COI around a CLR practice and leadership/principal allocated resources to support interventions for Focal Scholars (and others), as identified by the COST team.

Goal 2:

Bay Farm had a four-part strategy to achieve our **SPSA Goal 2.**

- Part A: Teachers conducted Equitable Start Meetings with families using a "Hopes and Dreams" protocol and promoted positive school attendance. In order to support these efforts, Leadership/SILT clarified and reminded families of attendance expectations regularly (BTSN, conferences, ParentSquare), ensured the calendar supported Equitable Start Meetings (first three Wednesdays in August) that were built into the Wednesday Collaboration calendar, and leadership/principal promoted and encouraged families to participate in Equitable Start Meetings at the beginning of the year. Leadership and staff promoted positive attendance via ParentSquare, conducted positive phone calls home, connected with families at Back to School Night and Equitable Start Meetings, and responded to school-wide attendance challenges. PTSA printed informative fliers from Attendance Works to educate the community. These were distributed at BTSN, given to all newly enrolled students throughout the year and shared digitally via ParentSquare.

- Part B: Teachers implemented Social-Emotional Learning (SEL) Curriculum - Toolbox lessons and activities, reviewed PBIS and school-wide rules, and followed up with MDDs and Dolphin Awards. In order to support these efforts, SILT provided support for staff in implementing SEL curriculum (Toolbox program in conjunction with the Culture & Climate committee): Staff PD at meetings, presentations, and leadership/principal provided teacher PD/refresher on use of CLR practices and scheduled walkthroughs to support implementation. Leadership provided attendance support for families with the IL and office team making positive phone calls home offering support and asking questions and SART meetings when needed. A principal priority was working with the office team to make the front office a welcoming point of entry.

- Part C: Teachers implemented Culturally and Linguistically Responsive practices (focused on structured talk routines, Restorative Practices, etc). In order to support these efforts, SILT modeled best practices, such as student discourse routines, community circles, and restorative practices at staff meetings, and leadership/principal sought out diverse voices from the school community (listening sessions, family surveys, outreach for ELAC meeting participation and informal “coffee with the principal”).

- Part D: Teachers identified three to four focal students to prioritize (based on COST suggestions, prior teacher recommendation, ACES points and the district provided CCEIS list) in their Equitable Start Meetings and Cycles of Inquiry when collaborating and analyzing data. In order to support these efforts, SILT developed protocols for supporting and looking at data around focal students, and leadership/principal promoted and encouraged families to participate in Equitable Start Meetings at the beginning of the year and scheduled monthly community conversations.

LCAP Goal #1: If we provide culturally responsive, engaging tier 1 instruction with targeted, specific tier 2 RTI time developed by reviewing multiple measures; Then 80% of our students will meet or exceed expected growth (SGP) on STAR Reading and Math Assessments. (Up from 71% Fall to Winter 22/23) Then 70% Black A/A students will meet and exceed their expected growth (up from 47.8 Reading and 60.9% Math Fall to Winter 22-23)

Comparison of Student Growth Percentile (as of January 2025):

Assessment, Subject Area	Student group	Fall 2022 to Winter 2023	Fall 2023 to Fall 2024	Fall 2024 to Winter 2025
Star Reading	**All students**	71.3 (351/492)	71.8% (287/400)	75.6%(307/406)
Star Reading	**AA/Multi Ethnic**	47.8% (11/23)	64.7% (11/17)	71.4% (15/21)
Star Reading	Socioeconomically Disadvantaged	70.5% (79/112)	74.4% (64/86)	69% (60/87)
Star Reading	English Language Learner Students	83.3 (10/12)	50%(8/16)*	75% (15/20)
Star Reading	Special Education Student	65.4 (34/52)	68.2% (30/44)	73% (27/37)
Star Math	**All students**	71% (353/497)	70.5% (310/440)	75.6% (306/405)
Star Math	**AA/Multi Ethnic**	60.9% (14/23)	47.6% (10/21)	57.1% (12/21)
Star Math	Socioeconomically Disadvantaged	61.1% (69/113)	72.5 (74/102)	67.4% (58/86)
Star Math	English Language Learner Students	50% (7/14)	60% (15/25)	75% (15/20)
Star Math	Special Education Student	65.5% (36/55)	57.1% (28/49)	78.4% (29/37)

LCAP Goal #2: If we create a positive learning environment that includes Culturally Responsive Teaching practices, Positive Behavior Intervention and Support, effective Socio-emotional Learning practices, and reinforce attendance expectations with students and families, then students will attend school more consistently, reducing the school's Chronic Absence rate and improving the school's overall attendance rate. This will result in a 10% decrease in the number of students who are Chronically Absent, as measured by our district Chronic Absenteeism data in Schoolzilla.

Chronic Absenteeism Data Comparison (as of March 2024):

Data Area	student group	2022-23 (through March)	2023-24 (through March)	2024-25 (through March)
Chronic absenteeism	**All students**	**9.9% (59/593)**	**9.8% (58/592)**	**5.3% (29/543)**
Chronic absenteeism	AA/Multi Ethnic	19.2% (5/26)	20% (7/35)	15.2% (5/33)
Chronic absenteeism	Socioeconomically Disadvantaged	15.1% (21/149)	18.9% (28/148)	7.4% (8/108)
Chronic absenteeism	English Language Learner Students	14.3% (3/21)	6.7% (2/30)	4.2% (1/24)
Chronic absenteeism	Special Education Student	16.9 (10/59)	17.7% (11/62)	6.1% (3/49)

Other Related Data Points:

Data Area	subgroup	2022-23 (through March)	2023-24 (through March)	2024-2025 (through March)
Average Daily Attendance	All students	95.6	95.9	96.5
Average Daily Attendance	AA/Multi Ethnic	93.4	93.9	94.4
Average Daily Attendance	Socioeconomically Disadvantaged	94.9	94.9	96.4
Average Daily Attendance	English Language Learner Students	94.5	95.9	97.3
Average Daily Attendance	Special Education Student	94.1	94.5	96.7
Absence Rate	All Students	3.5%	3.5%	1.7
Suspensions	All students	0.8	0.7	0.4
Office Discipline Referrals	All students	102	85	41

CHKS Caring Relationships	5th Grade	71%	74%	75%
CHKS School Connectedness	5th Grade	83%	83%	86%
CHKS Perceived School Safety	5th Grade	84%	89%	93%
CHKS SEL Supports	5th Grade	72%	82%	79%
CHKS Anti Bullying Climate	5th Grade	77%	81%	79%

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 previous year.

Our intended goal was to have each grade level complete three full cycles of inquiry; in some cases we only completed two. Our goal for next year is to have every grade level complete three full cycles of inquiry. Additionally, we should aim to get ahead of testing in April and more effectively calendar 3 cycles of RTI in the most efficient manner possible/assist grade levels with calendering challenges.

We spent our budget in alignment with the proposed plan and goals.

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

Goal 1:
While we see strong growth in our academic data set, we will continue to push for increased academic growth and to close the achievement gap between student groups. To do so, we will continue to refine our selection criteria for including students in RTI and for deciding which RTI group for them to join. Additionally, we will, in collaboration with all staff, evaluate the available data to identify multiple academic areas for our RTI program including reading, math, and writing. We will continue to refine our selection of focal scholars based on available and meaningful data.
We shall reset our goal(s) to in STAR Reading by 3% from 75% to 78%, in STAR Math by 3% from 75% to 78%, and in STAR Early Literacy by 3% from 72% to 75%, when comparing the Fall to Winter Star Student Growth scores in 2024-25 to Fall to Winter Star Student Scores in 2025-26 after surpassing our goals the previous year.

Goal 2:
We saw nearly universal progress to achieving our PBIS & attendance goals with the sole exception being our chronically absent students. While the sample size of chronically absent students is small (particularly when broken down by subgroup) resulting in large swings in the data set, it seems that our current set of interventions for chronically absent students (attendance notes, positive family contact, SARTs, SARBs, WRAP Team referrals) is insufficient to address the needs of our most chronically absent students. While we will continue to improve the implementation of the strategies mentioned above, we will also look to add to our tool set by considering new strategies including but not limited to selecting chronically absent students as focal scholars, ensuring a equitable start meeting for each of the students in this category, enacting school wide attendance goals & competitions, identifying more trusted adults to serve as role models, and expanding the use of CICO to address chronic absenteeism. It is important to note that many of the chronically absent students have identified health conditions or other factors that will not be influenced by school interventions.

(2024-25 SPSA goal was to improve by 1.2% to 8% chronic absence rate, but Schoolzilla shows us at 5.5%). We shall reset our goal(S) to 5% for all students and 9% for Latinx students; this is an improved target after meeting and surpassing our goals the previous year.

SPSA Goal 1: If we increase teacher frequency and depth of use of effective instructional strategies (small group/differentiated instruction, Culturally and Linguistically Responsive Practices, Explicit Reading Instruction), Then the percentage of students showing expected rates of growth will increase in STAR Reading by 3% from 75% to 78%, in STAR Math by 3% from 75% to 78%, and in STAR Early Literacy by 3% from 72% to 75%, when comparing the Fall to Winter Star Student Growth scores in 2024-25 to Fall to Winter Star Student Scores in 2025-26. For Focal Scholars, our target is 80% of students meeting or exceeding expected growth.

SPSA Goal 2: If we create a positive learning environment that includes:

- Culturally Responsive Teaching practices
- Positive Behavior Intervention and Support
- Effective Socio-emotional Learning practices, and
- Reinforce attendance expectations with students and families,

Then students will attend school more consistently (specifically students within the subgroups identified as lowest/lower performing: ELL's, Latinx students, Students with Disabilities, Socioeconomically Disadvantaged, and Students listing Two or More Races). This would then lead to a reduction in the school's Chronic Absence rate, improving the school's overall attendance rate by 1.5% (4% overall Chronic Absences rate) by May 1st, 2026 (Previous SPSA goal was to improve by 1.2% for 8% chronic absence rate, but Schoolzilla shows us at 5.5%). For Latinx students, our goal is to lower the overall rate of absenteeism from 13.6% (currently, as of 2-11-25) to 10%.

Step 1: Identifying the Problem - Use multiple data sources to help you and your team identify the problem.

- Does the problem focus on the instructional core?
- Is it observable?
- Is it within the school or district's control and can be improved in real time?
- If acted on, will the problem make a significant difference for student learning?

The problem of practice is grounded in evidence such as data and dialogue. For example, a "hunch" that third-grade students are not applying what they are learning in math lessons is NOT grounded evidence. However, identifying that 70% of students did not pass the math section of the standardized tests last year is grounded evidence suitable to identify a problem of practice.

Problem of Practice
Our Problem of Practice is to continue to increase engagement and participation in tier one instruction, focusing on a specific content area (TBD by PLC), Reading, writing or Math and collecting data on identified focal scholars. All teachers will participate in a day long professional development session on Culturally Responsive Teaching in August. Elements from this training may be infused into our POP. Both goals/POPs are focused on the instructional core, are observable, within our control to a large extent, and both have a huge impact on student learning. Please see above.

Step 2: Identify your focal student groups

- As a district we have unapologetically prioritized the needs of our African American and Black students. What does the data tell you about how your school site has been serving your African American and Black students?
- Which additional student groups have been underserved at your school site? What does the data tell you about these students' experiences?

Focal Students
We will align with the AUSD criteria (being established) for identifying Focal students. We will continue to prioritize our mulit-ethnic/AA and SED students.

Step 2: Brainstorm Root Causes

- The school / school district should assemble a network to:
    - Ask relevant questions concerning the problem of practice
    - Develop objectives about mending the problem of practice

Let's say there is still the issue of third-grade students not applying what they are learning in their math lessons. During this brainstorm, the network can ask questions such as,

What kinds of tasks are students being asked to do during their math lessons?

What will students know and be able to do as a result of the math lessons?

What types of questions are students missing on the standardized test?

From these questions, the network can discern how the school or district needs to shape their objectives. So let's say we find out that third-grade students are asked to do many sets of multiple choice math questions in class. These questions generally help them with elimination and estimation. And perhaps the math sections on the state standardized test that they are missing are mostly open-response.

From this brainstorm, the network will be able to create the school or district's main objective: to have all third-grade students increase their level of performance on the math section of the state test.

To achieve this, the school will focus on one area of weakness as indicated by their analysis: open response math questions.

With the development of questions and objectives, the problem of practice is no longer just raw data and material but is beginning to take shape.

Root Causes

✅ Root Causes for Whole School Academic Success

1. Strong and Consistent Tier 1 Instruction

- **Why it matters**: When Tier 1 instruction is consistently high-quality, standards-aligned, and inclusive of student needs, it sets a solid foundation for all learners.
- **Evidence**: Over 75% of students in both Reading and Math are meeting growth expectations (STAR data).
- **Contributing Factors**:
    - Use of **Culturally and Linguistically Responsive Practices (CLRP)**
    - Integration of **differentiated instruction** and **explicit teaching strategies**
    - High teacher efficacy and ongoing **professional learning**

2. Robust and Data-Driven RTI Program

- **Why it matters**: A multi-tiered system of support (MTSS) that is responsive ensures students don't fall through the cracks.
- **Evidence**: Academic growth trends even among students receiving interventions.
- **Contributing Factors**:
  - Frequent and reliable **progress monitoring**
  - Use of **research-based interventions** targeted to student needs
  - Well-managed instructional time and small group structures

3. Responsive COST Program (Coordination of Services Team)

- **Why it matters**: COST enables timely intervention across academic, behavioral, and SEL domains.
- **Evidence**: Decreases in chronic absenteeism and discipline, increases in connectedness.
- **Contributing Factors**:
  - Integration of **attendance**, **behavior**, and **SEL** data to guide decisions
  - Collaboration between educators, counselors, and support staff
  - Proactive outreach to support students before academic or social-emotional challenges escalate

4. Strong Home-School Partnerships

- **Why it matters**: Families are critical partners in student success.
- **Evidence**: High and increasing **attendance rates**, low suspension rates, strong CHKS indicators (school connectedness, perceived safety).
- **Contributing Factors**:
  Regular and culturally competent family communication
  - Accessibility of **school events, workshops, and support services**
  - Trust-building through **consistent relationships and responsiveness**

🛠️ How This Informs Planning:

This strengths-based root cause analysis supports **sustaining** effective practices and **scaling** what works to benefit underperforming student groups. It also helps identify **leverage points** for increasing equity.

Root Causes for Focal Students - AA/multi-ethnic students & SED

🎯 Root Cause Analysis: AA/Multi-Ethnic Students

⭐ **Observed Data Patterns:**

- In **STAR Reading**, growth improved from **47.8%** to **71.4%** over two years.
- In **STAR Math**, performance fluctuated: **60.9%** → **47.6%** → **57.1%**.
- Chronic absenteeism **decreased** from 20% to 15.2%, still higher than the schoolwide rate of 5.3%.

🔍 **Possible Root Causes:**

1. **Lack of Representation in Curriculum and Instruction**
   - Instruction may not consistently reflect the cultural identities and lived experiences of AA/Multi-Ethnic students, potentially limiting engagement and deeper connections with content.
2. **Limited Access to Targeted Academic Supports**
   - While Tier 1 instruction is strong overall, these students may benefit from more **intentional differentiation** and **small group instruction** tailored to their needs in math especially.
3. **School Belonging and Connectedness**
   - Despite overall positive school climate (CHKS scores are high), these students may feel less connected if **cultural identity is not celebrated or affirmed** as visibly or frequently as needed.
4. **Inconsistent Attendance**
   - Attendance improvement is promising, but the higher chronic absenteeism compared to peers may still disrupt learning continuity and access to enrichment or intervention services.

🎯 Root Cause Analysis: Socioeconomically Disadvantaged (SED) Students

⭐ **Observed Data Patterns:**

- **Reading growth**: 70.5% → 74.4% → **69%** (a dip in the most recent year).
- **Math growth**: 61.1% → 72.5% → **67.4%** (also a dip).
- Chronic absenteeism dropped dramatically: **18.9%** → **7.4%**.
- Average daily attendance **rose to 96.4%**, nearly matching the schoolwide average.

🔍 **Possible Root Causes:**

1. **External Stressors Impacting Focus and Stability**
   - Economic stress and related home factors (e.g., food insecurity, housing instability) may affect readiness to learn, attention, and consistency in academic performance.
2. **Home-School Resource Gaps**
   - Although partnerships are strong, SED families may face **barriers accessing resources**, such as tutoring or tech tools, due to time, cost, or logistics.
3. **Less Personalized Academic Support**
   - As academic needs evolve, SED students may benefit from **more targeted Tier 2 interventions** to sustain their growth and close remaining gaps.
4. **Engagement in Enrichment and Extension Opportunities**
   - SED students may have less participation in after-school or enrichment programs, which support both academic and social-emotional growth, unless intentionally included.

Solidify

- After a problem is developed and an objective is identified, give the problem of practice time to simmer
- Reach out to wider faculty for confirmation

Once a problem of practice is shaped and the brainstorm is finished, it is important for the school or district to give it some time before jumping into the theory of action. Ask important questions. Is the problem of practice narrow and focused enough? Does it feel relevant and meaningful? Is it clear?

Have faculty look over it and give their opinion. Once the school or district is satisfied with the problem of practice, it is time to move on to the next element of instructional rounds, that is developing a theory of action.

Step 3: Create a SMARTIE goal

SMARTIE stands for Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable. By incorporating an equity and inclusion component to your SMART goals, you can make sure your School's commitment to racial equity and inclusion is anchored by tangible and actionable steps.

Goals are a concrete way to drive results, but without an explicit equity and inclusion component, goals won't produce better outcomes for marginalized communities, address disparities, or support belonging. Introducing SMARTIE goals! SMARTIE stands for:

STRATEGIC	Reflects an important dimension of what your school seeks to accomplish (programmatic or capacity-building priorities).
MEASURABLE	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).
AMBITIOUS	Challenging enough that achievement would mean significant progress—a "stretch" for the organization.
REALISTIC	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.
TIME-BOUND	Includes a clear deadline.
INCLUSIVE	Brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision/policy-making in a way that shares power.
EQUITABLE	Seeks to address systemic injustice, inequity, or oppression.

SMARTIE Goal:

Time-Bound: our goals between *(start date)* and *(end date)* are to achieve this **Strategic** and **Ambitious** outcome:

Goal 1 SMARTIE Statement:

By Winter 2026, Bay Farm School will increase the percentage of students demonstrating expected growth on STAR assessments by 3% in each subject area—**from 75% to 78% in Reading and Math, and from 72% to 75% in Early Literacy**—when comparing Fall to Winter growth data in 2024–25 to that of 2025–26. This growth will be driven by a more inclusive and equitable RTI model, in which **100% of focal scholars are identified using transparent, multi-measure data protocols** and supported through targeted RTI in reading, math, and writing. Special attention will be given to closing the achievement gap for historically underserved groups, including SED and AA/Multi-Ethnic students.

We will know success when we see it using these Measurable standards:
STAR Assessment Growth Rates:

- **≥78% of students meeting or exceeding expected growth in Reading and Math from Fall to Winter 2025–26.**
- **≥75% of students meeting or exceeding expected growth in Early Literacy.**
- **≥80% growth rate for focal scholar groups (SED, AA/Multi-Ethnic, EL, SWD).**

RTI Identification and Support Implementation:

- **100% of RTI student placements are supported by a documented multi-measure data protocol (e.g., STAR scores, classroom performance, teacher input).**
- **RTI supports are provided in three academic domains (reading, math, writing) by Fall 2025.**

Equity and Inclusion Benchmarks:

- **Disaggregated data shows a reduction in the achievement gap (≥3% improvement in focal scholar growth).**
- **All staff participate in bi-monthly RTI data review cycles to track intervention effectiveness.**

A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity):

🛠️ A Realistic Plan to Achieve This Goal Includes These Tactics/Activities:

Activity	Timeline	Responsible Staff	Resources/Supports	Notes
Refine RTI entrance/exit criteria using multi-measure data	Spring–Fall 2025	Leadership Team + RTI Lead	Staff collaboration time, DataHub access, PD on equity in data use	Embed in PLCs
Continue to Refine RTI supports to align with identified student needs.	By Fall 2025	RTI Team + Classroom Teachers	Intervention materials, instructional aides, scheduling support	Continue use of "Do The Math, Orton Gillingham multisensory and other researched based programs.
Train staff on updated RTI process, selection criteria, and fidelity of implementation	August PD + ongoing	Admin + Intervention Lead	PD time, templates, district guidance	Use collaborative walkthroughs
Conduct regular RTI data talks during grade-level team meetings	Every trimester	Teachers + Admin	STAR reports, formative data, COST insights	Use student case studies
Monitor progress of focal students with disaggregated STAR data	After each STAR administration - 3+ times per year	Admin + PLC Leads	Data Reports, time for analysis	Adjust strategies as needed

Communicate student progress with families, especially of focal scholars	Minimum of 3x/year	Teachers	family conferences	Leverage existing communication channels

Step 3: The Theory of Action

What is a theory of action? A theory of action can be thought of as a storyline that makes a vision and a strategy concrete. It provides a line of narrative that leads people through the daily complexity and distractions that compete with the main work of the instructional core. The theory of action provides a map that carries the vision through the organization. It provides a way of testing the assumptions and suppositions of the vision against the unfolding realities of the work in actual organizations with actual people.

A Theory of Action has three main requirements:

1. The Causal Role – The theory of action must begin with a statement of a causal relationship

- When learning from instructional rounds, it is important for individuals to develop their own personal theories of action and then share them with their colleagues
    - If the adults who work in schools are actively learning about the causal relationship between their work and the work between other teachers and other students, then support for improved instructional practice will increase and the work of teachers and students will become more effective
    - The learning and development of adults must be explicitly connected,through organizational processes, to the learning and development of students in classrooms
        - Investing in higher results for teachers' level of understanding increases student engagement and high-level cognitive results

2. The Conditional Role – It must be empirically falsifiable

- Theories of action that develop during instructional rounds are always subject to revision and specification in light of new evidence

- Questioning the practice is not a bad thing, it is part of the practice

3. The Open Role: It must be open-ended

- The theory of action is expected to change as the network members learn more about what helps them learn and what leads them to apply their learning most effectively in schools
  - Having a final theory of action is not as important as having an open-ended strategy that is ready to adjust to change

Theory of Action - School Wide Tier 1
🧠 **Theory of Action:** **If we...** Continue to implement culturally and linguistically responsive practices within high-quality Tier 1 instruction that fosters engagement, participation, and student agency across all content areas,
Then students will... Feel recognized, respected, and empowered in their learning environments, leading to increased motivation, stronger connections to academic content, and a greater willingness to engage deeply in classroom discourse. **Then we will...** Cultivate inclusive and equitable learning spaces that actively address the needs of our diverse student body, particularly focusing on historically underserved groups, by honoring their backgrounds and leveraging their cultural and linguistic assets in instruction.
Resulting in... Enhanced academic achievement, as evidenced by growth in state assessments and classroom-based performance tasks, as well as improved student engagement and attendance—thereby narrowing opportunity and achievement gaps among our student groups.

How will this theory of action specifically support your focal students?

Bay Farm School serves a diverse student population of students in grades K-8, with 75% minority enrollment, including 37% Asian, 25% White, 25% identifying as two or more races, 11% Hispanic, and 2% African American . Approximately 19% of students are economically disadvantaged .Public School ReviewU.S. News & World Report

While the school boasts high proficiency rates—70% in math and 72% in reading —it's essential to ensure that all student groups are equitably supported. Implementing culturally and linguistically responsive practices in Tier 1 instruction will help in recognizing and validating the diverse cultural backgrounds of our students, thereby promoting inclusivity and engagement.U.S. News & World Report+2Niche+2Public School Review+2

This approach aligns with AUSD's commitment to equity and excellence, ensuring that every student, regardless of background, has access to high-quality, inclusive education that acknowledges and leverages their unique cultural and linguistic assets.

Theory of Action - RTI Target Time

If we… 🧠 **Theory of Action:**

If we continue to refine our RTI / Target Time student identification process to include multiple academic measures and align instructional supports across reading, math, and writing, **and** ensure that all staff are engaged in data-informed decisions about student placement and progress monitoring,

Then students will …

Then we will more effectively meet the needs of our focal scholars—particularly AA/Multi-Ethnic and SED students—through equitable and targeted supports,

Resulting in increased academic growth across all student groups and a narrowing of achievement gaps as measured by STAR assessment growth data.

How will this theory of action specifically support your focal students?

This theory of action will directly support our focal students—particularly African American, Multi-Ethnic (students identifying with two or more

races), and Socioeconomically Disadvantaged (SED) students—by proactively addressing the subtle but significant opportunity gaps identified in local and state data. Although Bay Farm School demonstrates high overall academic performance, with 72% of students meeting or exceeding standards in English Language Arts and 70% in Math, subgroup data reveals that not all student populations are achieving at the same levels.

For instance, our SED students comprise nearly 24% of our enrollment, and performance data shows lower average proficiency levels for Multi-Ethnic and Hispanic student groups compared to their White and Asian peers. African American students, who represent a small percentage of the population, often lack disaggregated performance data, necessitating individualized attention to ensure equitable access to support.

By refining our RTI/Target Time process to use multiple academic measures and aligning instructional supports across reading, math, and writing, we will more effectively identify students in need of support early and provide precise, data-informed interventions. Our collaborative focus on ongoing progress monitoring ensures that supports remain responsive and are continually adjusted to match student growth and needs.

This systematized and equity-focused approach will ensure that no student is overlooked and that all students—especially those from historically underserved backgrounds—receive the targeted academic support necessary to succeed. Ultimately, this data-driven, inclusive framework will promote academic growth, deepen engagement, and close achievement gaps across student groups, aligning with AUSD's commitment to equity and excellence for all learners.

Actions to Support Implementing TOA

Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	**Professional Development with Dr. Sharroky Hollie:** All instructional staff will participate in a full-day training on Culturally and Linguistically Responsive Pedagogy (CLRP) in August, funded by AUSD. This foundational training will build staff capacity to deliver responsive, engaging, and inclusive Tier 1 instruction.	All Teachers, Principal	AUSD-funded professional development; training materials	August 2025	Teacher feedback surveys; Pre/post self-assessment on CLRP practices
2	**Weekly Collaboration Time (PLC):** Teachers will engage in weekly grade-level and cross-grade Professional Learning Communities to align instruction with CLRP principles,	All Teachers, Instructional Leadership	PLC agendas, lesson plan templates,	Weekly (August–May)	

	develop culturally responsive lesson plans, and address a school-wide Problem of Practice (POP).	Team	collaboration protocols		PLC meeting notes;
3	**Instructional Rounds:** Conduct site-based instructional rounds three times per year using site discretionary funds. All teachers will observe peer classrooms with a CLRP lens, engage in reflective dialogue, and refine instructional practices.	All Teachers, Admin, Site Leadership	Site discretionary funds for release time; observation tools	Fall, Winter, Spring (3 times/year)	Debrief notes from rounds; CLRP implementation rubric; observation trends
4	**Ongoing CLRP Integration:** Follow-up collaboration and embedded coaching cycles to support classroom implementation of CLRP strategies. Reflection protocols and teacher self-assessment tools will be used to monitor progress.				

Specific Actions to Support Focal Students

Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	**Hopes and Dreams Conferences:** Teachers engage in one-on-one beginning-of-year conferences with students and families to build relationships, learn about students' cultural backgrounds, languages, learning preferences, and aspirations	All Teachers, Students, Families	Teacher release time; conference guides; interpretation services as needed	August–September 2025	
2	**Targeted Support Plans within PLCs**: Grade-level teams identify focal students (e.g., ELs, African American, Latino, SED) and use weekly PLCs to collaboratively design differentiated supports aligned with culturally responsive practices.	Classroom Teachers		Ongoing	Student work samples; STAR/CAASPP growth data; focal student progress

					monitoring logs
3	**Family Engagement Workshops**: Offer culturally inclusive family nights/workshops to strengthen home-school partnerships and support strategies that reinforce learning at home for focal student groups.	Principal and Site Instructional Leadership Team	Site discretionary funds;	Twice per year	Attendance logs; post-event surveys; changes in family communication frequency

Expenditures to Achieve Site-Specific Goals

Please see Appendix for Budget Packet.

Budget Summaries

Please see Appendix for Budget Packet.

Expenditures to Achieve Site-Specific Goals

2025-2026 SPSA Expenditures Table

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. Proposed expenditures that are included more than once in the SPSA should reference all goals and strategies/activities where the expenditure first appears in the SPSA.

Summary of Expenditures to Achieve Site-specific Goals

Funding is apart of Goal(s)	Focal Student Group(s)	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1 OR Title 1	PROP 28	PTA/ Donation/After School Program grant	Description of strategy/activity
Goal #1	All, SWD, SED, BIPOC, AA, Latinx	7,371						Basic Instructional Supplies
Goal #1	All, SWD, SED, BIPOC, AA, Latinx	7,651						Photocopies and Postage
Goal #1 & 2	All, SWD, SED, BIPOC, AA, Latinx	2,000						Teacher Leader PD in PBIS & Technology -Travel & Conferences
Goal #1 & 2	All, SWD, SED, BIPOC, AA, Latinx	17,353						Teacher hourly for assessment, tutoring, planning, program support, substitutes for walkthroughs & collaboration,
Goal #1	All, SWD, SED, BIPOC, AA, Latinx	1,712						Office Staffing to support special events and start of school outreach
Goal #1	All, SWD, SED, BIPOC, AA, Latinx		10,120					Staffing for intervention
						12,415		Art Materials and visiting VAPA performances and Visiting Arts educators
						100,000		VAPA/STEAM Educator 0.6%

							40,000	Garden Instructor
							15,000	Intervention
	Column Total	36,087	10,120			112,415	55,000	
						Total	213,622	

Budget Summaries

If applicable, enter amounts allocated in the table below. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

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	$ 213,622

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 ($)**
[List federal program here]	$0
[List federal program here]	$0
Subtotal of additional federal funds included for this school:	$0
List the State and local programs that the school is including in the schoolwide program.	
State or Local Programs	**Allocation ($)**
Discretionary Funds	$36,087
LCFF Supplemental	$10,151

Prop 28 - Arts and Music	$112,415
Subtotal of state or local funds included for this school: $	
Total of federal, state, and/or local funds for this school: $	$158,653

Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

School Site Council (SSC) Membership

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 current make-up of the council is as follows:

Names of Members	**ROLE***
Katherine Crawford	Principal
Nancy Archibald	School Staff
Jim Miller	Teacher
Kim Clocksin	Teacher
Lauren Bandy	Teacher/Staff
Amy Cianci Lewandowski	Parent
Binh Nguyen	Parent
Maria Sammar Abu Issa	Parent
Jackie Zipkin	Chair
Julian Bechtel	Student Representative (Middle School)

***Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- 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.

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.

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.

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 relevant federal planning requirements.

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.

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.

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.

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.

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.

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.*

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.*

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.

Appendix A: Plan Requirements for Title I Schoolwide Programs

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 Consolidated Application (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 School Site 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 California *Education Code* (*EC*) sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), 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 *Code of Federal Regulations,* Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 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 34 *CFR* Section 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: 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: 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, June 2024

Appendix C: Budget Packet

Pasted information from prior SPSA

SPSA Goal 1: Improve Academic Growth in Literacy and Math

Goal Statement: If we increase the frequency and depth of teacher use of effective instructional strategies—including small group and differentiated instruction, Culturally and Linguistically Responsive Practices, and Explicit Reading Instruction—then the percentage of students demonstrating expected growth will improve. Specifically:

- STAR Reading will increase by 3% (from 75.6% to 78.6%)
- STAR Math will increase by 3% (from 75.6% to 78.6%)
- STAR Early Literacy will increase by 3% (from 72% to 75%)

Focal scholars (AA/Multi-Ethnic, Socioeconomically Disadvantaged, ELLs, and Special Education students) will demonstrate at least 80% meeting/exceeding growth expectations by Winter 2026.

Identified Needs:

- CA Dashboard indicates students are **104.7 points below standard in ELA** and **136.7 points below in Math**, with orange indicators for all subgroups and red for ELs and SWDs.
- Performance gaps are most evident in ELL and SWD subgroups, who are also ATSI eligible.
- Star data from Winter 2025 shows upward trends, but inconsistency across subgroups—particularly for Socioeconomically Disadvantaged and AA/Multi-Ethnic students.

Metrics:

Metric	Baseline (Winter 2025)	Target (Winter 2026)
STAR Reading (All)	75.6%	78.6%
STAR Math (All)	75.6%	78.6%
STAR Early Literacy	72%	75%
Focal Group Growth Rate	~69–78% (varies)	80% across groups

Strategies/Activities:

- Professional development in explicit reading instruction and differentiated math support (LCAP 1.02, 1.01)
- Instructional coaching focused on small-group engagement and culturally responsive pedagogy
- Data-driven RTI and tutoring interventions (LCAP 1.08) targeting students not meeting growth
- Integration of technology-based adaptive programs (LCAP 1.03)

SPSA Goal 2: Reduce Chronic Absenteeism and Increase Attendance

Goal Statement: If we foster a positive and inclusive school climate through culturally responsive teaching, PBIS, SEL practices, and attendance reinforcement, then we will reduce our school's chronic absenteeism rate to 4% by May 2026. Specifically, we aim to reduce chronic absenteeism among Latinx students from 13.6% to 10%.

Identified Needs:

- Current chronic absenteeism is at **5.3% overall**, but significantly higher for AA/Multi-Ethnic (15.2%) and Latinx (13.6%) students【user data】.
- CA Dashboard lists Romero-Cruz's absenteeism indicator as **yellow at 25.1%**, showing significant past issues but recent progress.
- The school's suspension rate is red (14%) and SEL indicators show fluctuating student perceptions of safety and anti-bullying support.

Metrics:

Metric	Baseline (2024–25)	Target (2025–26)
Chronic Absenteeism (All)	5.3%	4.0%
Chronic Absenteeism (Latinx)	13.6%	10.0%
CHKS Perceived School Safety	93%	95%
Average Daily Attendance (All)	96.5%	97%

Strategies/Activities:

- Implement full PBIS Tier I-III with SEL curriculum embedded (LCAP 2.01, 2.02)
- Continue family engagement workshops around attendance expectations (LCAP 2.03)
- Monitor at-risk students through MTSS/COST process and provide check-ins and wraparound services
- Collaborate with community liaisons and attendance counselors to support families with barriers

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Manager **10 Bay Farm Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	13,850	.00%
	Total 1000	**13,850**	**.00%**
2000			
2200	Classified Support	538	.00%
2400	Clerical, Technical, and Offic	683	.00%
	Total 2000	**1,221**	**.00%**
3000			
3100		2,645	.00%
3200		336	.00%
3300		296	.00%
3500		9	.00%
3600		476	.00%
3700		232	.00%
	Total 3000	**3,994**	**.00%**
4000			
4300	Materials and Supplies	7,371	.00%
	Total 4000	**7,371**	**.00%**
5000			
5200	Travel and Conferences	2,000	.00%
5700		7,651	.00%
	Total 5000	**9,651**	**.00%**
	Total Expenditure	**36,087**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**36,087**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**36,087-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		13,850	.00%
2000		1,221	.00%
3000		3,994	.00%
4000		7,371	.00%
5000		9,651	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**36,087**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**36,087-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0002 LCFF Supp** Manager **10 Bay Farm Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	8,075	.00%
	Total 1000	**8,075**	**.00%**
3000			
3100		1,543	.00%
3300		118	.00%
3500		5	.00%
3600		255	.00%
3700		124	.00%
	Total 3000	**2,045**	**.00%**
	Total Expenditure	**10,120**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**10,120**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**10,120-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		8,075	.00%
2000			.00%
3000		2,045	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**10,120**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**10,120-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **6770 Arts and Music (Prop 28)** Manager **10 Bay Farm Elementary-Principal**

Revenue	Description	Amount	Percentage of Sources
8900		70,084	100.00%
	Total Revenue	**70,084**	**100.00%**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	105,164	150.05%
	Total 1000	**105,164**	**150.05%**
3000			
3100		20,087	28.66%
3300		1,525	2.18%
3400		8,410	12.00%
3500		53	.08%
3600		3,313	4.73%
3700		1,610	2.30%
	Total 3000	**34,998**	**49.94%**
	Total Expenditure	**140,162**	**199.99%**

Starting Balance	**0**
+ Revenues	**70,084**
- Expenditures	**140,162**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**70,078-**

Starting Balance	**0**
+ Total Revenues	**70,084**
= Total Sources	**70,084**

Expenditure	Description	Amount	Percentage of Sources
1000		105,164	150.05%
2000			%
3000		34,998	49.94%
4000			%
5000			%
6000			%
7000			%
	- Total Expenditures	**140,162**	199.99%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**70,078-**	99.99-%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **9046 PTA/PTSA** Manager **10 Bay Farm Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1200	Certificated Pupil Support	451	.00%
	Total 1000	**451**	**.00%**
3000			
3300		32	.00%
3500		1	.00%
3600		15	.00%
3700		7	.00%
	Total 3000	**55**	**.00%**
	Total Expenditure	**506**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**506**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**506-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		451	.00%
2000			.00%
3000		55	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**506**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**506-**	.00%

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

2025-26 Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
   (Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

X English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on: .

Attested:

Katherine Crawford, School principal — Date: 5.14.25

Jackie Zipkin, SSC Chairperson — Date: 5/14/25

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2025-26

School	Amelia Earhart Elementary
CDS Code	1611196100374
Principal Name	Bryan Dunn-Ruiz
Telephone Number	(510) 748-4003
Address	400 Packet Landing
E-mail	bdunnruiz@alamedaunified.org
Date of SSC Approval	May 13, 2025
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Districtwide Strategic Plan and LCAP Goals

2024-25_LCAP_Alameda_Unified_School_District_-_June_6th_Final .pdf

District Priority Practices

Problem of Practice: Both qualitative and quantitative data has indicated that we have significant access gaps across the district between subgroups. Specifically our African American Students, Students with Disabilities, and Long Term English Learners. Root cause analysis suggests that some of these access gaps may be linked to:

- Systemic racism and cultural dissonance results in a culture that lacks meaningful student relationships and culturally responsive practices which is evidenced by explicit and implicit biases, low expectations, access to rigorous standards based instruction and tasks
- Family and community partnerships: AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust.
- Interventions and referrals: **AUSD's lack of consistent robust first, best instruction and timely and effective referral for students** (of students for appropriate interventions that address a broad range of adjustment issues) who need interventions.

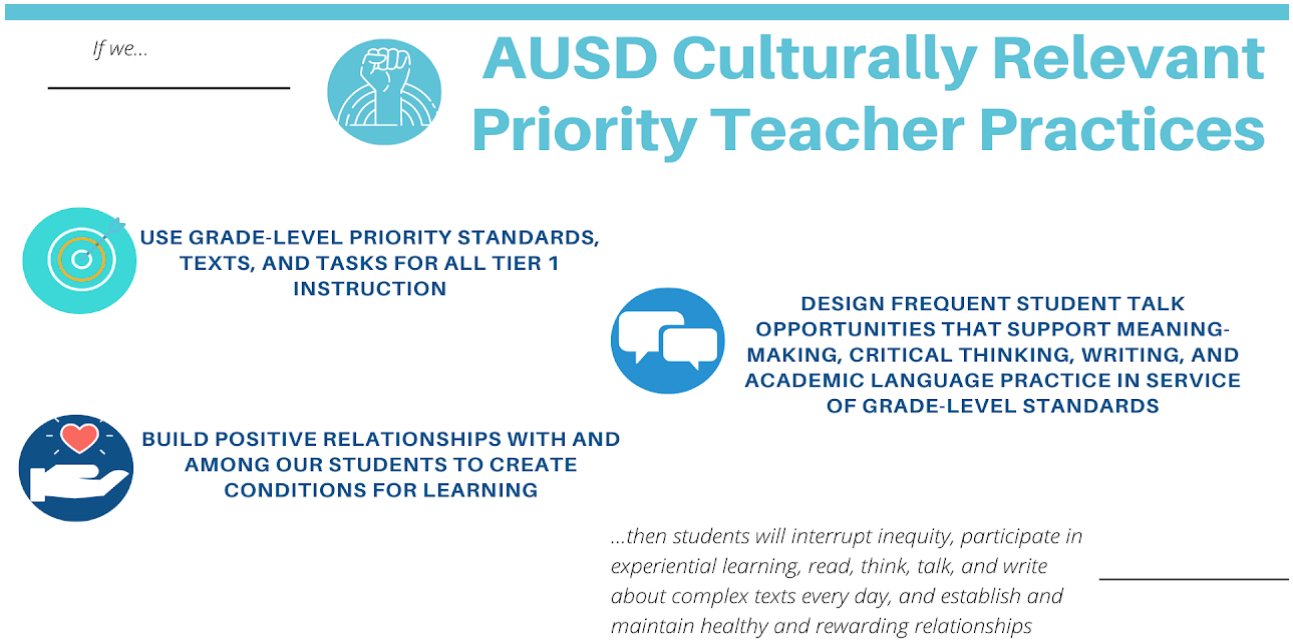
AUSD staff has decided to focus its Strategic plan goal 1 on strengthening the foundational program in support of addressing the above root causes.

Strategic Plan Goal 1: Create a Strong Foundational Program for ALL Students. This is the very first step we need to take to ensure equitable access to high-quality instruction for all our students. From the foundation, we can then build programs to provide differentiated instruction and supports for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system. A strong foundational program is defined by:

- A clear and coherent curriculum that is standards aligned (what students learn)
- Dynamic lessons and tasks that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- Classroom cultures focused on positive relationships between all members of the community

Focus Questions:
What are the tasks students are engaging with?
Are the tasks standards aligned for the grade level?
How do we know if the tasks are standards aligned?

Are students doing the thinking? How do we know?
Is the classroom culture and learning built around communal culturally responsive (sociocultural) talk and task structures? How do we know?
If applicable, is the student-teacher relationship a partnership? How do you know?
Theory of Action:



2025-26 LCAP Goals

Goal 1	Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.
Goal 2	We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.
Goal 3	Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

Annual Review

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

SPSA Year Reviewed: 2024-25

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

Goal1	Goal 2
If we further develop teachers' ability to implement research-based student engagement and active participation strategies in their classrooms, Then teachers will increase the implementation of these strategies throughout the year as measured by site and district walkthroughs. Additionally, we will focus on measuring our scholar students' level of engagement when these active participation strategies are observed in classrooms.	If we implement effective Tier 1 attendance measures for all students and use targeted Tier 2 and Tier 3 measures for specific students and student groups, Then we will decrease the overall chronic absenteeism rate by 1.5% while lowering the chronic absenteeism rate for students with IEP's from 3 to 5 % by year-end 2025.

Analysis

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

Earhart is in the first year of implementation of this goal.

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 previous year.

Earhart is in the first year of implementation of this 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.

Earhart is in the first year of implementation of this goal.

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Step 1: Identifying the Problem - Use multiple data sources to help you and your team identify the problem.

- Does the problem focus on the instructional core?
- Is it observable?
- Is it within the school or district's control and can be improved in real time?
- If acted on, will the problem make a significant difference for student learning?

The problem of practice is grounded in evidence such as data and dialogue. For example, a "hunch" that third-grade students are not applying what they are learning in math lessons is NOT grounded evidence. However, identifying that 70% of students did not pass the math section of the standardized tests last year is grounded evidence suitable to identify a problem of practice.

Problem of Practice
Our English Language Learners have the highest percentage of students who are not meeting grade level standards on the CAASPP in both ELA and Math compared to all other group sets (EO, IFEP, RFEP). If this group of students were to receive focused and intentional support as being identified as Scholar Students, then the implementation of Culturally and Linguistically Responsive teaching strategies will support their overall academic development. Additionally, by identifying our ELL/MLL's as our Scholar Students, we will be able to collect data on their engagement during lessons as well as their academic progress through the implementation of Cycles of Inquiry to see how well they learned a given concept.

Step 2: Identify your focal student groups

- As a district we have unapologetically prioritized the needs of our African American and Black students. What does the data tell you about how your school site has been serving your African American and Black students?
- Which additional student groups have been underserved at your school site? What does the data tell you about these students experiences?

Focal Students
Earhart Elementary has a fairly small number (44 of 569 students, 7% of the student body) of African American and Multi-Ethnic students who identify as African American. Our CAASPP data shows that 80% of our African-American students met or exceeded expectations on the CAASPP ELA and 100% of our African-American students met or exceeded expectations on the CAASPP Math. We will continue to monitor these trends and support AA/Multi students that are showing need for extra support on district benchmarks STAR, F&P, ELPAC performance, Eureka Module assessments/benchmarks and AUSD writing benchmark data.

Step 2: Brainstorm Root Causes

- The school / school district should assemble a network to:
    - Ask relevant questions concerning the problem of practice

- Develop objectives about mending the problem of practice

Let's say there is still the issue of third-grade students not applying what they are learning in their math lessons. During this brainstorm, the network can ask questions such as,

What kinds of tasks are students being asked to do during their math lessons?

What will students know and be able to do as a result of the math lessons?

What types of questions are students missing on the standardized test?

From these questions, the network can discern how the school or district needs to shape their objectives. So let's say we find out that third-grade students are asked to do many sets of multiple choice math questions in class. These questions generally help them with elimination and estimation. And perhaps the math sections on the state standardized test that they are missing are mostly open-response.

From this brainstorm, the network will be able to create the school or district's main objective: to have all third-grade students increase their level of performance on the math section of the state test.

To achieve this, the school will focus on one area of weakness as indicated by their analysis: open response math questions.

With the development of questions and objectives, the problem of practice is no longer just raw data and material but is beginning to take shape.

Root Causes
Possible Root Causes: ● The school does not have a large population of ELL/MLL's and so not all teachers were trained/versed in best practices to support ELL/MLL's. ● Designated ELD instruction was not practiced with fidelity at the school until the 23-24 school year. ● Teachers are still learning how to support the range of ELL/MLL needs in an integrated way. This may also be due in part to an adopted curriculum that lacks proper supports for ELL/MLL's.

Root Causes for Focal Students
Possible Root Causes: ● The school does not have a large population of ELL/MLL's and so not all teachers were trained/versed in best practices to support ELL/MLL's. ● Designated ELD instruction was not practiced with fidelity at the school until the 23-24 school year. ● Teachers are still learning how to support the range of ELL/MLL needs in an integrated way. This may also be due in part to an adopted curriculum that lacks proper supports for ELL/MLL's.

Solidify

- After a problem is developed and an objective is identified, give the problem of practice time to simmer
- Reach out to wider faculty for confirmation

Once a problem of practice is shaped and the brainstorm is finished, it is important for the school or district to give it some time before jumping into the theory of action. Ask important questions. Is the problem of practice narrow and focused enough? Does it feel relevant and meaningful? Is it clear?

Have faculty look over it and give their opinion. Once the school or district is satisfied with the problem of practice, it is time to move on to the next element of instructional rounds, that is developing a theory of action.

Step 3: Create a SMARTIE goal

SMARTIE stands for Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable. By incorporating an equity and inclusion component to your SMART goals, you can make sure your School's commitment to racial equity and inclusion is anchored by tangible and actionable steps.

Goals are a concrete way to drive results, but without an explicit equity and inclusion component, goals won't produce better outcomes for marginalized communities, address disparities, or support belonging. Introducing SMARTIE goals! SMARTIE stands for:

STRATEGIC	Reflects an important dimension of what your school seeks to accomplish (programmatic or capacity-building priorities).
MEASURABLE	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).
AMBITIOUS	Challenging enough that achievement would mean significant progress—a "stretch" for the organization.
REALISTIC	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.
TIME-BOUND	Includes a clear deadline.
INCLUSIVE	Brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision/policy-making in a way that shares power.
EQUITABLE	Seeks to address systemic injustice, inequity, or oppression.

SMARTIE Goal:
Time-Bound: our goals between *(start date)* and *(end date)* are to achieve this **Strategic** and **Ambitious** outcome: Implementation will take place over the 2025–2026 academic year, with progress checkpoints each trimester based on data analysis and reflective practice. More specifically, twice monthly Staff Meetings, Professional Development, and Wednesday Collaboration/PLC Meetings will be centered around CLR, Scholar Students, and Cycles of Inquiry.
We will know success when we see it using these Measurable standards: Progress will be measured using growth data from STAR, Fountas & Pinnell (F&P), ELPAC, Eureka Module assessments/benchmarks, and AUSD writing benchmarks, along with classroom observation data related to student engagement.
A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity): Addressing the specific academic and engagement needs of MLLs aligns with our commitment to educational equity and excellence. Teaching responsively—not uniformly—ensures we meet students where they are, academically, culturally, and linguistically. This goal will be achieved through: ● Ongoing professional development of CLR strategies ● Identification of ELL/MLL's are our Scholar Students ● Classroom walkthroughs with support and celebration of implementation ● Cycles of Inquiry to reflect on practice and adjust instruction

Step 3: The Theory of Action

What is a theory of action? A theory of action can be thought of as a story line that makes a vision and a strategy concrete. It provides a line of narrative that leads people through the daily complexity and distractions that compete with the main work of the instructional core. The theory of action provides a map that carries the vision through the organization. It provides a way of testing the assumptions and suppositions of the vision against the unfolding realities of the work in actual organizations with actual people.

A Theory of Action has three main requirements:

1. The Causal Role – The theory of action must begin with a statement of a causal relationship

- When learning from instructional rounds, it is important for individuals to develop their own personal theories of action and then share them with their colleagues
    - If the adults who work in schools are actively learning about the causal relationship between their work and the work between other teachers and other students, then support for improved instructional practice will increase and the work of teachers and students will become more effective
    - The learning and development of adults must be explicitly connected,through organizational processes, to the learning and development of students in classrooms
        - Investing in higher results for teachers' level of understanding increases student engagement and high-level cognitive results

2. The Conditional Role – It must be empirically falsifiable

- Theories of action that develop during instructional rounds are always subject to revision and specification in light of new evidence
    - Questioning the practice is not a bad thing, it is part of the practice

3. The Open Role: It must be open-ended

- The theory of action is expected to change as the network members learn more about what helps them learn and what leads them to apply their learning most effectively in schools
    - Having a final theory of action is not as important as having an open-ended strategy that is ready to adjust to change

Theory of Action
If we…build teacher capacity in implementing culturally and linguistically responsive (CLR) teaching and learning strategies, the school will increase student engagement and academic achievement with a targeted focus on outcomes for our Multilingual English Learners (MLLs) and other identified Scholar

Students….as measured by growth in STAR, F&P, ELPAC performance, Eureka Module assessments/benchmarks and AUSD writing benchmark data.
Then students will … show growth in STAR, F&P, ELPAC performance, Eureka Module assessments/benchmarks and AUSD writing benchmark data.
How will this theory of action specifically support your focal students? If we…build teacher capacity in implementing culturally and linguistically responsive (CLR) teaching and learning strategies, the school will increase student engagement and academic achievement with a targeted focus on outcomes for our Multilingual English Learners (MLLs) and other identified Scholar Students….as measured by growth in STAR, F&P, ELPAC performance, Eureka Module assessments/benchmarks and AUSD writing benchmark data.

Actions to Support Implementing TOA

Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Continue working with Dr. Hollie's *Strategies for Culturally and Linguistically Responsive Teacher and Learning (CLR Strategies)*	Whole Staff	Binder Study	August - June (Staff Meetings, Site PD Days, and Weds Collaboration time)	Site and District Walk Through Observational Data
2	Wednesday Collaboration/PLC Time is reserved for working on supporting the implementation of CLR strategies, monitoring progress of Scholar Students (and others), and implementing instructional Cycles of Inquiry to examine what and how students are learning.	Whole Staff	Various	August - June (Weds from 1:00 - 2:00pm)	Cycle of Inquiry Pre & Post data, PLC tracker,
3	Examining and reflecting on Scholar Student performance on STAR, F&P, ELPAC performance, Eureka Module	Whole Staff	Various	August - June (utilizing the AUSD assessment	Scholar Student performance on

	assessments/benchmarks and AUSD writing benchmark data			calendar)	STAR, F&P, ELPAC performance, Eureka Module assessments/benchmarks and AUSD writing benchmark data
4					

Specific Actions to Support Focal Students					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Continue working with Dr. Hollie's *Strategies for Culturally and Linguistically Responsive Teacher and Learning (CLR Strategies)*	Whole Staff	Binder Study	August - June (Staff Meetings, Site PD Days, and Weds Collaboration time)	Site and District Walk Through Observational Data
2	Wednesday Collaboration/PLC Time is reserved for working on supporting the implementation of CLR strategies, monitoring progress of Scholar Students (and others), and implementing instructional Cycles of Inquiry to examine what and how students are learning.	Whole Staff	Various	August - June (Weds from 1:00 - 2:00pm)	Cycle of Inquiry Pre & Post data, PLC tracker,
3	Examining and reflecting on Scholar Student performance on STAR, F&P, ELPAC performance, Eureka Module assessments/benchmarks and AUSD writing benchmark data	Whole Staff	Various	August - June (utilizing the AUSD assessment calendar)	Scholar Student performance on STAR, F&P, ELPAC performance, Eureka Module assessments/bench

					marks and AUSD writing benchmark data
4					

Expenditures to Achieve Site-Specific Goals

Please see Appendix for Budget Packet.

Budget Summaries

Please see Appendix for Budget Packet.

School Site Council (SSC) Membership

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 current make-up of the council is as follows:

Names of Members	**ROLE***
Jen Russo	Parent Representative
Soni Obinger	Parent Representative
Sadiya Kazi	Parent Representative
Bryan Dunn-Ruiz	Site Principal
Kathryn Hill	Teacher
Susan Bonino	Office Manager
Mia Dazo	Teacher
Leigh Bliss	Teacher
	Teacher

***Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

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

Instructions: Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section

64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

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

Instructions: Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of

the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Appendix D: Budget Packet

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Manager **03 Earhart Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	6,000	.00%
	Total 1000	**6,000**	**.00%**
3000			
3100		1,146	.00%
3300		87	.00%
3500		3	.00%
3600		189	.00%
3700		92	.00%
	Total 3000	**1,517**	**.00%**
4000			
4300	Materials and Supplies	26,000	.00%
	Total 4000	**26,000**	**.00%**
5000			
5700		1,700	.00%
5800	Professional/Consulting Servic	3,724	.00%
	Total 5000	**5,424**	**.00%**
	Total Expenditure	**38,941**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**38,941**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**38,941-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		6,000	.00%
2000			.00%
3000		1,517	.00%
4000		26,000	.00%
5000		5,424	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**38,941**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**38,941-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0002 LCFF Supp** Manager **03 Earhart Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	10,270	.00%
	Total 1000	**10,270**	**.00%**
3000			
3100		1,965	.00%
3300		149	.00%
3500		6	.00%
3600		324	.00%
3700		626	.00%
	Total 3000	**3,070**	**.00%**
	Total Expenditure	**13,340**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**13,340**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**13,340-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		10,270	.00%
2000			.00%
3000		3,070	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**13,340**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**13,340-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **6770 Arts and Music (Prop 28)** Manager **03 Earhart Elementary-Principal**

Revenue	Description	Amount	Percentage of Sources
8900		67,543	100.00%
	Total Revenue	**67,543**	**100.00%**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	67,686	100.21%
	Total 1000	**67,686**	**100.21%**
3000			
3100		12,488	18.49%
3300		982	1.45%
3500		34	.05%
3600		2,133	3.16%
3700		1,036	1.53%
	Total 3000	**16,673**	**24.69%**
	Total Expenditure	**84,359**	**124.90%**

Starting Balance	**0**
+ Revenues	**67,543**
- Expenditures	**84,359**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**16,816-**

Starting Balance	**0**
+ Total Revenues	**67,543**
= Total Sources	**67,543**

Expenditure	Description	Amount	Percentage of Sources
1000		67,686	100.21%
2000			%
3000		16,673	24.69%
4000			%
5000			%
6000			%
7000			%
	- Total Expenditures	**84,359**	124.90%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**16,816-**	24.90-%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **9046 PTA/PTSA** Manager **03 Earhart Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	39,754	.00%
	Total 1000	**39,754**	**.00%**
2000			
2200	Classified Support	5,516	.00%
	Total 2000	**5,516**	**.00%**
3000			
3100		7,334	.00%
3200		1,512	.00%
3300		929	.00%
3400		1,751	.00%
3500		23	.00%
3600		1,413	.00%
3700		694	.00%
	Total 3000	**13,656**	**.00%**
	Total Expenditure	**58,926**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**58,926**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**58,926-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		39,754	.00%
2000		5,516	.00%
3000		13,656	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**58,926**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**58,926-**	.00%

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

2025-26 Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
   (Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

X Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on: .

Attested:

Bryan Dunn-Ruiz, School principal — Date 5/15/25

Jennifer Russo, , SSC Chairperson — Date 5/15/25

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2025-26

School	Edison Elementary
CDS Code	1611196090013
Principal Name	Greg Sahakian
Telephone Number	510-748-4002
Address	2700 Buena Vista Avenue, Alameda, CA 94501
E-mail	gsahakian@alamedaunified.org
Date of SSC Approval	May 13, 2025
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Districtwide Strategic Plan and LCAP Goals

2024-25_LCAP_Alameda_Unified_School_District_-_June_6th_Final .pdf

District Priority Practices

Problem of Practice: Both qualitative and quantitative data has indicated that we have significant access gaps across the district between subgroups. Specifically our African American Students, Students with Disabilities, and Long Term English Learners. Root cause analysis suggests that some of these access gaps may be linked to:

- Systemic racism and cultural dissonance results in a culture that lacks meaningful student relationships and culturally responsive practices which is evidenced by explicit and implicit biases, low expectations, access to rigorous standards based instruction and tasks
- Family and community partnerships: AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust.
- Interventions and referrals: **AUSD's lack of consistent robust first, best instruction and timely and effective referral for students** (of students for appropriate interventions that address a broad range of adjustment issues) who need interventions.

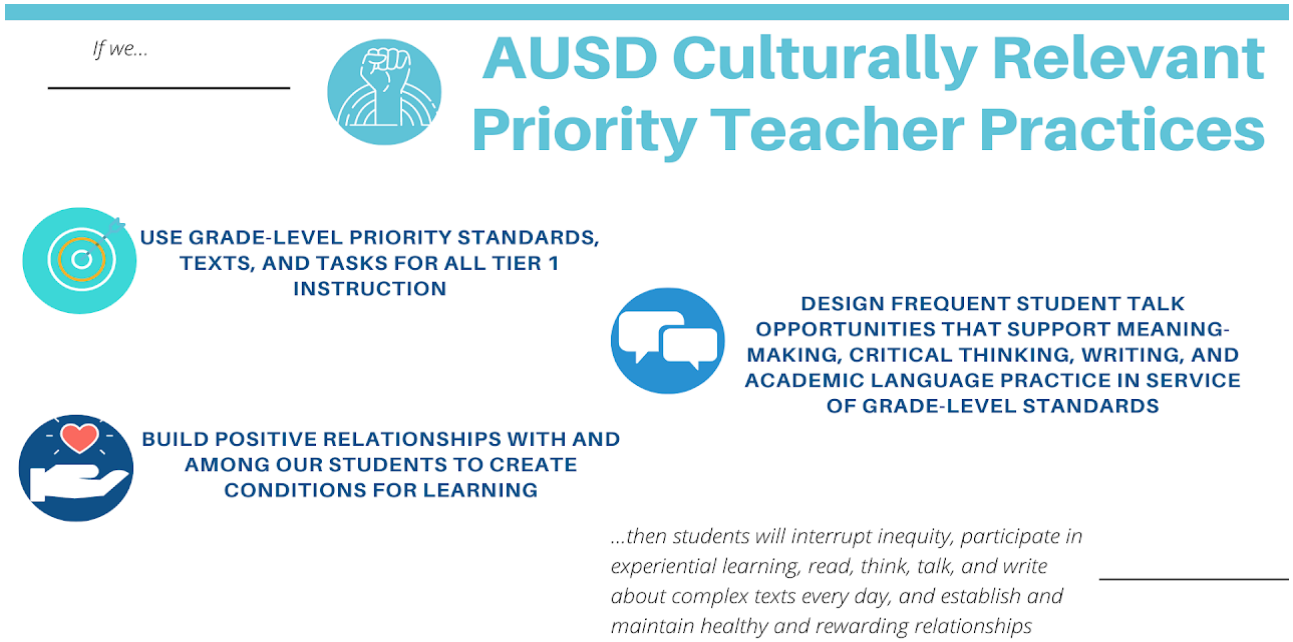
AUSD staff has decided to focus its Strategic plan goal 1 on strengthening the foundational program in support of addressing the above root causes.

Strategic Plan Goal 1: Create a Strong Foundational Program for ALL Students. This is the very first step we need to take to ensure equitable access to high-quality instruction for all our students. From the foundation, we can then build programs to provide differentiated instruction and supports for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system. A strong foundational program is defined by:

- A clear and coherent curriculum that is standards aligned (what students learn)
- Dynamic lessons and tasks that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- Classroom cultures focused on positive relationships between all members of the community

Focus Questions:
What are the tasks students are engaging with?
Are the tasks standards aligned for the grade level?
How do we know if the tasks are standards aligned?

Are students doing the thinking? How do we know?
Is the classroom culture and learning built around communal culturally responsive (sociocultural) talk and task structures? How do we know?
If applicable, is the student-teacher relationship a partnership? How do you know?
Theory of Action:



2025-26 LCAP Goals

Goal 1	Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.
Goal 2	We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.
Goal 3	Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

Annual Review

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

SPSA Year Reviewed: 2024-25

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

Goal1	Goal 2
If we increase teacher frequency and depth of use of effective instructional strategies (small group/differentiated instruction, and specifically Tier I/II classroom intervention, Culturally Responsive Strategies, Explicit Reading Instruction), then students will show an increase in their overall achievement levels, as indicated by their Star Student Growth Percentile for both the STAR Reading and Math assessments.	If we create a positive learning environment that includes: ● Culturally Responsive Teaching practices ● Positive Behavior Intervention and Support ● Effective Socio-emotional Learning practices, and ● Reinforce attendance expectations with students and families, then students will attend school more consistently, and specifically students within the subgroups identified as lowest/lower performing: Students with Disabilities, Socioeconomically Disadvantaged and Students listing Two or More Races. This would then lead to a reduction in the school's Chronic Absence rate, improve the school's overall attendance rate, and particularly both of those measures for the above-stated subgroups.

Analysis

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

Goal #1: This is the 2nd year of implementation of Wednesday Collaboration time, during which staff engaged in Professional Learning Communities by grade level and staff wide, given the following timeline:

- **2023-24 School Year** - Staff proposed using Wednesday Collaboration time to conduct book study - Shifting the Balance
  - 4 week cycles, where staff read about each"shift" in the text, engaged in cross grade sharing, applied the shift to their instruction for that time period, and determined "keeper" elements of each shift (what to keep implementing into their instructional practices.
  - During this year, the staff had a focus on grade level groupings, as well as staff wide collaboration to provide vertical alignment of practices, both within grade level groupings (K-2, 3-5) as well as schoolwide.

- **2024-25 School Year** - Staff engagement in Cycles of Inquiry - Taking deeper dives into selected shifts
  - 6 week cycles, where staff determined a focal "shift" to engage into in a deeper manner, determined assessment to use and give a pre-assessment, implement the selected strategy, provide a post assessment/analysis, and share out their progress with colleagues.
  - One of these values was that team's recognized that the process of engaging in a Professional Learning Community was just as valuable as the content results of the area they were focusing on. Given that this was the second year of implementation of Wednesday collaboration time, staff has fully embraced the idea of PLC work and is applying it to other areas of study.
  - Staff to apply PLC process to new area of study February (2025) - Each grade level determined the new area study for their team: K & 1 to focus on fundamental writing skills, grades two three and four to focus on writing and Culturally Responsive Teaching practices, and grade 5 will continue with reading comprehension and fluency strategies.

Support Data: Star data regarding Student Growth Percentiles (percentage of students at or above the 35th growth percentile), showed significant progress in both the short term (1 year) as well as the long term (4 years), since a version of Goal 1 has been implemented. This goal ("increase teacher frequency and depth of use of effective instructional strategies") has been slightly revised from year to year, but has remained as a primary goal for the school staff. Progress on the goal, as measured by Star Student Growth Percentiles shows substantial growth given these two indicators:

Star **Reading** Current Student Growth Percentile increased 9.1 percentage points over a 4 year span

Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	Fall 2024 to Fall 2025
74.3%	79.2%	81.5%	83.4%

Star **Math** Current Student Growth Percentile increased 20.5 percentage points over a 4 year span:

Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	Fall 2024 to Fall 2025
62.2%	79.2%	75.0%	82.7%

Edison School staff opted to look at growth of students as a primary indicator, so used Student Growth Percentile (SGP) in Star Reading as a measure of our progress towards our goal. We've seen an increase in the number of students showing typical growth from year to year (fall). The current Star **Reading** Student Growth Percentile increased 9.1 percentage points since the 2021-2022 measure, and the current Star **Math** Student Growth Percentile increased 20.5 percentage points from 4 years ago. Similar increases appeared in several significant student subgroups:

English Language Learners (Reading): Increase of 15.7 percentage points over 2 year span (SGP not presented in Schoolzilla from first two years)

Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	Fall 2024 to Fall 2025
		66.7%	82.4%

English Language Learners (Math): Increase of 22.2 percentage points over 4 year span

Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	Fall 2024 to Fall 2025
66.7%	54.5%	83.3%	88.9%

Socioeconomically Disadvantaged (Reading): Increase of 2.9 percentage points over 2 year span (SGP not presented in Schoolzilla from first two years)

Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	Fall 2024 to Fall 2025
		74.5%	77.4%

Socioeconomically Disadvantaged (Math): Increase of 20.3 percentage points over 2 year span (SGP not presented in Schoolzilla from first two years)

Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	Fall 2024 to Fall 2025
		61.5%	81.8%

Hispanic (Reading): Increase of 16.5 percentage points over 4 year span (although there was a 1.3 percentage drop from the previous year)

Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	Fall 2024 to Fall 2025
69.7%	82.9%	87.5%	86.2%

HIspanic (Math): Increase of 19.9 percentage points over 4 year span

Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	Fall 2024 to Fall 2025
58.1%	80.6%	69.4%	78.0%

Special Education (Reading): Increase of 25.5 percentage points over 4 year span (although there was a 1.5 percentage drop from the previous year)

Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	Fall 2024 to Fall 2025
62.5%	57.1%	90.5%	88.0%

Special Education (Math): Increase of 33.1 percentage points over 4 year span

Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	Fall 2024 to Fall 2025
43.8%	65.2%	60.9%	76.9%

The belief is that much of this growth has been the result of 2 significant factors: 1) More consistent implementation of Tier I/II Intervention work in classrooms, including the implementation of Explicit Reading Instruction strategies, and 2) the implementation of Wednesday Collaboration time, providing opportunities for study and implementation of effective instructional strategies through the use of PLC routines and protocols. In recovering post-pandemic, there are other factors to consider of course. But we hope to see this continued trajectory into the next school year, given our continued work.

Goal #2: The belief is if we create a positive learning environment, then students will attend school more consistently. Some of the key programs and practices that contribute to a positive learning environment includes:

- Culturally Responsive Teaching practices
- Positive Behavior Intervention and Support

- Effective Socio-emotional Learning practices
- Reinforce attendance expectations with students and families

Chronic absence data compared to last year is displayed below:

Chronic Absences - Overall	August	November	February	May
2023-24 School Year	15.9%	8.5%	11%	7.8%
2024-25 School Year	8.4%	9.4%	9.4%	---

Chronic Absences - Students with Disabilities	August	November	February	May
2023-24 School Year	16.0%	15.1%	26.4%	17.0%
2024-25 School Year	21.1%	22.4%	17.2%	---

Chronic Absences - Socioeconomically Disadvantaged	August	November	February	May
2023-24 School Year	26.2%	17.0%	24.3%	17.6%
2024-25 School Year	11.8	21.4%	25.7%	---

Chronic Absences - Students listing Two or More Races	August	November	February	May
2023-24 School Year	10.7	6.0%	8.6%	5.2%
2024-25 School Year	5.1%	4.2%	6.8%	---

The chronic absenteeism rate data is mixed overall. However, there were a couple of areas of note:

- Students listing **Two or More Races** showed decreases in the chronic absenteeism rate throughout this school year to date, as compared to last year.
- The **Students with Disabilities** subgroup had a significant increase in their chronic absenteeism rate in the first half of this school year as compared to last year.

Based on the mixed data results, it is difficult to say if the programs and practices implemented had any significant impact on the chronic absenteeism rate for the school or measured subgroups.

Math:

Additionally, although not directly related to an existing goal, Mid-year math data over the course of the 2024-25 school year shows areas of growth opportunity regarding Math scores in the upper grades (Grades 4 & 5). Some key summary points from the data analysis:

- 5th grade:
  - **Computation:** 42% of students are proficient in Addition and Subtraction with Fractions, which was a drop from 62% in the previous year (district proficiency average in this standard: 51%).
  - **Word Problems:** Grade level proficiency in solving word problems decreased slightly from last year (43% → 39%). District proficiency average in this standard: 44%
- 4th grade:
  - **Computation:** 31% of students are proficient in Multiplication and Division of Mult-digit numbers, which was a drop from 36% in the previous year (district proficiency average in this standard: 33%). 58% of students are proficient in Finding Whole Number Quotients and Remainders (4 digit dividends, 1 digit divisors), which was a slight increase from 57% in the previous year. District proficiency average in this standard: 60%.
  - **Word Problems:** Grade level proficiency in solving word problems increased significantly from last year (49% → 58%). District proficiency average in this standard: 59%

Since the results of Math assessments in upper grades are built foundationally on the work in Math in primary grades, a schoolwide approach in addressing these opportunities may be beneficial

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 previous year.

An additional intervention paraprofessional was hired this year, due to some additional funding that the school's PTA provided. This intervention paraprofessional works three days a week, and supports students in the areas of writing, math, and socio-emotional support.

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

We will place a greater focus on the subgroups of students that showed more significant need. Staff has identified a shift in our collaboration focus to writing, as well as using mid-year measures in Math to determine areas of focus for the remainder of this year and into the next school year.

Listening sessions with families and student subgroups, specifically with those subgroups significantly impacted by chronic absenteeism.
CRT practices amongst all 3 tiers of MTSS

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Step 1: Identifying the Problem - Use multiple data sources to help you and your team identify the problem.

- Does the problem focus on the instructional core?
- Is it observable?
- Is it within the school or district's control and can be improved in real time?
- If acted on, will the problem make a significant difference for student learning?

The problem of practice is grounded in evidence such as data and dialogue. For example, a "hunch" that third-grade students are not applying what they are learning in math lessons is NOT grounded evidence. However, identifying that 70% of students did not pass the math section of the standardized tests last year is grounded evidence suitable to identify a problem of practice.

Problem of Practice

ELA:

- **Reading** - positive trend overall, continue existing efforts

- **Writing** - Writing has been identified as an area of concern by staff, and this has been a subject area that has not had a significant PD focus over the past several years. This POP raises several question and areas of exploration:
    - What common, normed writing assessments exist and might be beneficial to use in addressing writing concerns - what data would we use to measure growth?
    - How writing can apply to addressing areas of concern in Math, specifically with regards to solving word problems

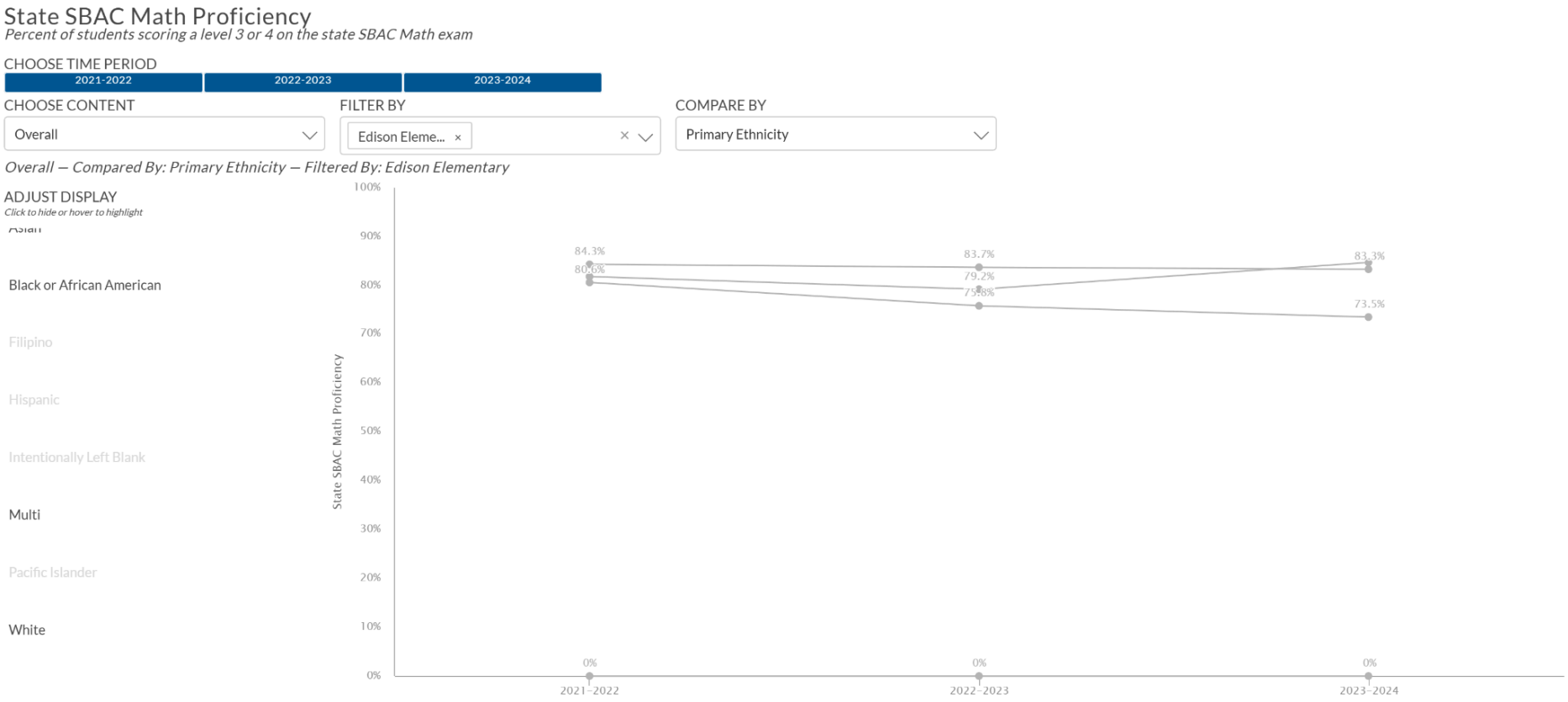
Step 2: Identify your focal student groups

- As a district we have unapologetically prioritized the needs of our African American and Black students. What does the data tell you about how your school site has been serving your African American and Black students?
- Which additional student groups have been underserved at your school site? What does the data tell you about these students experiences?

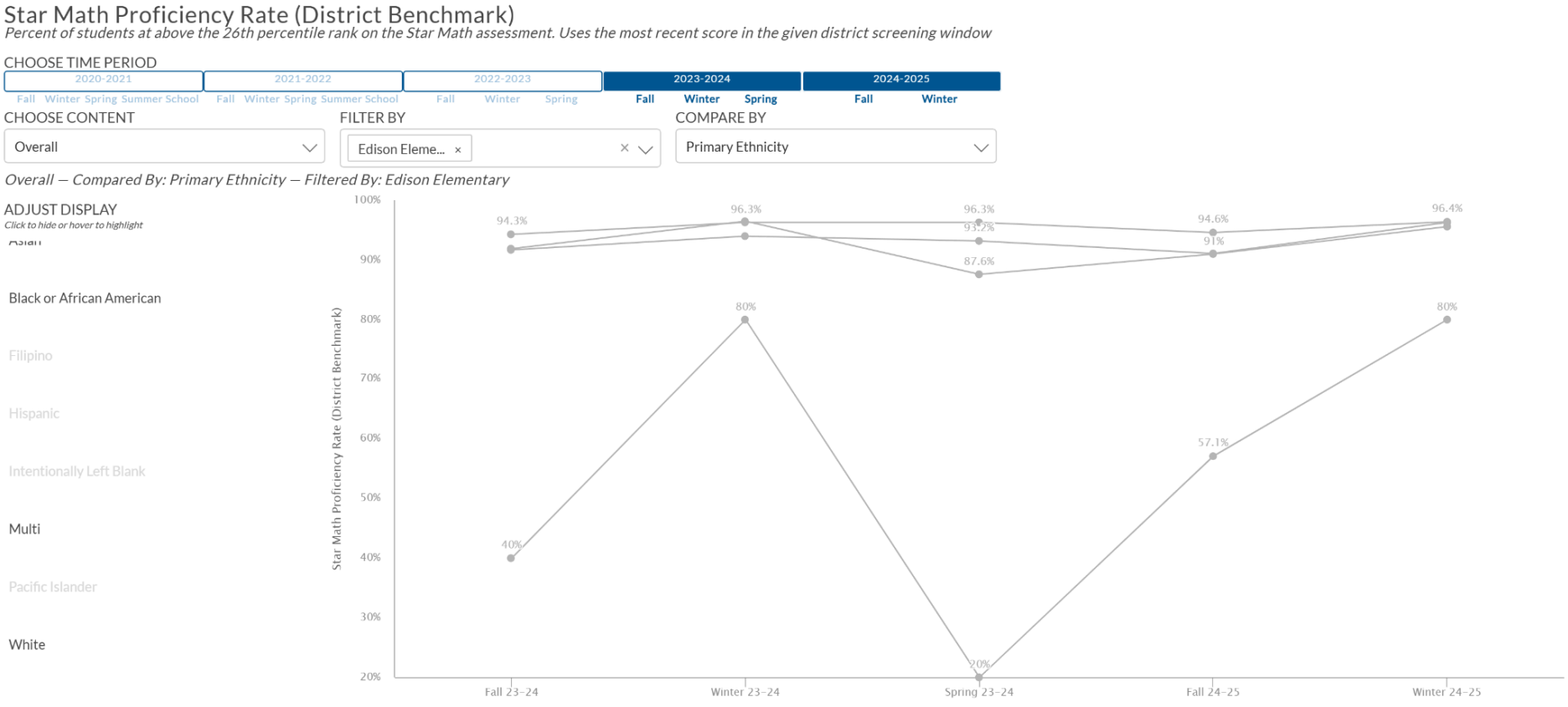
Focal Students

Data points listed below regarding Math proficiency of Black students. Graphs show comparisons to 3 subgroups (Asian, Multi-ethnic and White):

In 2023-24, 0 out of 2 of our Black students scored proficient or advanced on the SBAC Math assessment:



In Winter 2025, 4 out of 5 of our Black students scored proficient on the Star Math assessment:



In Winter 2025, 4 out of 5 of our Black students scored at or above the 35th student growth percentile on the Star Math assessment:

Star Math Current Student Growth Percentile (SGP)

Percent of students at or above the 35th student growth percentile, which shows growth relative to others in the same grade with a similar Star Math score history. Uses a student's earliest score in Fall to their latest score in the given window

CHOOSE TIME PERIOD

2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025

Fall to Fall Fall to Winter Fall to Spring

FILTER BY: Edison Eleme... ×

COMPARE BY: Primary Ethnicity

Compared By: Primary Ethnicity — Filtered By: Edison Elementary

ADJUST DISPLAY

Click to hide or hover to highlight

Asian

Black or African American

Filipino

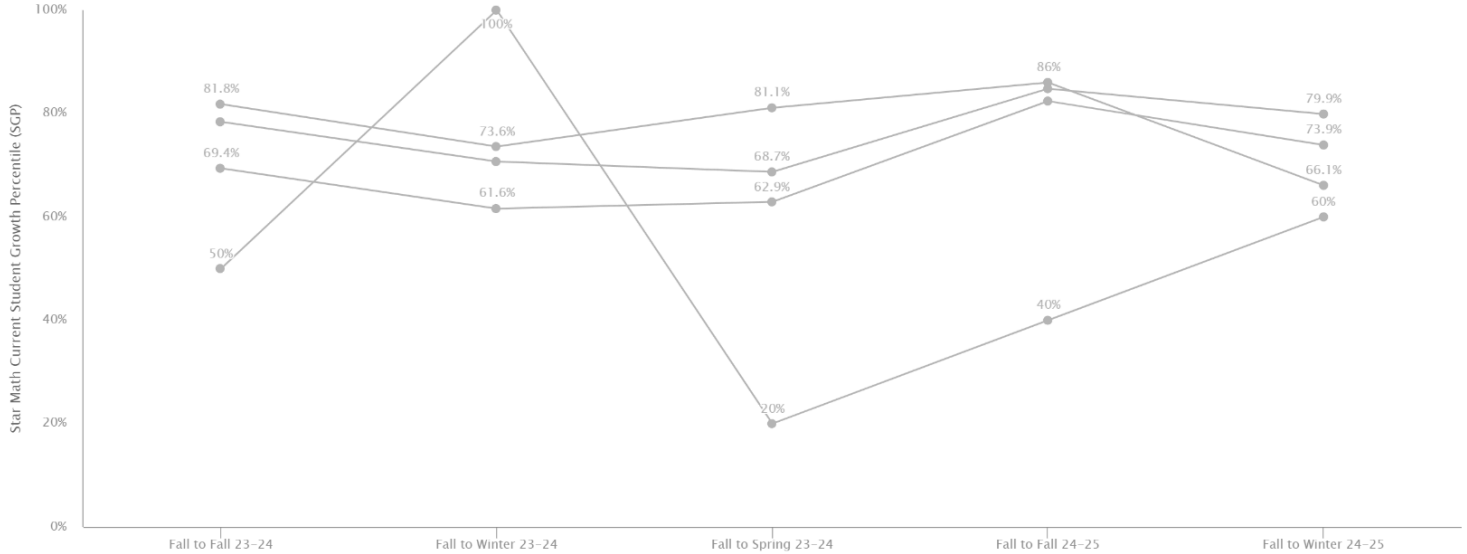
Hispanic

Intentionally Left Blank

Multi

Pacific Islander

White



There are several other subgroups that show significant discrepancy in proficiency rates, as indicated by Star Math assessments:

English Language Learners:

	Fall 23-24	Winter 23-24	Spring 23-24	Fall 24-25	Winter 24-25
English Learner	50%	55%	70%	69.2%	75%
English Only	91.5%	94.3%	91.4%	90.1%	95.6%
IFEP	84.2%	93.8%	94.4%	94.4%	94.4%
Redesignated	100%	92.9%	100%	100%	100%

Special Education:

	Fall 23-24	Winter 23-24	Spring 23-24	Fall 24-25	Winter 24-25
In Special Education	53.6%	75%	65.5%	66.7%	72.7%
Not in Special Education	92.4%	93.4%	92.9%	91.1%	96.2%

SocioEconomically Disadvantaged:

	Fall 23-24	Winter 23-24	Spring 23-24	Fall 24-25	Winter 24-25
Not SED	94.5%	95.5%	94.9%	93.1%	96.9%
SED	70.1%	80.5%	71.3%	75.6%	84.7%

Step 2: Brainstorm Root Causes

- The school / school district should assemble a network to:
    - Ask relevant questions concerning the problem of practice
    - Develop objectives about mending the problem of practice

Let's say there is still the issue of third-grade students not applying what they are learning in their math lessons. During this brainstorm, the network can ask questions such as,

What kinds of tasks are students being asked to do during their math lessons?

What will students know and be able to do as a result of the math lessons?

What types of questions are students missing on the standardized test?

From these questions, the network can discern how the school or district needs to shape their objectives. So let's say we find out that third-grade students are asked to do many sets of multiple choice math questions in class. These questions generally help them with elimination and estimation. And perhaps the math sections on the state standardized test that they are missing are mostly open-response.

From this brainstorm, the network will be able to create the school or district's main objective: to have all third-grade students increase their level of performance on the math section of the state test.

To achieve this, the school will focus on one area of weakness as indicated by their analysis: open response math questions.

With the development of questions and objectives, the problem of practice is no longer just raw data and material but is beginning to take shape.

Root Causes
• Writing benchmark as the only means of assessing writing • Lack of consistent implementation and use of writing benchmarks and benchmark data to guide writing practices • Gaps in writing rubrics - understanding of the different levels of writing

Root Causes for Focal Students
• Implicit biases embedded in assessing writing along conventional measurement of language and syntax • Support for students who have not had rich writing experiences, due to gaps in reading proficiency, and gaps in writing can widen over years.

Solidify

- After a problem is developed and an objective is identified, give the problem of practice time to simmer
- Reach out to wider faculty for confirmation

Once a problem of practice is shaped and the brainstorm is finished, it is important for the school or district to give it some time before jumping into the theory of action. Ask important questions. Is the problem of practice narrow and focused enough? Does it feel relevant and meaningful? Is it clear?

Have faculty look over it and give their opinion. Once the school or district is satisfied with the problem of practice, it is time to move on to the next element of instructional rounds, that is developing a theory of action.

Step 3: Create a SMARTIE goal

SMARTIE stands for Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable. By incorporating an equity and inclusion component to your SMART goals, you can make sure your School's commitment to racial equity and inclusion is anchored by tangible and actionable steps.

Goals are a concrete way to drive results, but without an explicit equity and inclusion component, goals won't produce better outcomes for marginalized communities, address disparities, or support belonging. Introducing SMARTIE goals! SMARTIE stands for:

STRATEGIC	Reflects an important dimension of what your school seeks to accomplish (programmatic or capacity-building priorities).
MEASURABLE	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).
AMBITIOUS	Challenging enough that achievement would mean significant progress—a "stretch" for the organization.
REALISTIC	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.
TIME-BOUND	Includes a clear deadline.
INCLUSIVE	Brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision/policy-making in a way that shares power.

EQUITABLE	Seeks to address systemic injustice, inequity, or oppression.

SMARTIE Goal:
Time-Bound: our goals between *(start date)* and *(end date)* are to achieve this **Strategic** and **Ambitious** outcome: From August 2025 to May 2026, all students will show growth in writing standards in 6 rubric categories…
We will know success when we see it using these Measurable standards: … as measured by Writing benchmark data assessed 3 times over the school year. The percentage of students in the "Standards Not Met" and "Standards Nearly Met" categories will decrease by 25% as compared to this year's data. (2024-25 data to 2025-26 data), for all students as well as each statistically significant subgroup (EL, SED, Hispanic, Special Education)
A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity): PLC and ILT sessions over the course of the 2025-26 school year dedicated to staff professional development in writing instruction (anchor text: The Writing Revolution 2.0).

Step 3: The Theory of Action

What is a theory of action? A theory of action can be thought of as a storyline that makes a vision and a strategy concrete. It provides a line of narrative that leads people through the daily complexity and distractions that compete with the main work of the instructional core. The theory of action provides a map that carries the vision through the organization. It provides a way of testing the assumptions and suppositions of the vision against the unfolding realities of the work in actual organizations with actual people.

A Theory of Action has three main requirements:

1. The Causal Role – The theory of action must begin with a statement of a causal relationship

- When learning from instructional rounds, it is important for individuals to develop their own personal theories of action and then share them with their colleagues

- If the adults who work in schools are actively learning about the causal relationship between their work and the work between other teachers and other students, then support for improved instructional practice will increase and the work of teachers and students will become more effective
- The learning and development of adults must be explicitly connected,through organizational processes, to the learning and development of students in classrooms
    - Investing in higher results for teachers' level of understanding increases student engagement and high-level cognitive results

2. The Conditional Role – It must be empirically falsifiable

- Theories of action that develop during instructional rounds are always subject to revision and specification in light of new evidence
    - Questioning the practice is not a bad thing, it is part of the practice

3. The Open Role: It must be open-ended

- The theory of action is expected to change as the network members learn more about what helps them learn and what leads them to apply their learning most effectively in schools
    - Having a final theory of action is not as important as having an open-ended strategy that is ready to adjust to change

Theory of Action
If we… **increase teacher frequency and depth of use of effective Writing instructional strategies (small group/differentiated instruction, and specifically Tier I/II classroom intervention, Culturally Responsive Strategies),**
then students will …**have positive learning experiences, and will therefore attend school more consistently, which will lead to a continued increase in their overall achievement levels, as indicated by writing benchmark assessments (Narrative, Informational, Persuasive).**
How will this theory of action specifically support your focal students? **Focal students (3) will be identified by each classroom teacher. By engaging Focal Students in positive learning experiences, using academic, attendance and behavioral data to identify opportunities for intervention support, and building strong relationships and learning partnerships with students and their families, Focal Students will increase in their overall achievement levels, as indicated**

by writing benchmark assessments.

Actions to Support Implementing TOA					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Data Analysis/Focal Students - Regular **use of data** to guide implementation of Tiered interventions, within individual classrooms as well as on a schoolwide level.	Teaching staff, IL/IC, principal		August 2025 - June 2026	Star Proficiency rates (Reading, Math), Writing benchmark assessments
2	Use of Wednesday Collaboration times, staff meetings and Staff PD days to support effective classroom **tiered instructional practices** (small group instruction, Tier I/II intervention): ● Peer Observations to support feedback for teachers on effectiveness of instructional practices. ● Professional development in Writing and Math instruction ● Use of guiding, research based instructional strategies (Writing Revolution 2.0 book)	Teaching staff, IL/IC, principal		Wednesdays throughout the year (August - June)	Star Proficiency rates (Reading, Math), Writing benchmark assessments
3	Use of **Culturally Responsive Teaching** Strategies, based on work of Sharroky Hollie (CLRT) ● CRT practices amongst all 3 tiers of MTSS	Teaching staff, IL/IC, principal		SDD on August 6, monthly staff meetings	Staff surveys
4	Implementation of programs that positively impact **school climate** and student engagement: ● Positive Behavior Intervention and Support (**PBIS**) lessons beginning of year, mid year and as needed. Positive reinforcement of PBIS expectations for individual students (Otter cards), as well as providing classroom and schoolwide incentives (Otter card charts). ● Implement Socio-emotional Learning (**SEL**) Curriculum - Toolbox lessons and activities, Soul Shoppe Peacemaker (conflict mediator) program ● **Equitable Start Meetings** with families, at the start of the year (with all students), as well as mid year (with Focal Students and students in need of support)	All school staff		PBIS Beginning of year, January reboot. Reinforcement of expectations with students daily	Student behavior data, TFI, feedback from parent survey re: ES meetings

Specific Actions to Support Focal Students					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Data Analysis/Focal Students - **Use of data** to guide implementation of Tiered interventions, within individual classrooms as well as on a schoolwide level, with a particular lens on progress of Focal Students (prioritizing Black, Latino, SED students).	Teaching staff, IL/IC, principal		August 2025 - June 2026	Star Proficiency Rates in Reading & Math
2	Track and monitor progress of Focal Students through **Coordinated Services Team** (COST), provide intervention support as needed through support of classroom interventions and/or engaging school and community-based resources.	IL/IC, principal		August 2025 - June 2026	Star Proficiency Rates in Reading & Math, Wellness survey data, behavior data
3	**Equitable Start Meetings** with families, at the start of the year (with all students), as well as mid year (with Focal Students and students in need of support)	Classroom Teachers		August 2025	Parent survey re: ES meetings
4	**Listening Sessions** with families and student subgroups, specifically with those subgroups significantly impacted by chronic absenteeism.	Principal, SSC		Winter 2025, Spring 2026	Parent surveys

Expenditures to Achieve Site-Specific Goals

Please see Appendix for Budget Packet.

Budget Summaries

Please see Appendix for Budget Packet.

School Site Council (SSC) Membership

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 current make-up of the council is as follows:

Names of Members	**ROLE***
Deborah Carrillo	parent representative
Regina delRosario	teacher
Dan Foltz	teacher
Susan Isola	teacher
Emily Kuhlmann	parent representative
Scott Matula	parent representative
Greg Sahakian	teacher
Katharine Sparks	parent representative
Joycelyn Young	parent representative
Vacant	Classified Staff

***Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

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

Instructions: Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section

64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

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

Instructions: Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of

the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

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Comprehensive Support and Improvement

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

The CSI plan shall:

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

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Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Appendix D: Budget Packet

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Manager **02 Edison Elem - Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	6,800	.00%
	Total 1000	**6,800**	**.00%**
2000			
2100	Instructional Aides' Salaries	3,773	.00%
	Total 2000	**3,773**	**.00%**
3000			
3100		1,299	.00%
3200		1,034	.00%
3300		271	.00%
3400		1,119	.00%
3500		6	.00%
3600		334	.00%
3700		163	.00%
	Total 3000	**4,226**	**.00%**
4000			
4300	Materials and Supplies	9,814	.00%
	Total 4000	**9,814**	**.00%**
5000			
5700		7,600	.00%
	Total 5000	**7,600**	**.00%**
	Total Expenditure	**32,213**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**32,213**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**32,213-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		6,800	.00%
2000		3,773	.00%
3000		4,226	.00%
4000		9,814	.00%
5000		7,600	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**32,213**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**32,213-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0002 LCFF Supp** Manager **02 Edison Elem - Principal**

Expenditure	Description	Amount	Percentage of Sources
2000			
2100	Instructional Aides' Salaries	5,699	.00%
	Total 2000	**5,699**	**.00%**
3000			
3200		1,562	.00%
3300		229	.00%
3400		2,451	.00%
3500		3	.00%
3600		180	.00%
3700		88	.00%
	Total 3000	**4,513**	**.00%**
	Total Expenditure	**10,212**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**10,212**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**10,212-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000			.00%
2000		5,699	.00%
3000		4,513	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**10,212**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**10,212-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **6770 Arts and Music (Prop 28)** Manager **02 Edison Elem - Principal**

Revenue	Description	Amount	Percentage of Sources
8900		57,118	100.00%
	Total Revenue	**57,118**	**100.00%**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	54,304	95.07%
	Total 1000	**54,304**	**95.07%**
3000			
3100		10,372	18.16%
3300		788	1.38%
3400		6,741	11.80%
3500		28	.05%
3600		1,711	3.00%
3700		831	1.45%
	Total 3000	**20,471**	**35.84%**
	Total Expenditure	**74,775**	**130.91%**

Starting Balance	**0**
+ Revenues	**57,118**
- Expenditures	**74,775**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**17,657-**

Starting Balance	**0**
+ Total Revenues	**57,118**
= Total Sources	**57,118**

Expenditure	Description	Amount	Percentage of Sources
1000		54,304	95.07%
2000			%
3000		20,471	35.84%
4000			%
5000			%
6000			%
7000			%
	- Total Expenditures	**74,775**	130.91%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**17,657-**	30.91-%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **9046 PTA/PTSA** Manager **02 Edison Elem - Principal**

Expenditure	Description	Amount	Percentage of Sources
2000			
2100	Instructional Aides' Salaries	40,953	.00%
	Total 2000	**40,953**	**.00%**
3000			
3200		6,094	.00%
3300		2,200	.00%
3400		8,885	.00%
3500		21	.00%
3600		1,290	.00%
3700		627	.00%
	Total 3000	**19,117**	**.00%**
	Total Expenditure	**60,070**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**60,070**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**60,070-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000			.00%
2000		40,953	.00%
3000		19,117	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**60,070**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**60,070-**	.00%

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

2025-26 Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
   (Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

_X_ Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on: .

Attested:

_____ 5/21/25
<<ENTER NAME HERE, SIGNATURE ABOVE>>, School principal Date
Greg Schelkin

_____ 5/21/25
<<ENTER NAME HERE, SIGNATURE ABOVE>>, SSC Chairperson Date
Emily Kuhlmann

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2025-26

School	Encinal Junior Senior High School
CDS Code	1611190132142
Principal Name	Kirstin Snyder
Telephone Number	510-748-4023
Address	210 Central Ave.
E-mail	ksnyder@alamedaunified.org
Date of SSC Approval	5/1/25
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Plan Description

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

At Encinal Junior & Senior High School, we are committed to ensuring every student thrives. Grounded in the principles of the Every Student Succeeds Act (ESSA), our school plan centers on equity, student achievement, and continuous improvement. We have conducted a comprehensive needs assessment that includes academic performance, attendance, discipline trends, and stakeholder input. This data-driven approach ensures our goals and strategies are responsive to the real needs of our learners, especially those historically underserved.

Our school wide priorities are clear:

- Strengthen Tier 1 instruction through professional development aligned with Constructing Meaning, Grading for Equity, and literacy-based interventions.
- Reduce D/F rates and increase proficiency through targeted supports, including reading intervention, small group instruction, and extended learning opportunities.
- Close opportunity gaps by providing robust support to African American and EL Learners.
- Continue developing our inclusive community school model with access to a wellness center, pantry program, and a fully functioning Student-Based Health Center.

We are aligning Title I and other categorical funds to invest in high-impact, evidence-based strategies. This includes additional intervention staff, instructional materials, and training to support accelerated learning. Our STAR Reading data and classroom assessments are key tools in our progress monitoring, ensuring we intervene early and adjust support as needed.

Equally important is our partnership with families and the wider community. We maintain active SSC, ELAC, and PTSA groups and hold regular events to build trust and transparency. We believe that student success is a shared responsibility, and our families are vital allies in this work.

Encinal is not just working to meet ESSA requirements—we are using them as a foundation to build a stronger, more responsive, and more just learning environment. Every decision we make is rooted in the belief that our scholars deserve a rigorous, supportive, and joyful educational experience. Through intentional planning, collective leadership, and unwavering commitment, we will continue to elevate outcomes for all.

Educational Partner Involvement

How, when, and with whom did your 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) serves as the strategic roadmap for achieving our school wide goals. It is a living document, grounded in data and shaped by the voices of our educators, leadership team, and community.

The development of the SPSA is a collaborative process. Our administrative and site leadership teams work closely with teachers to analyze student data, identify areas of need, and craft goals that are both ambitious and achievable. These goals are then presented to our School Site Council (SSC), which plays a critical role in reviewing, providing input, and approving the plan.

Throughout the year, SSC remains actively engaged—monitoring progress, offering feedback, and helping shape the development of the following year's plan. This ongoing collaboration ensures our SPSA remains aligned with student needs, staff priorities, and family engagement, guiding us with purpose and clarity as we strive for excellence and equity for all learners.

Comprehensive Needs Assessment

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.

At Encinal Junior & Senior High School, we are committed to identifying and addressing the academic and systemic barriers that impact the success of all students—particularly those who have been historically underserved. A review of our site-level data reveals a continued pattern of underperformance among our Long-term English Learners (LTELs) and African American students. This comprehensive needs assessment outlines the areas of concern, examines root causes, and sets the foundation for targeted and intentional school improvement.

Academic Performance: Both LTELs and African American students are disproportionately represented in our D/F rates and continue to perform below proficiency in ELA and Math based on internal benchmarks (STAR) and state assessments (CAASPP). LTELs, many of whom have been in our schools for over six years, remain stagnant in language proficiency, often scoring in the intermediate or below range (Level 2–3) on the ELPAC. Additionally, African American students are underrepresented in UC readiness and advanced coursework, limiting access to future opportunities.

Attendance & Engagement: Chronic absenteeism and student disengagement have emerged as critical barriers to academic success across our campus, disproportionately impacting our most vulnerable learners. Patterns show that Long-term English Learners and African American students are more likely to miss instructional time, fall behind academically, and disconnect from the school community. These attendance challenges are not isolated incidents—they are indicators of deeper issues related to belonging, relevance of curriculum, and access to support systems. Reversing these trends requires a coordinated, schoolwide effort to re-engage students, build stronger relationships, and ensure every learner feels seen, supported, and invested in their educational journey.

School Climate & Belonging: Stakeholder feedback through surveys and focus groups has revealed that both LTELs and African American students often feel marginalized within the school environment. Students report a lack of culturally affirming content in the curriculum, limited access to adult mentors who reflect their backgrounds, and minimal representation in leadership or recognition spaces. This disconnect contributes to feelings of alienation and decreased motivation.

Root Causes: Several factors contribute to these inequities:

- Lack of targeted intervention strategies tailored to LTELs, particularly around reclassification and language development.
- Gaps in culturally responsive pedagogy and materials that reflect student identity and lived experiences.
- Inconsistent application of restorative practices and over-reliance on punitive discipline, disproportionately impacting African American learners.
- Limited family engagement systems that elevate the voices of parents and caregivers in decision-making processes.

Call to Action: To meet the needs of these learners, we must prioritize:

- Tiered academic interventions, especially in reading and language development.
- Professional development in culturally responsive teaching, integrated ELD strategies, and trauma-informed practices.
- Intentional recruitment and support of African American students and LTELs into programs such as AVID, leadership, and A-G courses.
- Expanded outreach and authentic partnerships with families to build trust and collaboration.

This needs assessment provides the groundwork for data-driven, equity-centered planning. It challenges us to move beyond identification and toward meaningful, sustained action—because our students deserve not only access, but success.

Districtwide Strategic Plan and LCAP Goals

2024-25_LCAP_Alameda_Unified_School_District_-_June_6th_Final .pdf

District Priority Practices

Problem of Practice: Both qualitative and quantitative data has indicated that we have significant access gaps across the district between subgroups. Specifically our African American Students, Students with Disabilities, and Long Term English Learners. Root cause analysis suggests that some of these access gaps may be linked to:

- Systemic racism and cultural dissonance results in a culture that lacks meaningful student relationships and culturally responsive practices which is evidenced by explicit and implicit biases, low expectations, access to rigorous standards based instruction and tasks
- Family and community partnerships: AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust.
- Interventions and referrals: **AUSD's lack of consistent robust first, best instruction and timely and effective referral for students** (of students for appropriate interventions that address a broad range of adjustment issues) who need interventions.

AUSD staff has decided to focus its Strategic plan goal 1 on strengthening the foundational program in support of addressing the above root causes.

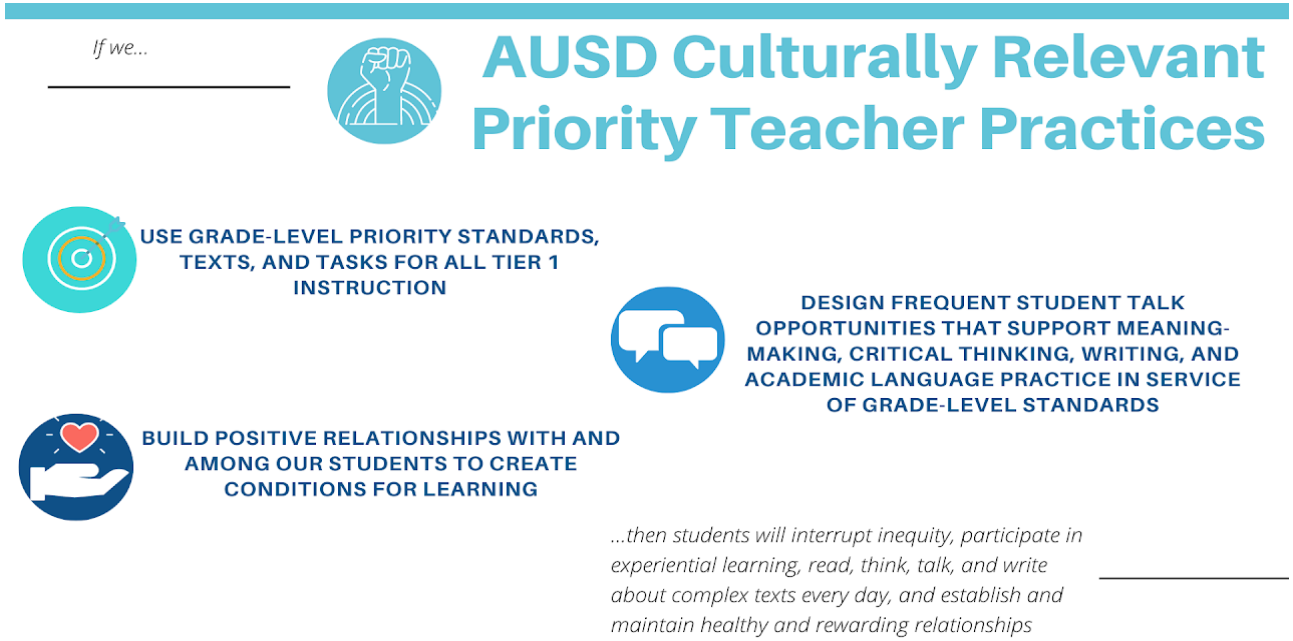
Strategic Plan Goal 1: Create a Strong Foundational Program for ALL Students. This is the very first step we need to take to ensure equitable access to high-quality instruction for all our students. From the foundation, we can then build programs to provide differentiated instruction and supports for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system. A strong foundational program is defined by:

- A clear and coherent curriculum that is standards aligned (what students learn)
- Dynamic lessons and tasks that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- Classroom cultures focused on positive relationships between all members of the community

Focus Questions:
What are the tasks students are engaging with?

Are the tasks standards aligned for the grade level?
How do we know if the tasks are standards aligned?
Are students doing the thinking? How do we know?
Is the classroom culture and learning built around communal culturally responsive (sociocultural) talk and task structures? How do we know?
If applicable, is the student-teacher relationship a partnership? How do you know?

Theory of Action:



2025-26 LCAP Goals

Goal 1	Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.

Goal 2	We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.
Goal 3	Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

Annual Review

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

SPSA Year Reviewed: 2024-25

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

Goal1	Goal 2
1. Increase student-to-student talk time through Constructing Meaning talk routines 2. Employ one student talk routine each period that is linked to the learning outcome 3. Increase regular use of research-based reading strategies in all content areas	1. Prioritize historically underserved learners by using Culturally Responsive Teaching and data-driven practices to ensure Equity

Analysis

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

Goal 1

Over the course of this year, our staff has made intentional and strategic strides in advancing literacy and structured student discourse across all content areas. Grounded in our commitment to equitable, high-impact instruction, we established three clear instructional goals:

1. Increase student-to-student talk time through Constructing Meaning routines
2. Employ at least one student talk routine per period aligned to learning outcomes
3. Increase the regular use of research-based reading strategies in all content areas

To bring these goals to life, we've engaged in three Literacy PLC cycles and participated in three full days of CORE Literacy training. These sessions have focused on the core tenets of adolescent reading development and have helped us align reading strategies across all content areas. This alignment ensures that literacy is no longer siloed in ELA but is a standardized skillset embedded in every classroom's instructional practice.

Our Constructing Meaning training has continued this year, reinforcing our collective understanding of how to teach academic language and support content comprehension through structured talk. Multiple staff-led professional development sessions have further cemented these practices, emphasizing their connection to both our literacy goals and our efforts to deepen student engagement. Teachers across the campus are now regularly implementing talk routines that are purposeful, consistent, and directly tied to their learning objectives.

Together, these efforts represent more than isolated trainings or new strategies—they demonstrate a shift in our school culture toward intentional, equity-driven instruction that prioritizes student voice, comprehension, and cross-disciplinary literacy. We are not simply talking about best practices—we are doing the work.

Goal 2

This year, we made a purposeful commitment to prioritize historically underserved learners by anchoring our instructional practices in the framework of *Textured Teaching* by Lorena Germán. Guided by the belief that education must be inclusive, relevant, and justice-oriented, we have worked as a staff to deepen our use of Culturally Responsive Teaching and data-driven strategies that ensure equitable access to learning for all scholars.

Through professional learning tied directly to Germán's principles, we have embraced *Textured Teaching* as a lens to examine not just what we teach, but how and why we teach it. Teachers have reflected on their own identities and the lived experiences of their learners, bringing more authentic texts, affirming content, and student-centered dialogue into classrooms. Our instructional shifts have centered on four core dimensions: flexibility, inclusivity, student-driven content, and social justice.

In parallel, we've leveraged schoolwide data—academic performance, D/F rates, STAR reading scores, and attendance trends—to identify and address gaps in engagement and achievement. This has driven targeted interventions, including differentiated literacy supports, intentional grouping, and restorative practices that replace compliance-driven discipline with connection and care.

Our professional development cycles and PLCs have been grounded in equity-focused questions:

- *Whose voices are centered in our curriculum?*
- *How are we validating the linguistic and cultural assets of our learners?*
- *What barriers are we actively removing through instructional design?*

In practice, this has looked like:

- Curriculum revisions that incorporate student voice and lived experiences
- Scaffolded academic discussions that allow all learners, especially English Learners and emerging readers, to access grade-level content
- Intentional use of CM talk routines to elevate student-to-student learning and academic language development

- Cross-content literacy alignment that ensures students see reading and writing as relevant tools for expression and empowerment

As a result, our classrooms are becoming spaces where learners feel seen, valued, and academically challenged. We are transforming teaching from something done *to* students into something created *with* them. And while the work continues, the foundation we've built this year is rooted in courage, collaboration, and the unwavering belief that every scholar deserves a classroom where they belong and a curriculum that reflects who they are.

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 previous year.

There were no major differences between our intended implementation plan and the budgeted expenditures for the previous year. All allocated funds were used as planned to support the professional learning and resources necessary to implement our articulated goals.

Specifically, all budgeted expenditures were directed toward staff training and instructional materials that supported our focus on literacy, culturally responsive teaching, and structured student discourse. This included:

- Professional development through CORE Literacy and Constructing Meaning
- Purchase of Textured Teaching by Lorena Germán for all staff
- Instructional resources and materials to implement research-based reading strategies across content areas
- Support for PLC facilitation and collaboration time focused on aligning adolescent literacy practices

Our spending directly aligned with our goal to prioritize historically underserved learners through evidence-based, equity-driven instructional strategies. The resources provided allowed for full participation in training cycles and the consistent implementation of new practices in classrooms.

This level of alignment between planning and execution helped ensure fidelity to our strategic vision and reinforced our commitment to delivering high-quality instruction to every learner.

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 result of our ongoing implementation review and analysis of student outcomes, we will make targeted adjustments to the strategies and activities supporting this goal to further strengthen instructional impact. While the core goal—prioritizing historically underserved learners through culturally responsive, literacy-rich instruction—remains the same, we will sharpen our focus in the following key areas:

1. Structured Student Talk Aligned to Learning Objectives
   In the upcoming year, we will intensify our focus on student talk routines that are directly connected to clearly stated learning objectives. This will ensure that student discourse is purposeful, academically rigorous, and aligned with the standards and skills being taught. Teachers will receive continued support through coaching and PD to refine the use of Constructing Meaning routines and monitor talk quality and equity of voice in classrooms.

2. Task Analysis and Instructional Scaffolding
   To increase access to grade-level content for all learners, we will incorporate intentional task analysis as a routine part of planning and instructional delivery. This will help educators deconstruct complex tasks, scaffold learning effectively, and ensure that students understand both the cognitive and content demands of each activity.

3. Continued Literacy Focus with Cross-Content Integration
   Our literacy work will continue, with a refined emphasis on reading and comprehending expository text. Departments will collaborate on shared strategies for building background knowledge, vocabulary, and comprehension skills, ensuring that students encounter a coherent, reinforced set of practices no matter the content area.

Goal 2: Prioritize Historically Underserved Learners Through Culturally Responsive, Literacy-Rich Instruction

Annual Measurable Outcomes:

- Increase in student-to-student academic discourse measured through classroom walkthrough data and observation tools.
- Growth in student performance on STAR Reading assessments and standards-aligned writing benchmarks.
- Improved outcomes for historically underserved student groups, including English Learners, students with disabilities, and socioeconomically disadvantaged students, as evidenced by D/F rate reduction and formative assessment data.

Metrics:

- STAR Reading Scores
- Classroom Walkthrough Observation Tools (focused on student talk and task analysis)
- D/F Rates by Subgroup
- Common Formative Assessments (CFAs)
- Student Work Samples

Strategies/Activities:

1. Structured Student Talk Aligned to Learning Objectives
   Teachers will implement daily student talk routines rooted in Constructing Meaning, intentionally connected to the lesson's learning objective. Professional development and coaching will focus on increasing academic rigor and ensuring equitable participation.
2. Intentional Task Analysis and Scaffolding
   Teachers will engage in collaborative planning that includes task analysis, backward design, and intentional scaffolding. This practice will support increased access to complex tasks for all learners, particularly those who are historically underserved.
3. Cross-Content Literacy Focus on Expository Text
   Literacy instruction will emphasize comprehension of expository text. Cross-departmental PLCs will develop shared strategies to support vocabulary

development, annotation, and synthesis of informational texts across disciplines.

4. Ongoing Professional Learning
   Staff will participate in continued training around Culturally Responsive Teaching, Textured Teaching by Lorena Germán, and CORE literacy strategies. Professional development will be paired with collaboration time to support classroom implementation.

Evidence of Progress Will Include:

- PD agendas and attendance records
- PLC meeting notes
- Samples of student work demonstrating use of talk routines and comprehension strategies
- Classroom walkthrough data aligned to instructional focus areas

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Step 1: Identifying the Problem - Use multiple data sources to help you and your team identify the problem.

- Does the problem focus on the instructional core?
- Is it observable?
- Is it within the school or district's control and can be improved in real time?
- If acted on, will the problem make a significant difference for student learning?

The problem of practice is grounded in evidence such as data and dialogue. For example, a "hunch" that third-grade students are not applying what they are learning in math lessons is NOT grounded evidence. However, identifying that 70% of students did not pass the math section of the standardized tests last year is grounded evidence suitable to identify a problem of practice.

Problem of Practice
At our school, African American students and Long-Term English Learners (LTELs) continue to demonstrate disproportionately low academic outcomes, including persistent underperformance in literacy, language development, and overall graduation readiness. Despite schoolwide improvement efforts, these two groups are not consistently meeting the expectations outlined in our Graduate Profile, which includes critical thinking, academic literacy, civic engagement, and post-secondary readiness. This ongoing inequity indicates that our current instructional practices and systems of support are not effectively addressing the specific needs of these student populations. If we strategically focus on improving outcomes for African American students and LTELs through targeted, culturally responsive, and language-rich instruction, we will not only begin to close long-standing opportunity gaps, but we will also lift achievement and engagement outcomes for all learners.

Step 2: Identify your focal student groups

- As a district we have unapologetically prioritized the needs of our African American and Black students. What does the data tell you about how your school site has been serving your African American and Black students?
- Which additional student groups have been underserved at your school site? What does the data tell you about these students experiences?

Focal Students
At our school, we are committed to realizing the full potential of every learner. That commitment demands we focus with clarity and urgency on the students who, year after year, are furthest from opportunity—Long-Term English Learners (LTELs) and African American students. These two student groups have consistently faced systemic barriers that have limited their access to grade-level content, academic discourse, and the outcomes promised in our Graduate Profile. Long-Term English Learners are students who have remained in EL status for six or more years without reclassification. They have often developed social English but struggle with academic language—an invisible gatekeeper to success in all content areas. These students frequently sit in our classrooms with strong ideas and lived experiences, yet they are not equipped with the academic tools to express them. Without strategic language support embedded across disciplines, LTELs face compounding academic challenges, disengagement, and disproportionate underachievement. African American learners have long faced inequities in our schools—reflected in disciplinary data, literacy gaps, and disproportionate D/F rates. These inequities are not the result of individual student ability, but the result of instructional systems that have not been built with them in mind. To disrupt these patterns, we must intentionally affirm, support, and elevate their excellence through culturally responsive pedagogy, meaningful relationships, and high expectations matched with high support. By focusing on LTELs and African American students, we are not excluding others—we are strengthening the foundation for all learners. When we design instruction that includes scaffolds, academic language, structured talk, and cultural relevance, we improve engagement and achievement for every student in our care. This is not just about compliance or data—it is about justice. Equity lives in the details of our daily practice, and our students deserve classrooms that reflect belief in their brilliance and commitment to their success.

Step 2: Brainstorm Root Causes

- The school / school district should assemble a network to:
    - Ask relevant questions concerning the problem of practice
    - Develop objectives about mending the problem of practice

Let's say there is still the issue of third-grade students not applying what they are learning in their math lessons. During this brainstorm, the network can ask questions such as,

What kinds of tasks are students being asked to do during their math lessons?

What will students know and be able to do as a result of the math lessons?

What types of questions are students missing on the standardized test?

From these questions, the network can discern how the school or district needs to shape their objectives. So let's say we find out that third-grade students are asked to do many sets of multiple choice math questions in class. These questions generally help them with elimination and estimation. And perhaps the math sections on the state standardized test that they are missing are mostly open-response.

From this brainstorm, the network will be able to create the school or district's main objective: to have all third-grade students increase their level of performance on the math section of the state test.

To achieve this, the school will focus on one area of weakness as indicated by their analysis: open response math questions.

With the development of questions and objectives, the problem of practice is no longer just raw data and material but is beginning to take shape.

Root Causes
Root Causes for Focusing on Long-Term English Learners (LTELs)

1. Inadequate Language Support Over Time

    - LTELs have typically received inconsistent or insufficient academic language support. Despite years of being in the system, many LTELs have not developed proficiency in the complex academic language required for success across content areas. This persistent gap in language acquisition limits their ability to access grade-level content and engage in higher-order thinking.

2. Historical Lack of Targeted Instruction

    - LTELs often experience a lack of differentiated instruction that addresses both their English language development and their academic needs. While these students may have developed conversational language skills, they struggle with the more technical and sophisticated language required for academic success. Without intentional integration of language development strategies into all subject areas, LTELs remain marginalized in classrooms.

3. Social Isolation and Academic Disengagement

    - LTELs may feel disconnected from the broader school community, especially when they don't see themselves reflected in the curriculum or instructional practices. This isolation often leads to disengagement, which exacerbates academic challenges. Without the necessary supports, LTELs can easily fall behind, and their educational trajectory becomes limited.

4. Disproportionate Placement in Low-Performing Classes

    - LTELs are often placed in remedial or lower-performing classes, where the rigor of instruction does not align with their potential. This misalignment results in a cycle of underachievement, as these students are not given the academic opportunities to accelerate their learning and progress toward grade-level standards.

5. Cultural and Linguistic Mismatch

    - Many LTEL students come from diverse cultural backgrounds, and their prior experiences with schooling may differ significantly from mainstream educational expectations. A lack of culturally responsive teaching, combined with a failure to acknowledge and incorporate their linguistic backgrounds, further hampers their academic growth.

Root Causes for Focusing on African American Learners

1. Systemic and Historical Disparities

    - African American students have long experienced disparities in education, stemming from broader systemic issues such as racism, bias, and unequal access to resources. These systemic inequities affect both the academic and social-emotional experiences of African American learners, limiting their opportunities for success. Historically, African American students have been underserved, which has perpetuated achievement gaps across generations.

2. Disproportionate Disciplinary Practices

    - African American students are disproportionately affected by exclusionary disciplinary practices, such as suspensions and expulsions. These practices not only disrupt their learning but also contribute to disengagement, lower academic expectations, and a higher likelihood of academic failure. When students are removed from the classroom, they lose access to critical learning opportunities and are often marginalized further.

3. Cultural Disconnect and Lack of Representation

    - The lack of culturally relevant and affirming instruction contributes to a disconnect for many African American learners. When their identities, histories, and experiences are not acknowledged or celebrated within the curriculum, students may feel invisible or undervalued. This lack of representation can lead to lower engagement, diminished self-esteem, and a lack of academic confidence.

4. Unconscious Bias and Low Academic Expectations

    - Despite the best intentions of many educators, unconscious bias continues to impact the expectations set for African American students. Studies show that teachers may hold lower expectations for African American learners, which in turn affects the types of instructional opportunities and supports they receive. This systemic bias affects African American students' academic trajectory, contributing to underachievement and disengagement.

5. Cultural and Socioeconomic Barriers to Access

- African American students are often disproportionately represented in lower socioeconomic groups, which can limit access to academic resources, extracurricular opportunities, and advanced coursework. These students may face additional barriers such as food insecurity, unstable housing, and limited access to technology, all of which hinder their ability to focus on learning and reach their full potential.

The Urgency to Address These Root Causes

The challenges faced by LTELs and African American students are not isolated issues but are symptoms of broader systemic and instructional gaps. Addressing these root causes requires a multi-faceted approach that includes:

- Targeted, culturally responsive pedagogy
- Strategic language development
- Bias-reduction training
- Improved access to rigorous coursework

By focusing on these two groups, we can not only close achievement gaps but also foster a school environment that affirms and empowers all students, setting a new standard for equitable outcomes in our community.

Solidify

- After a problem is developed and an objective is identified, give the problem of practice time to simmer

- Reach out to wider faculty for confirmation

Once a problem of practice is shaped and the brainstorm is finished, it is important for the school or district to give it some time before jumping into the theory of action. Ask important questions. Is the problem of practice narrow and focused enough? Does it feel relevant and meaningful? Is it clear?

Have faculty look over it and give their opinion. Once the school or district is satisfied with the problem of practice, it is time to move on to the next element of instructional rounds, that is developing a theory of action.

Step 3: Create a SMARTIE goal

SMARTIE stands for Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable. By incorporating an equity and inclusion component to your SMART goals, you can make sure your School's commitment to racial equity and inclusion is anchored by tangible and actionable steps.

Goals are a concrete way to drive results, but without an explicit equity and inclusion component, goals won't produce better outcomes for marginalized communities, address disparities, or support belonging. Introducing SMARTIE goals! SMARTIE stands for:

STRATEGIC	Reflects an important dimension of what your school seeks to accomplish (programmatic or capacity-building priorities).
MEASURABLE	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).
AMBITIOUS	Challenging enough that achievement would mean significant progress—a "stretch" for the organization.
REALISTIC	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.

TIME-BOUND	Includes a clear deadline.
INCLUSIVE	Brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision/policy-making in a way that shares power.
EQUITABLE	Seeks to address systemic injustice, inequity, or oppression.

SMARTIE Goal:
Time-Bound: our goals between *(start date)* and *(end date)* are to achieve this **Strategic** and **Ambitious** outcome:
We will know success when we see it using these Measurable standards:
A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity):

Step 3: The Theory of Action

What is a theory of action? A theory of action can be thought of as a story line that makes a vision and a strategy concrete. It provides a line of narrative that leads people through the daily complexity and distractions that compete with the main work of the instructional core. The theory of action provides a map that carries the vision through the organization. It provides a way of testing the assumptions and suppositions of the vision against the unfolding realities of the work in actual organizations with actual people.

A Theory of Action has three main requirements:

1. The Causal Role – The theory of action must begin with a statement of a causal relationship

- When learning from instructional rounds, it is important for individuals to develop their own personal theories of action and then share them with their colleagues
    - If the adults who work in schools are actively learning about the causal relationship between their work and the work between other teachers and other students, then support for improved instructional practice will increase and the work of teachers and students will become more effective
    - The learning and development of adults must be explicitly connected,through organizational processes, to the learning and development of students in classrooms
        - Investing in higher results for teachers' level of understanding increases student engagement and high-level cognitive results

2. The Conditional Role – It must be empirically falsifiable

- Theories of action that develop during instructional rounds are always subject to revision and specification in light of new evidence
    - Questioning the practice is not a bad thing, it is part of the practice

3. The Open Role: It must be open-ended

- The theory of action is expected to change as the network members learn more about what helps them learn and what leads them to apply their learning most effectively in schools
    - Having a final theory of action is not as important as having an open-ended strategy that is ready to adjust to change

Theory of Action

If we...**If we** intentionally increase structured student-to-student academic discourse through Constructing Meaning talk routines and evidence-based Adolescent Literacy Comprehension strategies across all content areas,

Then 80% of focal students will ...**then** at least 80% of focal students will demonstrate measurable growth in mastery of grade-level standards and show increased use of academic vocabulary and critical thinking skills in written and oral responses across disciplines, as evidenced by formative assessments, classroom observations, and student work samples.

How will this theory of action specifically support your focal students?

How This Goal Supports African American and LTEL Learners

By increasing structured student-to-student talk time through Constructing Meaning talk routines and other research-based strategies, we create purposeful opportunities for African American learners and Long-Term English Learners (LTELs) to engage actively with academic language, deepen comprehension, and build critical thinking skills in every content area.

For LTEL students, structured academic conversations are essential because they provide daily, low-risk practice using the complex language needed to access grade-level standards. Instead of passively receiving information, LTELs will develop their academic vocabulary, language structures, and confidence to express higher-level thinking.

For African American learners, structured student talk routines build culturally affirming spaces where students' voices, ideas, and lived experiences are valued. When students engage in collaborative dialogue, they can connect academic content to their own identities and develop critical consciousness alongside content mastery.

Structured academic talk also combats common barriers for both groups—such as low teacher expectations, classroom invisibility, and limited opportunities for deeper cognitive engagement—by holding all students to high levels of academic discourse in an intentional, equitable way.

In short:

- Increased structured talk = Increased language ownership, critical thinking, and agency.
- Increased engagement = Stronger connections to learning and improved outcomes.

- Focused support = Greater access to the Graduate Profile skills for both African American and LTEL students.

Through this goal, we are directly addressing the instructional gaps that have historically limited opportunities for our focal students, and we are building a foundation for equity, excellence, and empowerment in every classroom.

Theory of Action
If we... design and deliver lesson objectives that are explicitly aligned to essential content standards and intentionally incorporate structured academic talk routines and checks for understanding,
Then 80% of focal students will … able to articulate, demonstrate, and apply their understanding of the learning outcomes, resulting in increased depth of knowledge and improved mastery of grade-level standards, as measured by formative assessments, academic discourse, and performance tasks.
How will this theory of action specifically support your focal students? How This Goal Supports African American and LTEL Students By employing one structured student talk routine linked to the standards-based daily learning outcome, we intentionally create equitable access to academic

language, content, and critical thinking for African American learners and Long-Term English Learners (LTELs).

For LTEL students, linking talk routines directly to learning outcomes ensures they are not just participating in conversation, but practicing the exact academic language, structures, and ideas needed to master grade-level standards. This approach gives them frequent, structured opportunities to internalize academic vocabulary, strengthen comprehension, and build the oral language skills necessary for reading, writing, and content success.

For African American learners, structured talk tied to rigorous learning outcomes builds intellectual empowerment. It ensures that all students, particularly those historically underserved, are engaged in cognitively demanding tasks that recognize their thinking, honor their voices, and push their critical analysis skills. It combats the historical pattern of low expectations by placing the academic demand where it belongs — with the students, supported by intentional scaffolds.

By making talk routines standards-driven, we raise the floor of access and the ceiling of excellence for both groups, helping close opportunity gaps and building strong pathways toward mastery of our Graduate Profile.

In short:

- Focused academic talk = focused academic achievement.
- Daily practice = daily empowerment and growth.
- Tied to outcomes = tied to success.

Actions to Support Implementing TOA

Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Develop and define 10 Essential Skill Standards across 6–12 grade-level content areas, and support their	Teachers, SLT, Admin	Essential Standards, Star,	10 weeks	Quarterly Grade Data

	effective implementation through structured collaborative adult learning sessions held on Wednesdays and Fridays.		Grade Level articulation and meeting time, grade level agreed upon skill standards		Star Attendance Summative Assessments Exit tickets Quizzes
2	Facilitate grade-level meetings focused on the collaborative planning, alignment, and implementation of agreed-upon Essential Skill Standards to ensure instructional consistency and student success across content areas.	Teachers, SLT	COllaboration time, essential skill standards, focal students, CM task analysis	10 weeks	Quarterly Grade Data STAR Attendance Summative Assessments Exit tickets Quizzes
3	Organize and facilitate three Professional Learning Communities (PLCs) focused on the implementation, refinement, and integration of Essential Skill Standards to improve instructional practice and student learning outcomes.	SLT, teachers	Professional Learning Communities training and development through	10 weeks	Pre/Post PLC Data Star Reading and Math Summative Assessments Exit tickets Quizzes
4	Provide ongoing professional development to strengthen instructional practices through a focus on: • Standards-based learning outcomes • Standards-focused PLCs • Textured Teaching • Differentiated Constructing Meaning strategies	SLT, Teachers, Admin	SLT, CM PD, Essential Skill Standards	Year Long	Staff Surveys, Exit Tickets, Grade Data, Star, CAASPP

	• Integration of WICOR strategies across all content areas • Research-based literacy strategies This professional development aims to build educator capacity, promote equitable instruction, and improve student achievement across grade levels.				

Specific Actions to Support Focal Students					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	COST team focuses on Focal students	COST	Weekly meetings, case management and tiered interventions	6-8 week check ins	Grade Data, Attendance, STAR, Student surveys
2	Cluster Focal students and use Schoolwide AVID for students who fit AIVD profile	Counselors, ADMIN,	AVID trainings, Intervention Push In model, tiered intervention	On going	Grade Data, Attendance, STAR, Student surveys
3	2 week attendance and grade checks for all African American student that fits profile of lower than 2.0 and not meeting 95% attendance	Attendance, ADMIN, teachers, counselors, Interventionists	Aeries, time for engagement phone calls, academic check	2 Week reports	Grade Data, Attendance, STAR, Student surveys, Aeries

			ins during advisory		
4	2 week attendance and grade checks for all African LTEL student that fits profile of lower than 2.0 and not meeting 95% attendance	Attendance, ADMIN, teachers, counselors, Interventionists	Aeries, time for engagement phone calls, academic check ins during advisory	2 week reports	Grade Data, Attendance, STAR, Student surveys, Aeries
5	Student survey and listening campaigns “Lift Every Voice”	Admin, Parents, High Expectations next steps and feedback	Student input surveys, student interviews, teacher input, parent feedback	Quarterly	Survey, teacher feedback, parent check in’s
6	Peer Tutoring and Adult tutoring program offered 5 days a week.	Teachers, Interventionists, Peer Tutors	Hourly staff budget, Interventionist providing training and data collection of tutoring, COST team, Parent Liaison	2 week grade reports	Grade data, teacher feedback, tutoring attendance

Expenditures to Achieve Site-Specific Goals

Please see Appendix for Budget Packet.

Budget Summaries

Please see Appendix for Budget Packet.

School Site Council (SSC) Membership

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 current make-up of the council is as follows:

Names of Members	**ROLE***
Kristin Welch	Chair
Jon Kepler	Co-Chair
Sara Short	Secretary
Evaly Long	Secretary
Kathy Locke	Communications
Amy Dellefield	Teacher
Jenna Phillips	Teacher
Diana Kenney	Teacher
Lee Kaplan	CSEA
Melissa Sackett	AP

***Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- 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.

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.

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.

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 relevant federal planning requirements.

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.

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.

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.

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.

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.

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.*

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.*

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.

Appendix A: Plan Requirements for Title I Schoolwide Programs

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 Consolidated Application (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 California *Education Code* (*EC*) sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), 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 *Code of Federal Regulations,* Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 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 34 *CFR* Section 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: 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: 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, June 2024

Appendix C: Budget Packet

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Program **0000 Undesignated Funds**

Expenditure	Description	Amount	Percentage of Sources
2000			
2900	Other Classified Salaries	2,000	.00%
	Total 2000	**2,000**	**.00%**
3000			
3200		548	.00%
3300		154	.00%
3500		1	.00%
3600		63	.00%
3700		31	.00%
	Total 3000	**797**	**.00%**
4000			
4300	Materials and Supplies	43,540	.00%
	Total 4000	**43,540**	**.00%**
5000			
5200	Travel and Conferences	8,000	.00%
5700		25,405	.00%
5800	Professional/Consulting Servic	18,000	.00%
	Total 5000	**51,405**	**.00%**
	Total Expenditure	**97,742**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**97,742**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**97,742-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000			.00%
2000		2,000	.00%
3000		797	.00%
4000		43,540	.00%
5000		51,405	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**97,742**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**97,742-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Program **1018 6. High School Fine Arts**

Expenditure	Description	Amount	Percentage of Sources
4000			
4300	Materials and Supplies	7,500	.00%
	Total 4000	**7,500**	**.00%**
	Total Expenditure	**7,500**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**7,500**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**7,500-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000			.00%
2000			.00%
3000			.00%
4000		7,500	.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**7,500**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**7,500-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0002 LCFF Supp** Program **0000 Undesignated Funds**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	27,850	.00%
	Total 1000	**27,850**	**.00%**
2000			
2900	Other Classified Salaries	13,813	.00%
	Total 2000	**13,813**	**.00%**
3000			
3100		6,047	.00%
3200		3,785	.00%
3300		1,373	.00%
3400		3,247	.00%
3500		21	.00%
3600		1,277	.00%
3700		639	.00%
	Total 3000	**16,389**	**.00%**
	Total Expenditure	**58,052**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**58,052**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**58,052-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		27,850	.00%
2000		13,813	.00%
3000		16,389	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**58,052**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**58,052-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0002 LCFF Supp** Program **1050 In Lieu of Title 1 (Res 3010)**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	53,420	.00%
	Total 1000	**53,420**	**.00%**
2000			
2900	Other Classified Salaries	34,561	.00%
	Total 2000	**34,561**	**.00%**
3000			
3100		10,599	.00%
3200		9,470	.00%
3300		3,200	.00%
3400		12,517	.00%
3500		44	.00%
3600		2,682	.00%
3700		1,347	.00%
	Total 3000	**39,859**	**.00%**
	Total Expenditure	**127,840**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**127,840**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**127,840-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		53,420	.00%
2000		34,561	.00%
3000		39,859	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**127,840**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**127,840-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **6770 Arts and Music (Prop 28)** Program **0000 Undesignated Funds**

Revenue	Description	Amount	Percentage of Sources
8900		172,181	100.00%
	Total Revenue	**172,181**	**100.00%**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	78,020	45.31%
	Total 1000	**78,020**	**45.31%**
2000			
2100	Instructional Aides' Salaries	35,750	20.76%
	Total 2000	**35,750**	**20.76%**
3000			
3100		11,305	6.57%
3200		9,878	5.74%
3300		3,546	2.06%
3400		15,170	8.81%
3500		47	.03%
3600		2,914	1.69%
3700		1,741	1.01%
	Total 3000	**44,601**	**25.90%**
4000			
4300	Materials and Supplies	34,436	20.00%
	Total 4000	**34,436**	**20.00%**
	Total Expenditure	**192,807**	**111.98%**

Starting Balance	**0**
+ Revenues	**172,181**
- Expenditures	**192,807**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**20,626-**

Starting Balance	**0**
+ Total Revenues	**172,181**
= Total Sources	**172,181**

Expenditure	Description	Amount	Percentage of Sources
1000		78,020	45.31%
2000		35,750	20.76%
3000		44,601	25.90%
4000		34,436	20.00%
5000			%
6000			%
7000			%
	- Total Expenditures	**192,807**	111.98%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**20,626-**	11.98-%

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

2025-26 Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
   (Check those that apply):

___School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

X Other (list) PTSA

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on: .

Attested:

<<ENTER NAME HERE, SIGNATURE ABOVE>>, School principal — Date 5/12/25

Kristin T. Welch John [illegible]
<<ENTER NAME HERE, SIGNATURE ABOVE>>, SSC Chairperson — Date 5/1/25

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2025-26

School	Franklin Elementary
CDS Code	01-61119-6090039
Principal Name	Lynnette Chirrick
Telephone Number	(510) 748-4004
Address	1433 San Antonio Avenue, Alameda, California 94501
E-mail	lchirrick@alamedaunified.org
Date of SSC Approval	5/14/2025
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Districtwide Strategic Plan and LCAP Goals

2024-25_LCAP_Alameda_Unified_School_District_-_June_6th_Final .pdf

District Priority Practices

Problem of Practice: Both qualitative and quantitative data has indicated that we have significant access gaps across the district between subgroups. Specifically our African American Students, Students with Disabilities, and Long Term English Learners. Root cause analysis suggests that some of these access gaps may be linked to:

- Systemic racism and cultural dissonance results in a culture that lacks meaningful student relationships and culturally responsive practices which is evidenced by explicit and implicit biases, low expectations, access to rigorous standards based instruction and tasks
- Family and community partnerships: AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust.
- Interventions and referrals: **AUSD's lack of consistent robust first, best instruction and timely and effective referral for students** (of students for appropriate interventions that address a broad range of adjustment issues) who need interventions.

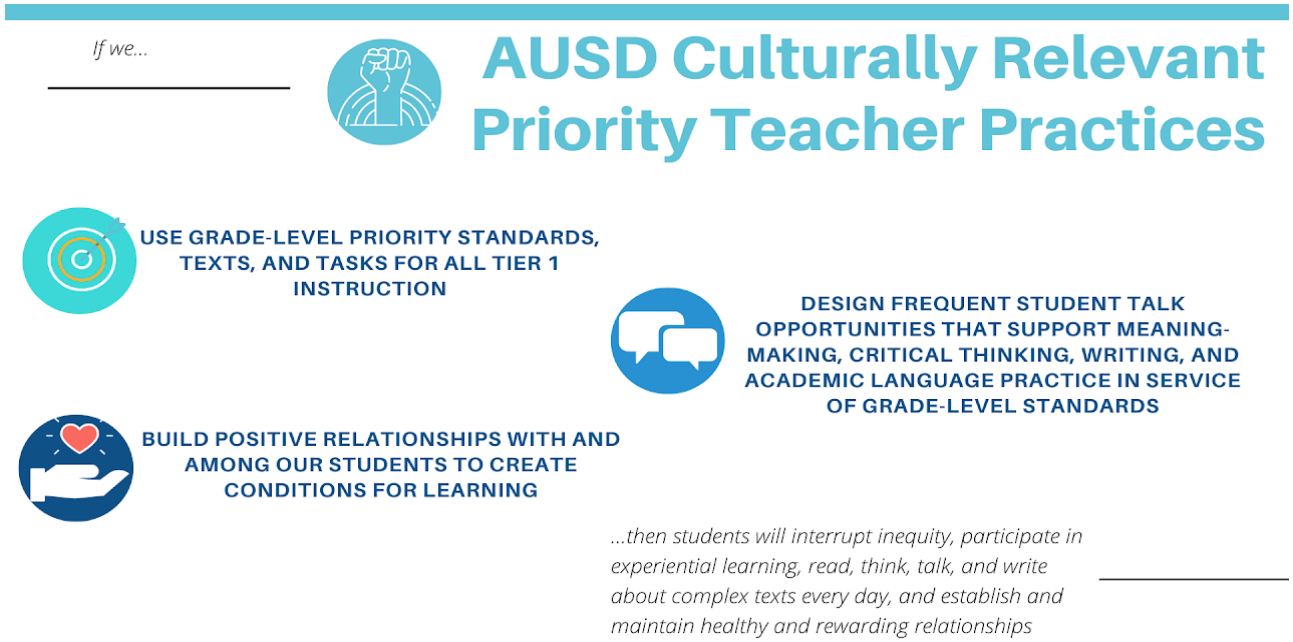
AUSD staff has decided to focus its Strategic plan goal 1 on strengthening the foundational program in support of addressing the above root causes.

Strategic Plan Goal 1: Create a Strong Foundational Program for ALL Students. This is the very first step we need to take to ensure equitable access to high-quality instruction for all our students. From the foundation, we can then build programs to provide differentiated instruction and supports for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system. A strong foundational program is defined by:

- A clear and coherent curriculum that is standards aligned (what students learn)
- Dynamic lessons and tasks that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- Classroom cultures focused on positive relationships between all members of the community

Focus Questions:
What are the tasks students are engaging with?
Are the tasks standards aligned for the grade level?
How do we know if the tasks are standards aligned?

Are students doing the thinking? How do we know?
Is the classroom culture and learning built around communal culturally responsive (sociocultural) talk and task structures? How do we know?
If applicable, is the student-teacher relationship a partnership? How do you know?
Theory of Action:



2025-26 LCAP Goals

Goal 1	Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.
Goal 2	We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.
Goal 3	Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

Annual Review

SPSA Year Reviewed: 2024-25

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

Goal1	Goal 2
If we build upon a strong Tier 1 foundation built upon instruction grounded in Culturally Responsive Teaching strategies, to provide intentional differentiation with targeted Tier 2 intervention in all classrooms	If we consistently and proactively implement Positive Behavioral Intervention and Supports, refining use of the Toolbox curriculum, restorative practices, and proactively teach social skills, providing the culturally responsive support each student needs
Then the achievement gap that exists for students from socioeconomically disadvantaged households in the percentage of students showing typical academic growth on the STAR SGP will be reduced by 10%.	Then students will connected and supported (surveys) resulting in a reduction in our school disciplinary referral rate by 3%.

Analysis

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

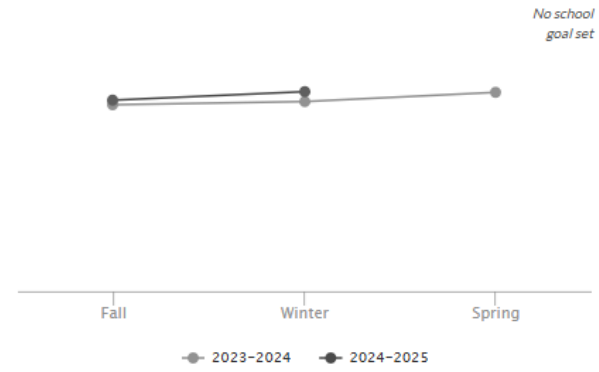
Through collaboration and targeted differentiation and strategic intervention student achievement in ELA increased from 82% proficient to 85.6%. Moreover, when comparing scores from Winter of 2024 to Winter of 2025, the number of students taking the STAR Reading (versus Early Literacy) increased from 198 to 209 and proficiency grew from 81.3% to 85.6%. In fact, our scores are the highest they have been in the last two years. With that said, we still have work to do in closing the gap that exists for our students from Socioeconomically Disadvantaged Households (SED) and in improving StudentGrowth Percentiles.

Star Reading Proficiency Rate (District Benchmark)

Trend by Period

85.6%

School Overall



Star Reading Proficiency Rate (District Benchmark)

Percent of students above the 38th percentile rank on the Star Reading assessment. Uses the most recent score in the given district screening window

CHOOSE TIME PERIOD

2020-2021: Fall Winter Spring Summer School
2021-2022: Fall Winter Spring Summer School
2022-2023: Fall Winter Spring
2023-2024: Fall Winter Spring
2024-2025: Fall Winter Spring

CHOOSE CONTENT: Overall

FILTER BY: Franklin Ele... ×

COMPARE BY: - No comparison -

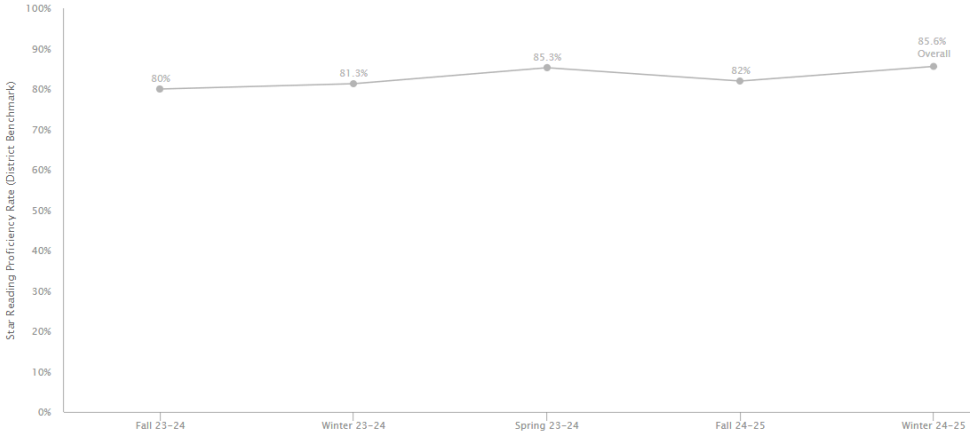
Graph | Table

Overall — Filtered By: Franklin Elementary

ADJUST DISPLAY

Click to hide or hover to highlight

Overall



Star Reading Proficiency Rate (District Benchmark)

Percent of students above the 38th percentile rank on the Star Reading assessment. Uses the most recent score in the given district screening window

CHOOSE TIME PERIOD

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Fall Winter Spring Summer School	Fall Winter Spring Summer School	Fall Winter Spring	**Fall Winter Spring**	**Fall Winter** Spring

CHOOSE CONTENT: Overall

FILTER BY: Franklin Ele... ×

COMPARE BY: Socioeconomic Status

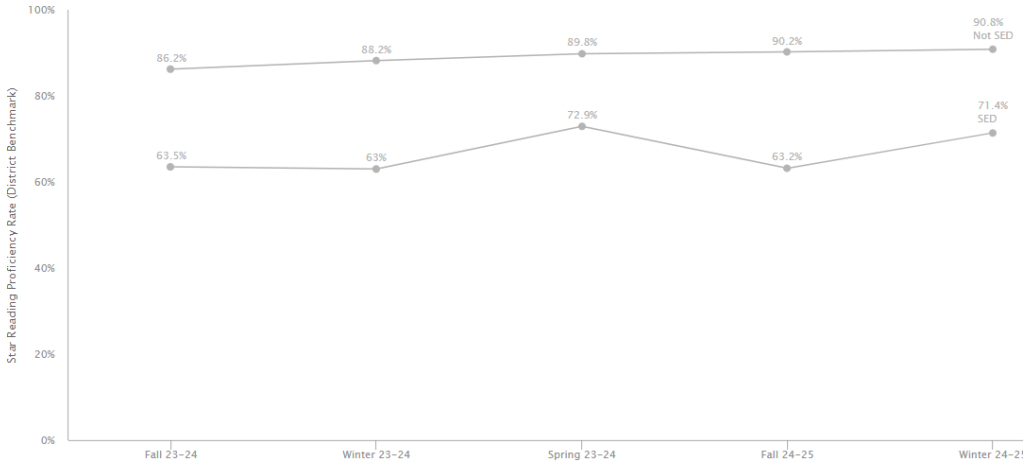
Graph | Table

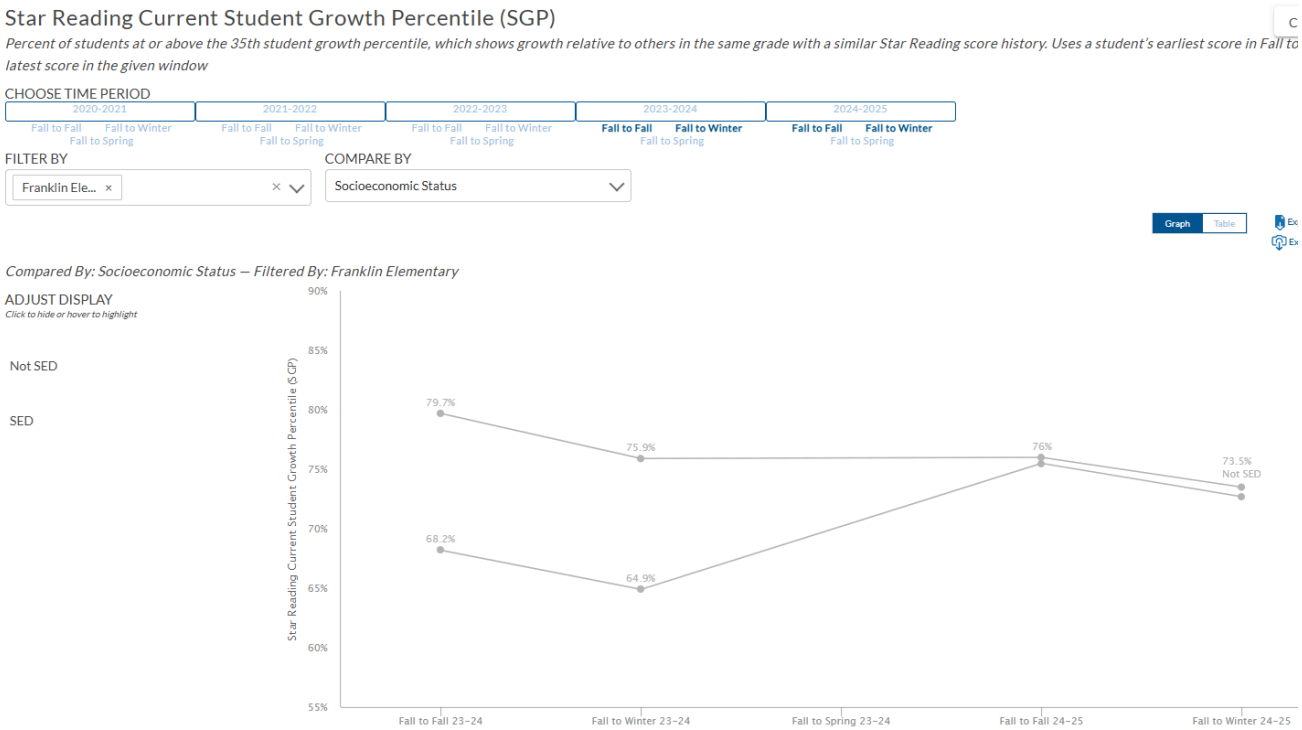
Overall — Compared By: Socioeconomic Status — Filtered By: Franklin Elementary

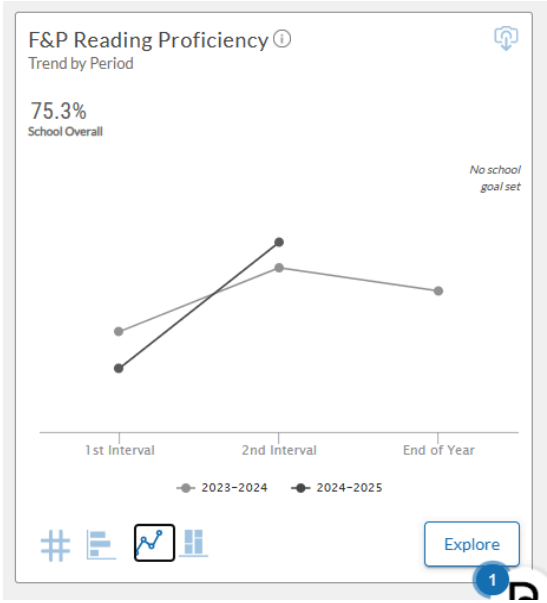
ADJUST DISPLAY
Click to hide or hover to highlight

Not SED

SED







Math proficiency on the STAR has increased from 80.8% (Fall) to 87.6% (Winter). Our Fall scores were slightly lower than last year (as Franklin school is a smaller school, losing ⅕ of students who take the STAR each year can mean swings in Fall scores from year to year) but our rate of improvement has grown from Winter of 2024 to Winter of 2025. The Growth Percentile gap for our students who fall into the Socioeconomically Disadvantaged population decreased by 17.9% from Fall of this school year and is now 5.5% . With that said, we still have a persistent gap in proficiency.

Star Math Proficiency Rate (District Benchmark)

Percent of students at above the 26th percentile rank on the Star Math assessment. Uses the most recent score in the given district screening window

CHOOSE TIME PERIOD

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Fall Winter Spring Summer School	Fall Winter Spring Summer School	Fall Winter Spring	Fall Winter Spring	**Fall Winter** Spring

CHOOSE CONTENT: Overall

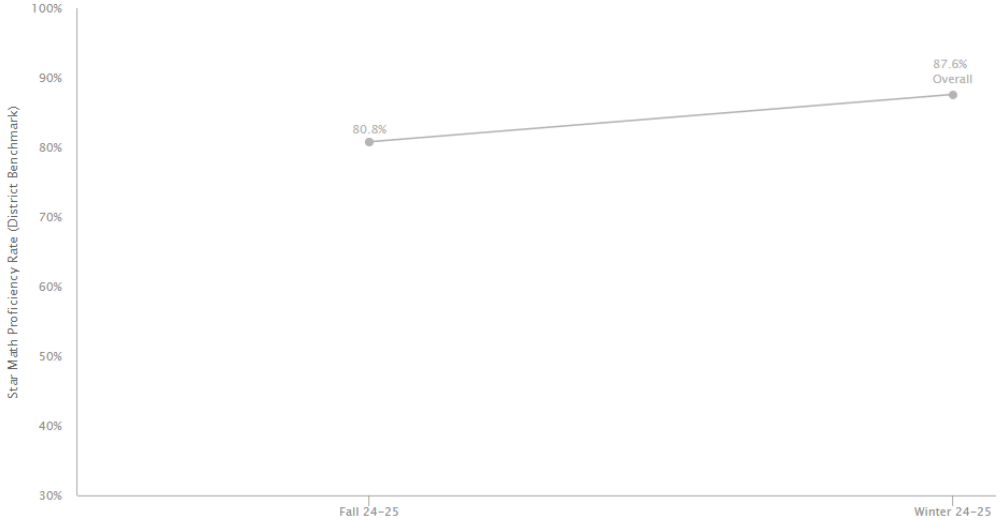
FILTER BY: Franklin Ele... ×

COMPARE BY: - No comparison -

Overall — Filtered By: Franklin Elementary

ADJUST DISPLAY
Click to hide or hover to highlight

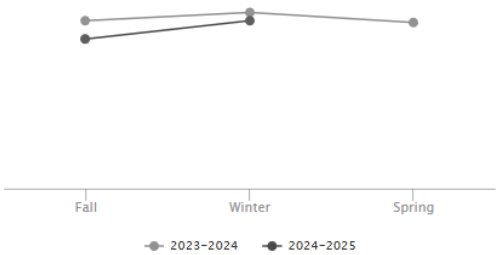
Overall



Star Math Proficiency Rate (District Benchmark)

STAR MATH PROFICIENCY RATE (DISTRICT BENCHMARK)
Defined as percent of students at above the 26th percentile rank on the Star Math assessment. Uses the most recent score in the given district screening window

No school goal set



Star Math Proficiency Rate (District Benchmark)

Percent of students at above the 26th percentile rank on the Star Math assessment. Uses the most recent score in the given district screening window

CHOOSE TIME PERIOD

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Fall Winter Spring Summer School	Fall Winter Spring Summer School	Fall Winter Spring	Fall Winter Spring	**Fall** **Winter** Spring

CHOOSE CONTENT: Overall

FILTER BY: Franklin Ele... ×

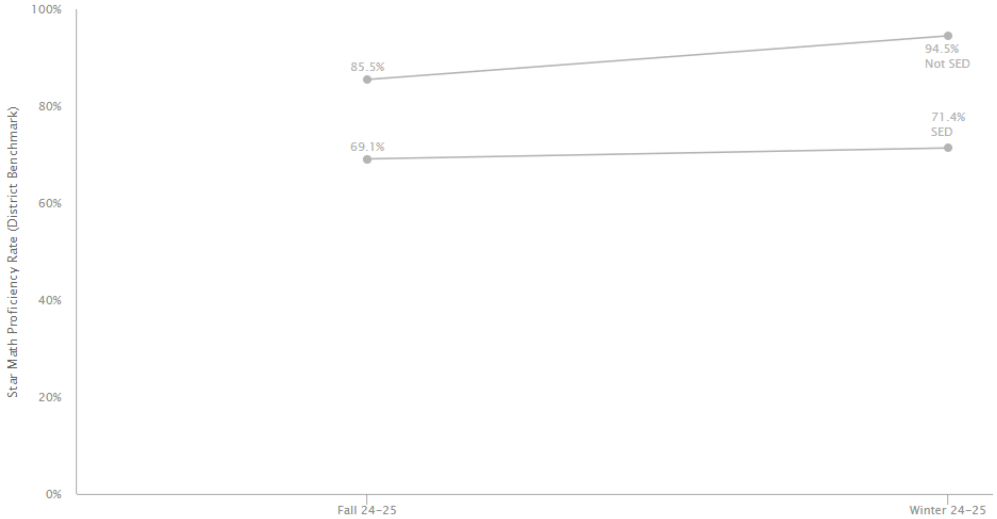
COMPARE BY: Socioeconomic Status

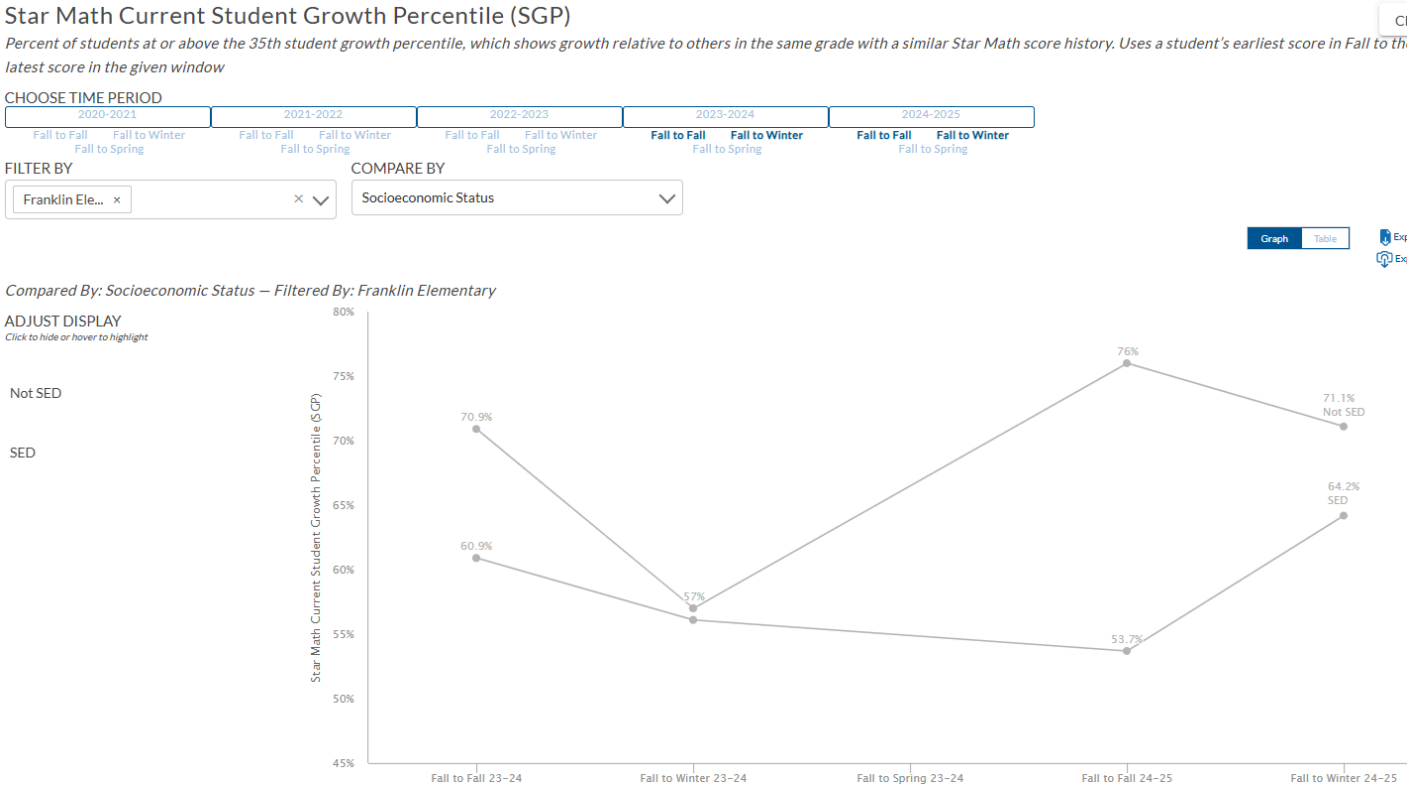
Overall — Compared By: Socioeconomic Status — Filtered By: Franklin Elementary

ADJUST DISPLAY
Click to hide or hover to highlight

Not SED

SED



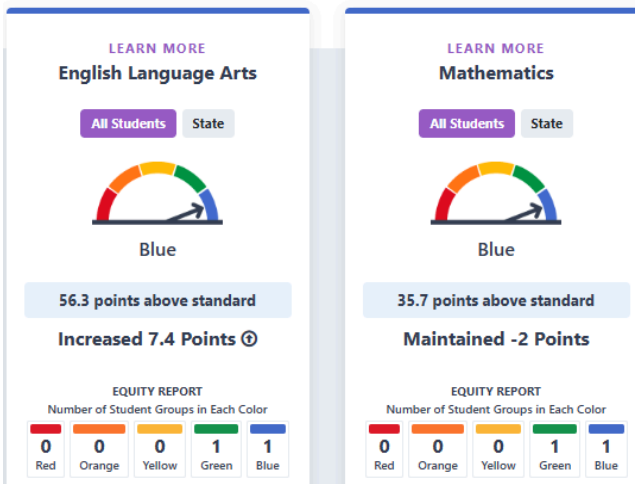


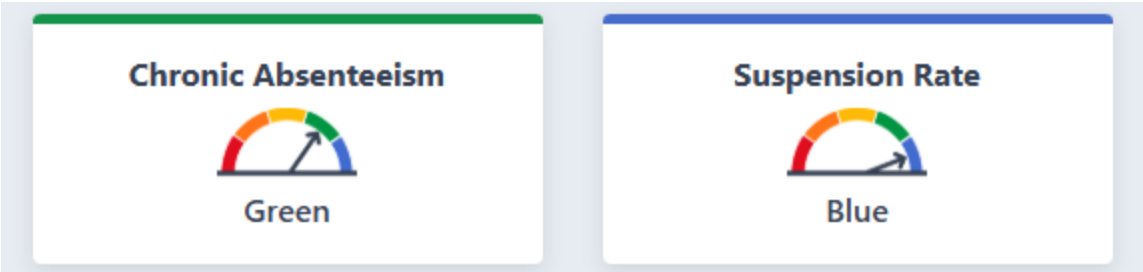
Infographics from the State Dashboard are included below. The "green" student group in ELA below is Socioeconomically Disadvantaged, and the "green" student group in Math is White. With that said, some student groups are not included due to the small number of students within a population. While chronic absenteeism was not a SPSA goal from last year, we continued to monitor progress seen in the previous year.

FRANKLIN ELEMENTARY

Academic Performance

View Student Assessment Results and other aspects of school performance.





This year, teachers collaborated to enhance differentiation and Tier 2 small group interventions based on student data and targeted learning objectives. Structured agendas allowed educators to define current practices, evaluate outcomes, and refine strategies to support students effectively.

Band Leads facilitated professional learning spaces, fostering collaboration around curriculum selection and intervention practices tailored to student needs. Leadership worked with stakeholders to maximize available funding and staffing, expanding access to small-group support through an RTI schedule incorporating paraeducators, designated substitutes, parent volunteers, and a .3 intervention teacher funded by our PTA. Given our small staff, we explored strategies to structure classrooms for effective interventions, ensuring all students remained engaged in learning.

SLT members supported grade-level collaboration, focusing on intervention efforts and refining schedules to optimize differentiation and targeted instruction. A clear intervention framework was established, emphasizing data-driven decision-making through checklists that considered student data, baseline metrics, learning targets, monitoring cycles, and progress measurement.

Ongoing professional development, including Wednesday collaboration and staff meetings, reinforced the implementation of supplemental support

curriculum such as SIPPS, OG, and IBD. The COST team played a key role in ensuring both the School Schedule and staffing were assigned to provide the greatest support. A next step is that agenda topics will be formalized to prioritized use assessment data to guide instruction, incorporating cycles of inquiry and focal student data to track progress.

To further support intervention efforts, teachers monitored student progress using multiple metrics, refining group work and intervention strategies accordingly. Collaboration time was embedded in SLT meetings to support progress monitoring, data-driven decision-making, and instructional refinement, though this is also still a work in progress. A next step will be to facilitate additional teacher walkthroughs, allowing educators to observe best practices in Tier 2 differentiation and intervention. Partnerships with arts educators were leveraged to optimize intervention scheduling, including the support of a .3 Art Teacher funded through Prop 28.

These coordinated efforts resulted in measurable student growth, demonstrating the success of our approach in closing achievement gaps and improving learning outcomes.

For our second goal, Through the consistent and proactive implementation of Positive Behavioral Interventions and Supports (PBIS), the refinement of Toolbox curriculum use, and a commitment to restorative practices, we successfully created a more connected and supportive school environment. As a result, student surveys reflected an increased sense of belonging, and our school disciplinary referral rate decreased by 3%.

To ensure consistency in social-emotional learning, staff collaborated on Toolbox implementation, refining practices and identifying areas for enhancement. Leadership provided ongoing professional development and training in SEL, PBIS, and restorative practices, equipping teachers with strategies to proactively support students. The PBIS team used data to drive improvements in schoolwide behavioral supports, integrating MTSS and PBIS TFI action plan items to strengthen Tier 1, 2, and 3 interventions.

The SLT played a critical role in fostering a positive school culture by listening to and addressing climate-related challenges. Working alongside the PBIS team, they provided additional recommendations and resources as needed. To gather comprehensive feedback, we developed a survey tailored for younger students, ensuring that all voices were heard in shaping a supportive school environment.

To further promote student well-being, COST and PBIS teams regularly monitored student wellness and belonging data, using insights to implement new strategies for building strong relationships between students and staff. Targeted Tier 3 PBIS interventions improved support for students with frequent office referrals, strengthening structures to address social-emotional and behavioral needs. Leadership and SLT worked together to provide professional development and collaboration time focused on Tier 2 and 3 support strategies.

We deepened our commitment to culturally responsive teaching by integrating Community & Learning Relationship Trust Practices (C&LRTP). This included Focal Scholar support, Equitable Start Meetings with families, and structured collaboration to ensure that historically marginalized students received the necessary support to thrive. Staff participated in refresher PD on culturally responsive teaching strategies, reinforcing practices such as

structured talk routines, student-led discourse, and equitable group work.

Additionally, we partnered with the PTA to host multiple community-building events, strengthening relationships between families, students, and staff. Leadership also worked with MOF to ensure inclusive restroom facilities for nonbinary students, reinforcing our commitment to a safe and welcoming school environment.

These intentional efforts resulted in a measurable reduction in disciplinary referrals and a stronger sense of belonging among students, demonstrating the effectiveness of our proactive and inclusive approach.

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 previous year.

There were no major differences between the intended implementation and/or budgeted expenditures in implementing the strategies/activities to meet these goals.

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

The first goal will be continued in the 2025-2026 school year. Stakeholders have found year one of implementation to be advantageous for all students, and to have been effective in closing some of the achievement gap for our focal students.

The second goal is being modified to focus more on climate, with a focus on our students who are from historically underserved communities, such as students who identify as Black/African American, gender diverse, trauma exposed, neurodiverse, are English Language Learners, or socioeconomically disadvantaged.

Step 1: Identifying the Problem - Use multiple data sources to help you and your team identify the problem.

- Does the problem focus on the instructional core?
- Is it observable?
- Is it within the school or district's control and can be improved in real time?
- If acted on, will the problem make a significant difference for student learning?

The problem of practice is grounded in evidence such as data and dialogue. For example, a "hunch" that third-grade students are not applying what they are learning in math lessons is NOT grounded evidence. However, identifying that 70% of students did not pass the math section of the standardized tests last year is grounded evidence suitable to identify a problem of practice.

Problem of Practice
Problem of Practice: Intervention and Differentiation at Franklin Elementary School **Context:** Franklin Elementary School has identified persistent achievement gaps among student subgroups, particularly in English Language Arts (ELA) and Mathematics. Recent data indicates that some students, especially English Learners, socioeconomically disadvantaged students, and students who are Black or African American with intersectionality in the previous two areas are not meeting grade-level proficiency standards. **Problem Statement:** Current intervention and differentiation strategies at Franklin Elementary are not sufficiently addressing the diverse academic needs of all students. Teachers require structured and data-driven approaches to provide timely, targeted interventions that effectively close learning gaps and accelerate student growth. **Guiding Questions:** ● How can Franklin Elementary effectively utilize assessment data to drive intervention strategies and monitor student progress? ● What structures and supports need to be in place to ensure consistent and effective differentiation within Tier 1 instruction? ● How can professional learning opportunities be leveraged to enhance teachers' capacity in differentiation and intervention?

- What additional resources or personnel are needed to support effective intervention programs?

Next Steps:

- Improve upon the data review process to monitor student progress and inform intervention planning.
- Further develop Franklin's MTSS framework to ensure tiered interventions are consistently implemented.
- Provide targeted professional development on differentiation strategies and intervention best practices.
- Explore resource reallocation and funding opportunities to enhance intervention staffing

Step 2: Identify your focal student groups

- As a district we have unapologetically prioritized the needs of our African American and Black students. What does the data tell you about how your school site has been serving your African American and Black students?
- Which additional student groups have been underserved at your school site? What does the data tell you about these students experiences?

Focal Students
Data for our African American and Black students are mixed. Those within this population are English Learners, or are Socioeconomically Disadvantaged show a need for additional support and prioritization as focal students. Because this represents a small number of students, we are also continuing to consider students from Socioeconomically Disadvantaged student groups as focal learners for a next tier.

Step 2: Brainstorm Root Causes

- The school / school district should assemble a network to:
    - Ask relevant questions concerning the problem of practice
    - Develop objectives about mending the problem of practice

Let's say there is still the issue of third-grade students not applying what they are learning in their math lessons. During this brainstorm, the network can ask questions such as,

What kinds of tasks are students being asked to do during their math lessons?

What will students know and be able to do as a result of the math lessons?

What types of questions are students missing on the standardized test?

From these questions, the network can discern how the school or district needs to shape their objectives. So let's say we find out that third-grade students are asked to do many sets of multiple choice math questions in class. These questions generally help them with elimination and estimation. And perhaps the math sections on the state standardized test that they are missing are mostly open-response.

From this brainstorm, the network will be able to create the school or district's main objective: to have all third-grade students increase their level of performance on the math section of the state test.

To achieve this, the school will focus on one area of weakness as indicated by their analysis: open response math questions.

With the development of questions and objectives, the problem of practice is no longer just raw data and material but is beginning to take shape.

Root Causes
Potential Root Causes include: Culturally Responsive pedagogy may need to be further incorporated or improved upon; We may need to collect additional data to provide "just in time" interventions and supports; We learned this year that we have more to learn about best practices in implementation of research based differentiation and intervention.

Root Causes for Focal Students
Key Challenges within our locus of control: 1. **Data-Driven Decision Making:** Inconsistent use of assessment data to identify students who require targeted interventions and track their progress. 2. **Intervention Implementation:** Franklin is still building its systematic, multi-tiered approach (MTSS) to differentiate instruction and provide

structured interventions for struggling students.

3. **Professional Development Needs:** Teachers require additional training and support in implementing differentiated instructional strategies and collaboration around utilizing intervention resources effectively.
4. **Resource Allocation:** Insufficient staffing and materials to provide adequate small-group and individualized intervention support.

Root Cause Analysis and Sources: The academic struggles of socioeconomically disadvantaged students can be attributed to multiple factors:

- **Limited Access to Early Learning Opportunities:** Many students from low-income families have fewer early literacy and numeracy experiences, impacting foundational skills (U.S. Department of Education, 2019).
- **Home and Community Challenges:** Economic hardships, food insecurity, and lack of access to technology hinder academic progress (National Center for Education Statistics, 2020).
- **Gaps in Instructional Support:** Schools may lack sufficient intervention staff and differentiated instruction strategies (California Department of Education, 2023).
- **Chronic Absenteeism and Attendance Barriers:** Transportation issues and family responsibilities contribute to higher absenteeism rates (Attendance Works, 2022).
- **Social-Emotional and Mental Health Needs:** Increased exposure to trauma and stress affects student engagement and performance (American Institutes for Research, 2021).
- **School Climate and Engagement:** Lower participation in enrichment programs and advanced academic opportunities may lead to disengagement (Learning Policy Institute, 2023).

Root Cause Analysis: Socioeconomically Disadvantaged Students' Struggles

A root cause analysis helps identify the underlying factors contributing to the academic struggles of socioeconomically disadvantaged students at Franklin Elementary School. Below are some potential contributing factors:

1. Limited Access to Early Learning Opportunities

- Students from low-income families potentially enter school with fewer early literacy and numeracy experiences, leading to gaps in foundational skills.
- Potential lack of access to high-quality preschool or early childhood education programs.

2. Home and Community Challenges

- Families may face housing instability, food insecurity, or financial stress, impacting students' ability to focus and succeed academically.

- Potential limited access to technology, internet, and learning resources at home.
- Parents/guardians may have work schedules that prevent them from engaging in school-related activities or supporting homework.

3. Gaps in Instructional Support

- Differentiated instruction may not be fully implemented or tailored to address the unique needs of socioeconomically disadvantaged students.
- Insufficient time or staffing support to provide one-on-one or small-group support.

4. Chronic Absenteeism and Attendance Barriers

- Higher rates of absenteeism potentially due to lack of reliable transportation, health concerns, or family responsibilities, resulting in missed instructional time that leads to learning gaps that accumulate over time.

5. Social-Emotional and Mental Health Needs

- Potentially increased exposure to trauma, stress, or adverse childhood experiences can impact students' ability to focus, self-regulate, and engage in learning.
- Limited school-based counseling or mental health services.

6. School Climate and Engagement

- Socioeconomically disadvantaged students may feel less connected to school if there is a lack of culturally responsive teaching and engagement strategies.
- Lower participation in enrichment programs, extracurricular activities, and advanced academic opportunities.

Root Cause Analysis: Struggles Amongst Students who are Black or African American

A root cause analysis helps identify the underlying factors contributing to the academic struggles of socioeconomically disadvantaged students at Franklin Elementary School. Below are some potential contributing factors:

1. Instructional Bias and Low Expectations

- Implicit bias may lead to lowered expectations or deficit-oriented thinking in academic and behavioral settings.

2. Lack of Culturally Responsive Teaching Practices

- Curriculum and instructional practices may not consistently reflect students' cultural backgrounds or lived experiences, allowing for improved engagement, sense of belonging, and achievement when students' identities are honored.

3. Inadequate Tier 1 Supports and Differentiation

- Tier 1 instruction is not always designed to meet diverse academic entry points, which can result in struggle academically without early support, resulting in disproportionate Tier 2/3 placement or failure to catch up.

Solidify

- After a problem is developed and an objective is identified, give the problem of practice time to simmer
- Reach out to wider faculty for confirmation

Once a problem of practice is shaped and the brainstorm is finished, it is important for the school or district to give it some time before jumping into the theory of action. Ask important questions. Is the problem of practice narrow and focused enough? Does it feel relevant and meaningful? Is it clear?

Have faculty look over it and give their opinion. Once the school or district is satisfied with the problem of practice, it is time to move on to the next element of instructional rounds, that is developing a theory of action.

Step 3: Create a SMARTIE goal

SMARTIE stands for Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable. By incorporating an equity and inclusion component to your SMART goals, you can make sure your School's commitment to racial equity and inclusion is anchored by tangible and actionable steps.

Goals are a concrete way to drive results, but without an explicit equity and inclusion component, goals won't produce better outcomes for marginalized communities, address disparities, or support belonging. Introducing SMARTIE goals! SMARTIE stands for:

STRATEGIC	Reflects an important dimension of what your school seeks to accomplish (programmatic or capacity-building priorities).
MEASURABLE	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).
AMBITIOUS	Challenging enough that achievement would mean significant progress—a "stretch" for the organization.
REALISTIC	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.
TIME-BOUND	Includes a clear deadline.
INCLUSIVE	Brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision/policy-making in a way that shares power.
EQUITABLE	Seeks to address systemic injustice, inequity, or oppression.

SMARTIE Goal 1:

SMARTIE Goal: If we use a strong Tier 1 foundation built upon instruction grounded in Culturally Responsive Teaching strategies and provide intentional differentiation with targeted Tier 2 intervention in all classrooms, then the achievement gap that exists for students from socioeconomically disadvantaged households in the percentage of students showing typical academic growth on the STAR SGP will be reduced by 10%.
We will know success when we see it using these Measurable standards: The achievement gap that exists for students from socioeconomically disadvantaged households in the percentage of students showing typical academic growth on the STAR will be reduced by 10%.
A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity): The progress of students will be monitored with benchmark assessments to ensure equitable access to support and adjustments as needed. This will be achieved by furthering implementation of a structured MTSS framework, providing targeted small-group interventions at least three times per week, and delivering professional development to all teachers on data-driven differentiation strategies. ● Establish a data review process using Cycles of Inquiry to monitor student progress and inform intervention planning. ● Revise a structured MTSS framework to ensure tiered interventions are consistently implemented. ● Provide targeted professional development on differentiation strategies and intervention best practices. ● Explore resource reallocation and funding opportunities to enhance intervention staffing.

Step 3: The Theory of Action

What is a theory of action? A theory of action can be thought of as a story line that makes a vision and a strategy concrete. It provides a line of narrative that leads people through the daily complexity and distractions that compete with the main work of the instructional core. The theory of action provides a map that carries the vision through the organization. It provides a way of testing the assumptions and suppositions of the vision against the unfolding realities of the work in actual organizations with actual people.

A Theory of Action has three main requirements:

1. The Causal Role – The theory of action must begin with a statement of a causal relationship

- When learning from instructional rounds, it is important for individuals to develop their own personal theories of action and then share them with their colleagues
    - If the adults who work in schools are actively learning about the causal relationship between their work and the work between other teachers and other students, then support for improved instructional practice will increase and the work of teachers and students will become more effective
    - The learning and development of adults must be explicitly connected,through organizational processes, to the learning and development of students in classrooms
        - Investing in higher results for teachers' level of understanding increases student engagement and high-level cognitive results

2. The Conditional Role – It must be empirically falsifiable

- Theories of action that develop during instructional rounds are always subject to revision and specification in light of new evidence
    - Questioning the practice is not a bad thing, it is part of the practice

3. The Open Role: It must be open-ended

- The theory of action is expected to change as the network members learn more about what helps them learn and what leads them to apply their learning most effectively in schools
    - Having a final theory of action is not as important as having an open-ended strategy that is ready to adjust to change

Theory of Action
If we… consistently use assessment data to identify and monitor students in need of intervention to provide targeted, evidence-based differentiation and intervention strategies.

Then students will … improve proficiency in English Language Arts (ELA) and Mathematics, with a reduction in achievement gaps for focal groups by 10% from Fall baseline data.
How will this theory of action specifically support your focal students? This growth will be driven by a more inclusive and equitable RTI model, in which focal scholars are identified using transparent, multi-measure data and supported through targeted RTI in Language Arts and Math. Focus will be on closing the achievement gap for historically underserved groups, including SED,AA/Multi-Ethnic students, and English Learners with intersectionality in the previous groups.

Actions to Support Implementing TOA

Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Revise a structured MTSS framework and site schedule to ensure tiered interventions are consistently implemented with progress examined mid and end intervention cycle.	Lynnette, COST Team	Funding for additional intervention staffing (PTA, Prop 28, LCFF, donation) Staff meeting and Collaboration Time	August, 2025, ongoing	Pre-Post intervention data measures, COST notes
2	Provide targeted professional development on	Lynnette, Martha	Funding for substitutes for	August - April	100% teacher participation; evidence of

	differentiation strategies and intervention best practices.		release time (LCFF), staff meeting time		differentiation and intervention in walkthroughs
3	Culturally Responsive Teaching PD: Deliver targeted professional development sessions on CRT strategies, emphasizing instructional relevance and student identity.	Lynnette	Funding for substitutes for release time (LCFF)	August PD Day, ongoing	100% teacher participation; evidence of CRT in walkthroughs
4	Conduct instructional rounds to monitor Tier 1 instruction for fidelity to C&LRTP and standards-based practices.	Lynnette, Staff	Funding for substitutes for release time (LCFF)	September - May	Growth in descriptors on Walkthrough tool

Specific Actions to Support Focal Students

Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Identify focal students using baseline data, with a tiered approach, considering our students who are Black or African American first, then students who are from socioeconomically disadvantaged households, then English Learners with intersectionality in the previous groups.	Classroom Teachers	Collaboration/staff meeting time	Identify Focal Scholars by September 12, monitor throughout	Growth and proficiency pata; intervention/COST notes
2	Equity based data dives: Integrate disaggregated academic growth data into cyclical PLC meetings for reflection and planning.	Lynnette, PLC Leads, COST Team, Staff	Collaboration time with Band Leads	August - June	Meeting agendas reflect equity analysis and follow-up actions
3	Engage families of focal scholars through targeted communication, including equitable start meetings	Classroom	Staff and Collaboration Time	August - June	Survey Data (e.g.Trust Survey, EL Family Needs Survey Data)

		Teachers			
4	Prioritize focal students in MTSS planning	COST Team, staff	Staffing (PTA, Prop 28, LCFF, donation)	August - June	A schedule that includes staffing assigned based upon focal student needs.
	Prioritize family communication of English Learners regarding ELPAC results (as seen as a need in our EL Family Needs Survey Data)	Lynnette		August	EL Family Needs Survey Data

SMARTIE Goal 2:

SMARTIE Goal:
Continue to build a school climate and culture of inclusion and well-being for all, with a focus on students who identify as Black/African American, gender diverse, trauma exposed, neurodiverse, are English Language Learners, or socioeconomically disadvantaged.

We will know success when we see it using these Measurable standards:
Increase the percentage of BIPOC and LGBTQ students who report feeling safe and a sense of belonging at school by a percentage that will be be determined in the Fall based upon a newly developed pre/post survey.

A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity):
This plan will be achieved through the implementation of restorative practices, affinity spaces, and culturally responsive staff training.
Consider: What are the challenges and barriers and opportunities for each of these student groups? Consider what is working for one group and apply potentially to others.

Actions to Support Implementing TOA

Action	Description	Who	Resources	Time Frame	Data to Measure Impact

1	Develop and administer a pre/post climate survey, Analyze disaggregated survey data to assess student perceptions of safety and belonging; identifying challenges and barriers, and refine actions based on findings.	Lynnette, Martha	Consultation with Data Staff	September - End of Year	Climate Survey Results
2	Implement three professional development sessions focused on needs identified in the survey data, restorative practices, anti-bias education, and affirming LGBTQ+ identities, C&LRTP (eg. importance of building ally relationships with key adults).	Lynnette, Martha	Staff Meeting Time, Access to District funded C&LRTP training with Dr. Hollie	August - January	Climate Survey Results PBIS Tiered Fidelity FI Data
3	Improve upon practices within restorative circles, community-building activities, and conflict resolution into classroom and discipline practices.	Lynnette, Martha, classroom teachers	Staff Meeting Time	August-September, with spiraling and Revision throughout the year.	Climate Survey Results PBIS Tiered Fidelity Inventory
4	Partner with District staff to integrate inclusion of disruption of stereotypes into classroom community building activities.	Lynnette, Staff, Shamar Edwards, Melissa Saunders	Consultation with Equity specialists at the District Office	August - May	Climate Survey Results

Specific Actions to Support Focal Students

Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Facilitate focus groups with BIPOC students to gather qualitative data on their school experiences.	Lynnette, Martha	Staffing	November	Pre/Post Focus Group Information
2	Create affinity groups for BIPOC students led by trained staff or community partners (and continue to offer and refine the Rainbow Club).	Lynnette, Martha	Staffing, Consultation with Equity	December	Pre/Post Focus Group Information

			specialists at the District Office		
3	Investigate offerings to provide additional wraparound support for students from Socioeconomically Disadvantaged households with needs (eg. excessive absences, food insecurity, etc)	Lynnette, Martha	Additional Funding (PTA), Staffing to liaison with community support organizations	August-May	COST Notes, attendance data, Wellness Survey data
4					

Expenditures to Achieve Site-Specific Goals

Please see Appendix for Budget Packet.

Budget Summaries

Please see Appendix for Budget Packet

School Site Council (SSC) Membership

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 current make-up of the council is as follows:

Names of Members	**ROLE***
Lynnette Chirrick	Principal
Erin Gilchrist-Brown	Office Manager
Alicia Laborico	Teacher
Jodi Barzelatto	Teacher
Preston Walton	Parent
Evaly Long	Parent
Leigha Goevek Burns	Parent
Cynthia Park	Parent

***Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- 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.

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.

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.

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 relevant federal planning requirements.

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.

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.

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.

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.

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.

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.*

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.*

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.

Appendix A: Plan Requirements for Title I Schoolwide Programs

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 Consolidated Application (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 California *Education Code* (*EC*) sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), 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 *Code of Federal Regulations,* Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 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 34 *CFR* Section 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: 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: 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, June 2024

Appendix C: Budget Packet

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Manager **04 Franklin Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	900	.00%
	Total 1000	**900**	**.00%**
2000			
2100	Instructional Aides' Salaries	49	.00%
2400	Clerical, Technical, and Offic	624	.00%
	Total 2000	**673**	**.00%**
3000			
3100		172	.00%
3200		186	.00%
3300		68	.00%
3500		3	.00%
3600		51	.00%
3700		25	.00%
	Total 3000	**505**	**.00%**
4000			
4200	Books and Other Reference Mate	1,000	.00%
4300	Materials and Supplies	7,898	.00%
	Total 4000	**8,898**	**.00%**
5000			
5700		5,800	.00%
5800	Professional/Consulting Servic	3,000	.00%
	Total 5000	**8,800**	**.00%**
	Total Expenditure	**19,776**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**19,776**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**19,776-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		900	.00%
2000		673	.00%
3000		505	.00%
4000		8,898	.00%
5000		8,800	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**19,776**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**19,776-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0002 LCFF Supp** Manager **04 Franklin Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	2,230	.00%
	Total 1000	**2,230**	**.00%**
2000			
2100	Instructional Aides' Salaries	729	.00%
	Total 2000	**729**	**.00%**
3000			
3100		434	.00%
3200		200	.00%
3300		90	.00%
3500		3	.00%
3600		94	.00%
3700		47	.00%
	Total 3000	**868**	**.00%**
4000			
4100	Approved Core Curriculum	3,800	.00%
4300	Materials and Supplies	285	.00%
	Total 4000	**4,085**	**.00%**
	Total Expenditure	**7,912**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**7,912**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**7,912-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		2,230	.00%
2000		729	.00%
3000		868	.00%
4000		4,085	.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**7,912**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**7,912-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **6770 Arts and Music (Prop 28)** Manager **04 Franklin Elementary-Principal**

Revenue	Description	Amount	Percentage of Sources
8900		35,495	100.00%
	Total Revenue	**35,495**	**100.00%**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	25,967	73.16%
	Total 1000	**25,967**	**73.16%**
3000			
3100		4,960	13.97%
3300		342	.96%
3400		3,065	8.64%
3500		12	.03%
3600		751	2.12%
3700		398	1.12%
	Total 3000	**9,528**	**26.84%**
	Total Expenditure	**35,495**	**100.00%**

Starting Balance	**0**
+ Revenues	**35,495**
- Expenditures	**35,495**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**0**

Starting Balance	**0**
+ Total Revenues	**35,495**
= Total Sources	**35,495**

Expenditure	Description	Amount	Percentage of Sources
1000		25,967	73.16%
2000			%
3000		9,528	26.84%
4000			%
5000			%
6000			%
7000			%
	- Total Expenditures	**35,495**	100.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**0**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **9010 Other Local** Manager **04 Franklin Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	44,854	.00%
	Total 1000	**44,854**	**.00%**
3000			
3100		8,218	.00%
3300		651	.00%
3500		23	.00%
3600		1,413	.00%
3700		687	.00%
	Total 3000	**10,992**	**.00%**
	Total Expenditure	**55,846**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**55,846**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**55,846-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		44,854	.00%
2000			.00%
3000		10,992	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**55,846**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**55,846-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **9046 PTA/PTSA** Manager **04 Franklin Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	56,022	.00%
	Total 1000	**56,022**	**.00%**
2000			
2100	Instructional Aides' Salaries	24,711	.00%
	Total 2000	**24,711**	**.00%**
3000			
3100		18,097	.00%
3200		6,771	.00%
3300		2,561	.00%
3400		10,088	.00%
3500		39	.00%
3600		2,397	.00%
3700		1,237	.00%
	Total 3000	**41,190**	**.00%**
	Total Expenditure	**121,923**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**121,923**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**121,923-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		56,022	.00%
2000		24,711	.00%
3000		41,190	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**121,923**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**121,923-**	.00%

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

2025-26 Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
   (Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

_X_ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on: 05/14/2025

Attested:

Lynnette Chirrick, School principal — Date: 5/14/25

Cynthia Park, SSC Chairperson — Date: 05/15/2025

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2025-26

School	**Island High School**
CDS Code	1611190134304
Principal Name	Jorge Melgoza
Telephone Number	510-748-4024
Address	500 Pacific Ave
E-mail	jmelgoza@alamedaunified.org
Date of SSC Approval	5/1/25
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Plan Description

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

Island High School – 2024-2025 Year in Review Summary
Island High School entered the 2024-2025 school year in a transitional phase following a period of stress and disruption. A leadership change marked the beginning of a year focused on healing, evaluating existing systems, and aligning practices with **WASC goals** and **ESSA/LCAP requirements**. Key WASC goals included improving **attendance**, fostering **community among staff and students**, and **increasing parental and community engagement**.

Key Actions & Strategies:

- **Weekly staff meetings** were intentionally used to assess strengths, identify improvement areas, and support staff healing.
- Data was collected from multiple sources (e.g., Schoolzilla, Challenge Exams, credit completion, attendance) to guide improvement efforts.
- Focused effort on **AA/B (African American/Black) students** to close achievement and attendance gaps.
- Emphasis on **restorative practices**, **distributive leadership**, and **culturally responsive and trauma-informed instruction**.

Notable Progress:

- **Graduation rate:**
  - The graduation rate is projected to increase from 57.8% in 2023–2024 to 64% in 2024–2025.
- **Attendance:**
  - Overall attendance rose from 57.4% to 64.9%.
  - AA/B student attendance increased from 51.5% to 66%, surpassing the school average.
- **Behavior:**
  Suspensions decreased from 11 to 6 students.
- **Classroom Instruction:**
  - Teachers demonstrated strong student relationships and effective use of whiteboards and differentiation techniques.

Future Plans & Focus:

- Continue building a **collaborative, equity-driven leadership model**.

- Invest in **professional development and coaching** around:

    - Culturally responsive, standards-based instruction.
    - Executive functioning skills.
    - Social-emotional learning (SEL).
- Clarify **roles, responsibilities**, and **data-driven decision making** to improve attendance, credit completion, and graduation rates.
- Integrate academic, executive, and SEL skill development to **build student agency** and shift away from deficit mindsets.

Reflection & Vision:

This year was one of **discovery and transformation**. Staff showed readiness to challenge old paradigms and innovate. Moving forward, the school aims to **strengthen student support systems**, prioritize equity, and **build an inclusive, data-informed culture** to meet the needs of all students—especially historically underserved populations.

Educational Partner Involvement

How, when, and with whom did your 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

[Respond here] Since August 12, Island High School has engaged in an ongoing, collaborative dialogue involving certificated and classified staff, as well as community partners. The focus has been on identifying and addressing systemic barriers using both **quantitative and qualitative data**. This effort has been supported by reflective work grounded in the **Island Way Handbook**, promoting introspection through the metaphor of **"windows and mirrors"**—examining both external challenges and internal beliefs.

The process has included **difficult but necessary conversations** about staff values, beliefs, and the policies that sustain existing problems. Input has been gathered from various stakeholders across multiple platforms, including **weekly staff meetings, SSC, ALT, SLT, COST**, and **Climate and Culture Meetings**.

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.

[Respond here] Island High School continues to focus on strengthening systems of student support to address **chronic attendance issues** and a **declining graduation rate**. While attendance has shown a steady and promising upward trend—especially among **African American/Black students**—the reasons behind this improvement are still being explored.

In contrast, only **44% of seniors are currently on track to graduate**, continuing a multi-year downward trend. This may be due in part to staff raising academic expectations, prompting some students with significant credit deficits to opt for adult school. The school is critically examining how so many students became **so**

credit-deficient by their senior year and questioning the former culture of **low expectations** reflected in the motto "Success by Choice," which shifted accountability away from adults.

The school recognizes that **quantitative data alone isn't enough**, and has engaged in continuous conversations with students, families, and community partners to uncover the deeper **mindsets, practices, and structural issues** contributing to these challenges. Key findings point to **implicit and explicit bias, low academic rigor**, and a **core curriculum misaligned with UC/CSU (a-g) standards**, all of which reflect systemic inequities and a limited vision for student success.

Addressing these issues requires a **comprehensive, systemic, and sustained effort**, with a focus on improving relationships, shifting adult mindsets, and aligning curriculum and expectations with high academic standards.

Districtwide Strategic Plan and LCAP Goals

2024-25_LCAP_Alameda_Unified_School_District_-_June_6th_Final .pdf

District Priority Practices

Problem of Practice: Both qualitative and quantitative data has indicated that we have significant access gaps across the district between subgroups. Specifically our African American Students, Students with Disabilities, and Long Term English Learners. Root cause analysis suggests that some of these access gaps may be linked to:

- Systemic racism and cultural dissonance results in a culture that lacks meaningful student relationships and culturally responsive practices which is evidenced by explicit and implicit biases, low expectations, access to rigorous standards based instruction and tasks
- Family and community partnerships: AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust.
- Interventions and referrals: **AUSD's lack of consistent robust first, best instruction and timely and effective referral for students** (of students for appropriate interventions that address a broad range of adjustment issues) who need interventions.

AUSD staff has decided to focus its Strategic plan goal 1 on strengthening the foundational program in support of addressing the above root causes.

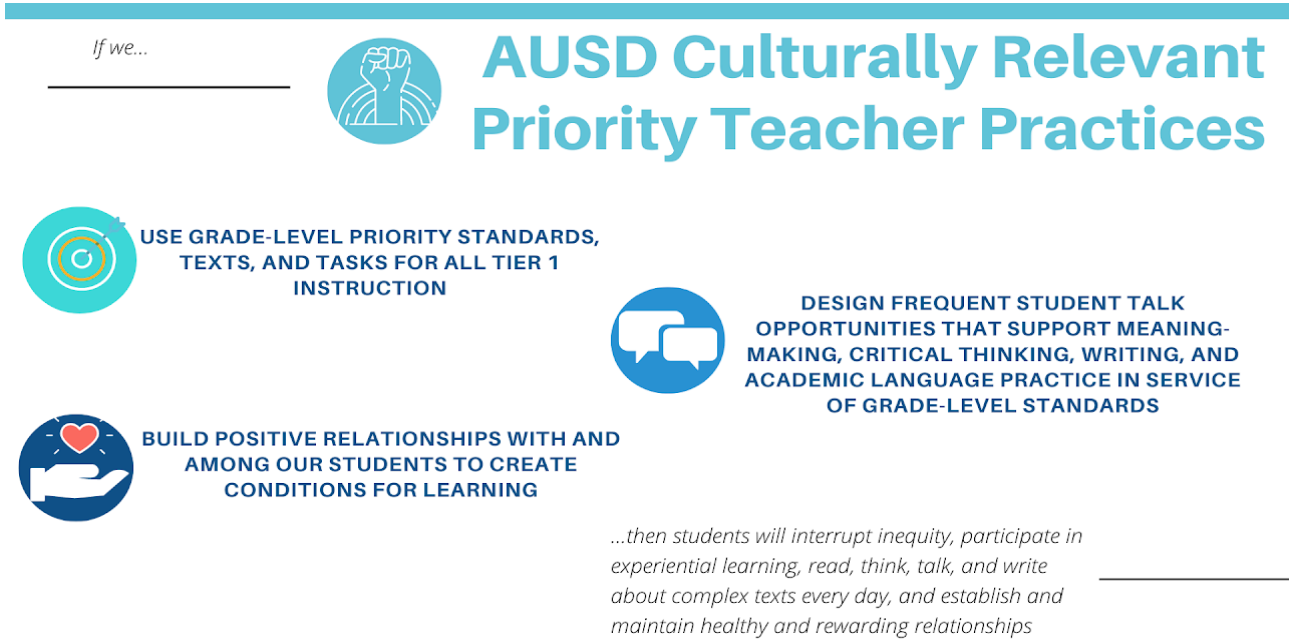
Strategic Plan Goal 1: Create a Strong Foundational Program for ALL Students. This is the very first step we need to take to ensure equitable access to high-quality instruction for all our students. From the foundation, we can then build programs to provide differentiated instruction and supports for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system. A strong foundational program is defined by:

- A clear and coherent curriculum that is standards aligned (what students learn)

- Dynamic lessons and tasks that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- Classroom cultures focused on positive relationships between all members of the community

Focus Questions:
What are the tasks students are engaging with?
Are the tasks standards aligned for the grade level?
How do we know if the tasks are standards aligned?
Are students doing the thinking? How do we know?
Is the classroom culture and learning built around communal culturally responsive (sociocultural) talk and task structures? How do we know?
If applicable, is the student-teacher relationship a partnership? How do you know?

Theory of Action:



2025-26 LCAP Goals

Goal 1	Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.
Goal 2	We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.
Goal 3	Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

Annual Review

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

SPSA Year Reviewed: 2024-25

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

Goal1	Goal 2
If we... continue to build academic confidence within our scholars through engaging work, encouraging and fostering student voice and building upon our foundational restorative practices through formal and informal community building activities inside and outside of the	

classroom … then students will ... reengage and participate in their academic journey and success, build academic self confidence, and return to being on track to graduate.	

Analysis

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

Goals 1 and 2 were not implemented this year due to the school being in **Year 1 of a comprehensive redesign**. Instead, the focus shifted to a **thorough review of all systems and structures**, including student support and instruction, in response to issues identified in the **WASC Report**.

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 previous year.

[add text here]

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 1 is being revised to better align with the site's current needs. Key focus areas include **clarifying staff roles and responsibilities** and **developing systems, structures, and mindsets** to support both the **academic and social-emotional needs** of all students.

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Step 1: Identifying the Problem - Use multiple data sources to help you and your team identify the problem.

- Does the problem focus on the instructional core?
- Is it observable?
- Is it within the school or district's control and can be improved in real time?
- If acted on, will the problem make a significant difference for student learning?

The problem of practice is grounded in evidence such as data and dialogue. For example, a "hunch" that third-grade students are not applying what they are learning in math lessons is NOT grounded evidence. However, identifying that 70% of students did not pass the math section of the standardized tests last year is grounded evidence suitable to identify a problem of practice.

Problem of Practice
Graduation rates need improvement. Our current projected graduation rate is 64%. As of the end of March, out of **55 seniors**, 10 have graduated and only **44% (20 students)** of the remaining are on track to graduate. **5 students (9%)** are borderline, while **36% (20 students)** are not on track, with an average **credit deficit of 78.7**. Notably, **70% of those not graduating have an IEP or 504 plan**. Given that a maximum of **75 credits** can be earned in a year under ideal conditions, many of these students would need a **fifth, sixth, or even seventh year** to graduate. This reflects a troubling multi-year **downward trend**. Since **attendance is closely tied to graduation**, improving attendance is seen as a key strategy for raising graduation rates.

Step 2: Identify your focal student groups

- As a district we have unapologetically prioritized the needs of our African American and Black students. What does the data tell you about how your school site has been serving your African American and Black students?
- Which additional student groups have been underserved at your school site? What does the data tell you about these students experiences?

Focal Students
This year, Island High School prioritized improving attendance, especially among **African American/Black (AA/B) students**. Overall attendance has **significantly increased** across all grade levels compared to last year. As of March: ● **Overall attendance rose** from **57.4% (2023-24)** to **64.9% (2024-25)** ● **AA/B student attendance increased** from **51.5%** to **66%**, now **surpassing the schoolwide average** ● Attendance improved for all grades, with the **most notable gains among juniors** (from 63.6% to 74.3%) While the progress is **encouraging**, the school acknowledges that there is still **more work to be done** to sustain and further improve attendance.

Step 2: Brainstorm Root Causes

- The school / school district should assemble a network to:
    - Ask relevant questions concerning the problem of practice
    - Develop objectives about mending the problem of practice

Let's say there is still the issue of third-grade students not applying what they are learning in their math lessons. During this brainstorm, the network can ask questions such as,

What kinds of tasks are students being asked to do during their math lessons?

What will students know and be able to do as a result of the math lessons?

What types of questions are students missing on the standardized test?

From these questions, the network can discern how the school or district needs to shape their objectives. So let's say we find out that third-grade students are asked to do many sets of multiple choice math questions in class. These questions generally help them with elimination and estimation. And perhaps the math sections on the state standardized test that they are missing are mostly open-response.

From this brainstorm, the network will be able to create the school or district's main objective: to have all third-grade students increase their level of performance on the math section of the state test.

To achieve this, the school will focus on one area of weakness as indicated by their analysis: open response math questions.

With the development of questions and objectives, the problem of practice is no longer just raw data and material but is beginning to take shape.

Root Causes
Island High faces significant challenges rooted in **systemic racism and cultural dissonance**, leading to weak student relationships and a lack of **culturally responsive practices**. This is reflected in **implicit/explicit biases, low expectations**, and **limited access to rigorous, standards-based instruction**. Additionally, the school has **not established strong, authentic partnerships with families**, resulting in **strained relationships and distrust**. There is also a **lack of consistent, high-quality instruction** and an **ineffective referral system** for timely and appropriate student interventions, especially for those with diverse academic and social-emotional needs.

Root Causes for Focal Students
Island High faces significant challenges rooted in **systemic racism and cultural dissonance**, leading to weak student relationships and a lack of **culturally responsive practices**. This is reflected in **implicit/explicit biases, low expectations**, and **limited access to rigorous, standards-based instruction**. Additionally, the school has **not established strong, authentic partnerships with families**, resulting in **strained relationships and distrust**. There is also a **lack of consistent, high-quality instruction** and an **ineffective referral system** for timely and appropriate student interventions, especially for those with diverse academic and social-emotional needs.

Solidify

- After a problem is developed and an objective is identified, give the problem of practice time to simmer
- Reach out to wider faculty for confirmation

Once a problem of practice is shaped and the brainstorm is finished, it is important for the school or district to give it some time before jumping into the theory of action. Ask important questions. Is the problem of practice narrow and focused enough? Does it feel relevant and meaningful? Is it clear?

Have faculty look over it and give their opinion. Once the school or district is satisfied with the problem of practice, it is time to move on to the next element of instructional rounds, that is developing a theory of action.

Step 3: Create a SMARTIE goal

SMARTIE stands for Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable. By incorporating an equity and inclusion component to your SMART goals, you can make sure your School's commitment to racial equity and inclusion is anchored by tangible and actionable steps.

Goals are a concrete way to drive results, but without an explicit equity and inclusion component, goals won't produce better outcomes for marginalized communities, address disparities, or support belonging. Introducing SMARTIE goals! SMARTIE stands for:

STRATEGIC	Reflects an important dimension of what your school seeks to accomplish (programmatic or capacity-building priorities).
MEASURABLE	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).

AMBITIOUS	Challenging enough that achievement would mean significant progress—a “stretch” for the organization.
REALISTIC	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.
TIME-BOUND	Includes a clear deadline.
INCLUSIVE	Brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision/policy-making in a way that shares power.
EQUITABLE	Seeks to address systemic injustice, inequity, or oppression.

SMARTIE Goal:
Time-Bound: Our goals between *(start date)* and *(end date)* are to achieve this **Strategic** and **Ambitious** outcome: Starting **August 2025**, Island High will collaboratively **define, develop, and implement systems of student support** focused on improving **student attendance**. This includes creating a **robust attendance tracking and monitoring system**, as well as establishing clear structures and accountability for the **Coordination of Services Team (COST), counseling department** and **advisory**. All three components will be **integrated and fully implemented by June 2026** to ensure effective support and improved outcomes.
We will know success when we see it using these Measurable standards: Success will be achieved by tracking seniors' progress each Hex and providing weekly interventions. This includes targeted weekly reports from the attendance specialist to COST, advisors, and counselors. An increase from the current 64% projected graduation rate will be the measure of success.

A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity): Beginning fall 2025, a more robust attendance tracking system will evolve to provide weekly data to COST, counselors, and advisory teachers. As roles within the counselor, COST and advisory evolve, August and September will focus on clarifying and aligning responsibilities. Improved collaboration across teams aims to raise attendance and the graduation rate above the current 64% projection.

Step 3: The Theory of Action

What is a theory of action? A theory of action can be thought of as a storyline that makes a vision and a strategy concrete. It provides a line of narrative that leads people through the daily complexity and distractions that compete with the main work of the instructional core. The theory of action provides a map that carries the vision through the organization. It provides a way of testing the assumptions and suppositions of the vision against the unfolding realities of the work in actual organizations with actual people.

A Theory of Action has three main requirements:

1. The Causal Role – The theory of action must begin with a statement of a causal relationship

- When learning from instructional rounds, it is important for individuals to develop their own personal theories of action and then share them with their colleagues
    - If the adults who work in schools are actively learning about the causal relationship between their work and the work between other teachers and other students, then support for improved instructional practice will increase and the work of teachers and students will become more effective
    - The learning and development of adults must be explicitly connected,through organizational processes, to the learning and development of students in classrooms
        - Investing in higher results for teachers' level of understanding increases student engagement and high-level cognitive results

2. The Conditional Role – It must be empirically falsifiable

- Theories of action that develop during instructional rounds are always subject to revision and specification in light of new evidence
    - Questioning the practice is not a bad thing, it is part of the practice

3. The Open Role: It must be open-ended

- The theory of action is expected to change as the network members learn more about what helps them learn and what leads them to apply their learning most effectively in schools
    - Having a final theory of action is not as important as having an open-ended strategy that is ready to adjust to change

Theory of Action
If we integrate a strong attendance tracking system into our student support systems (PBIS, COST, Counselor and Advisory) then it will help address truancy barriers, leading to higher graduation rates.
How will this theory of action specifically support your focal students? **Improving daily attendance will help students make progress toward graduation.**

Actions to Support Implementing TOA					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Hire and develop Counselor	Principal and Coordinator of Student Services	Site Funds	June, 2026	# or student / parent meetings

2	Expand role of the attendance clerk	Principal	none	August, 2025	Weekly reports
3	Update COST Roles and Responsibilities	Principal and SLT	none	August, 2025	# and % of students identified and successfully supported
4	Advisory - revise roles and responsibilities	Principal and SLT	none	August, 2025	Student attendance

Specific Actions to Support Focal Students					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Advisors - updated role and responsibility	Principal	none	August, 2025	# and % of AA/B students graduating
2	Hire Counselor	Principal	none	August, 2025	# and % of student / parent meetings
3	Expand role of the attendance clerk	Principal	none	August, 2025	# of personal daily / weekly phone calls
4	Update COST Roles and Responsibilities	Principal	none	August, 2025	# of students supported

Expenditures to Achieve Site-Specific Goals

LCAP Goal Goal #2:

Focus on building relationships between families, students and staff to ensure schools are supportive, inclusive and safe environments that maximize learning.

- Funding Source - LCFF Supplemental
  - Description of strategy / activity
    - Purchase of text, Beyond The Surface of Restorative Practices for staff led PD - $250.00
    - Community Day #1 - Ashanti Branch, Ever Forward / Siempre Adelante - $3,950
  - Expenditure total= $4,200

LCAP Goal - Goal #1:

Students daily learning experiences are characterized by engagement, multiple ways of learning and student discourse

- Funding Source - Discretionary
  - Description of strategy / activity
    - Independent Studies Conference - $2,400
    - CA PBIS State Conference - $1,500
    - CCEA Plus Conference - $1,700
  - Expenditure total - $5,600
- Funding Source - Prop 28 (Arts and Music)
  - Description of strategy / activity
    - Teacher Stipend - $3,000 x 2
    - Teacher supplies - $350 + $400
    - Mural - $1,000
    - Drums - $250
    - Drumming Instructor - $2,000
  - Expenditure total - $10,000

School Site Council (SSC) Membership

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools mus
t 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 current make-up of the council is as follows:

Names of Members	**ROLE***
Delinda Hansen	Chair
	Co - Chair
Scott Brady	Secretary
Jorge Melgoza	Principal
Marina Zepeda	Parent
Mathew Giles	School Psychologist
Eduardo Garcia	School Counselor
Amy Haines	English Teacher
Jalissa Manning	student
Melissa Cleveland	student
Jonathan Villegas	student

***Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- 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.

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.

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.

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 relevant federal planning requirements.

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.

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.

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.

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.

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.

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.*

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.*

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.

Appendix A: Plan Requirements for Title I Schoolwide Programs

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 Consolidated Application (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 California *Education Code* (*EC*) sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), 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 *Code of Federal Regulations,* Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 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 34 *CFR* Section 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: 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: 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, June 2024

Appendix C: Budget Packet

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Program **0000 Undesignated Funds**

Expenditure	Description	Amount	Percentage of Sources
4000			
4300	Materials and Supplies	5,606	.00%
	Total 4000	**5,606**	**.00%**
5000			
5700		6,000	.00%
	Total 5000	**6,000**	**.00%**
	Total Expenditure	**11,606**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**11,606**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**11,606-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000			.00%
2000			.00%
3000			.00%
4000		5,606	.00%
5000		6,000	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**11,606**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**11,606-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0002 LCFF Supp** Program **0000 Undesignated Funds**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	4,200	.00%
	Total 1000	**4,200**	**.00%**
3000			
3100		874	.00%
3300		61	.00%
3500		3	.00%
3600		133	.00%
3700		65	.00%
	Total 3000	**1,136**	**.00%**
	Total Expenditure	**5,336**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**5,336**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**5,336-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		4,200	.00%
2000			.00%
3000		1,136	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**5,336**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**5,336-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **6770 Arts and Music (Prop 28)** Program **0000 Undesignated Funds**

Revenue	Description	Amount	Percentage of Sources
8900		13,836	100.00%
	Total Revenue	**13,836**	**100.00%**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	10,800	78.06%
	Total 1000	**10,800**	**78.06%**
3000			
3100		2,192	15.84%
3300		331	2.39%
3500		6	.04%
3600		341	2.46%
3700		166	1.20%
	Total 3000	**3,036**	**21.94%**
	Total Expenditure	**13,836**	**100.00%**

Starting Balance	**0**
+ Revenues	**13,836**
- Expenditures	**13,836**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**0**

Starting Balance	**0**
+ Total Revenues	**13,836**
= Total Sources	**13,836**

Expenditure	Description	Amount	Percentage of Sources
1000		10,800	78.06%
2000			%
3000		3,036	21.94%
4000			%
5000			%
6000			%
7000			%
	- Total Expenditures	**13,836**	100.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**0**	.00%

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

2025-26 Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
   (Check those that apply):

✓ School Advisory Committee for State Compensatory Education Programs

X English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on:

Attested:

Jorge Melgoza, School principal — 5/1/25
Date

Delinda Hansen, SSC Chairperson — 5/1/25
Date

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2025-26

School	Lincoln Middle School
CDS Code	1611196090054
Principal Name	Sheila SatheWarner
Telephone Number	510-748-4018
Address	1250 Fernside Blvd, Alameda, CA 94501
E-mail	ssathewarner@alamedaunified.org
Date of SSC Approval	5/6/25
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Districtwide Strategic Plan and LCAP Goals

2024-25_LCAP_Alameda_Unified_School_District_-_June_6th_Final .pdf

District Priority Practices

Problem of Practice: Both qualitative and quantitative data has indicated that we have significant access gaps across the district between subgroups. Specifically our African American Students, Students with Disabilities, and Long Term English Learners. Root cause analysis suggests that some of these access gaps may be linked to:

- Systemic racism and cultural dissonance results in a culture that lacks meaningful student relationships and culturally responsive practices which is evidenced by explicit and implicit biases, low expectations, access to rigorous standards based instruction and tasks
- Family and community partnerships: AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust.
- Interventions and referrals: **AUSD's lack of consistent robust first, best instruction and timely and effective referral for students** (of students for appropriate interventions that address a broad range of adjustment issues) who need interventions.

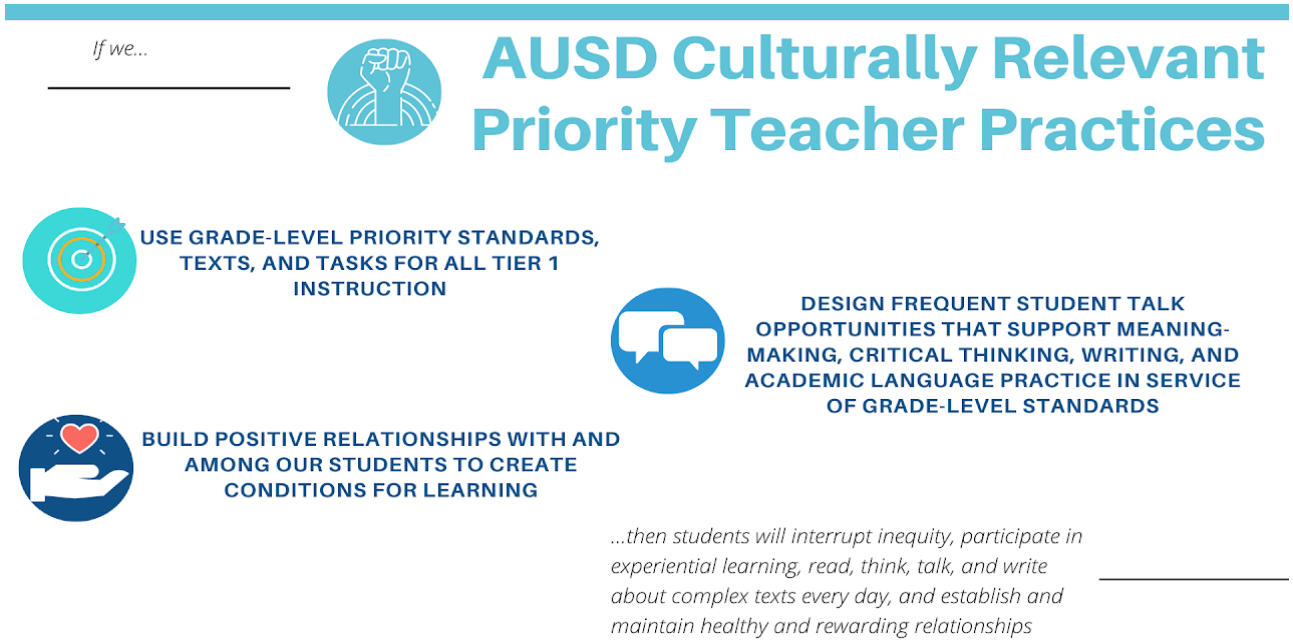
AUSD staff has decided to focus its Strategic plan goal 1 on strengthening the foundational program in support of addressing the above root causes.

Strategic Plan Goal 1: Create a Strong Foundational Program for ALL Students. This is the very first step we need to take to ensure equitable access to high-quality instruction for all our students. From the foundation, we can then build programs to provide differentiated instruction and supports for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system. A strong foundational program is defined by:

- A clear and coherent curriculum that is standards aligned (what students learn)
- Dynamic lessons and tasks that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- Classroom cultures focused on positive relationships between all members of the community

Focus Questions:
What are the tasks students are engaging with?
Are the tasks standards aligned for the grade level?
How do we know if the tasks are standards aligned?

Are students doing the thinking? How do we know?
Is the classroom culture and learning built around communal culturally responsive (sociocultural) talk and task structures? How do we know?
If applicable, is the student-teacher relationship a partnership? How do you know?
Theory of Action:



2025-26 LCAP Goals

[Group Lincoln Walk-through Tool 24-25]

Goal 1	Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.
Goal 2	We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.
Goal 3	Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their

	academic goals.

Annual Review

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

SPSA Year Reviewed: 2024-25

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

Goal1	Goal 2
If we... ● **If** we develop students' ability to engage in academic discourse, incorporate high level questioning techniques into lessons that are engaging and reveal depth and critical thinking and … ● Organize curriculum by priority standards, support student inquiry, and choice, and develop creative studio environments to support removing obstacles,creating joy, and promote racial healing and social justice **Then** all students will gain the speaking and listening skills needed to equitably participate in higher level discussions, be more meaningfully engaged in their classes, and learn in a safe, welcoming, and inclusive learning environment where their identities are known, celebrated and valued.	**If** we use restorative practices in the classroom which promote students socio-emotional safety and mental health **Then** students will report having at least one trusted adult they can go to for help and will feel socially connected. *Analysis:* **October 2024: 824 students took the survey** ● 654 students said they had a trusted adult: 79% ● 168 students said they didn't have a trusted adult: 20% ● 2 students didn't answer the question: less than 1% **December 2024: 719 students took the survey**

Analysis: Our walkthrough tool and district instructional rounds show a high level of engagement and safety. For example during the district rounds: “All classes observed had acceptable to strong evidence of the task being standards-aligned” “100% of classrooms allowed for team task/student talk”. “Structured student talk & processing time observable in the majority of classrooms. Several classes also had language supports visible.”	• 599 students said they had a trusted adult: 83% • 120 students said they didn't have a trusted adult: 17%

Analysis

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

All collaboration groups designed lessons around the Spiral framework. We continued to use the public learner protocol to look at data and each grade level/department participated in a curriculum slam to showcase this work. We analyzed relevant data with all staff and then adjusted our instructional practices in addressing students' academic, social-emotional, and behavioral needs.

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 previous year.

We budgeted money (10k) for some SLT Leads to do additional PD work but they are already doing so much to lead their collaboration groups that we adjusted this amount to allow for us to pay for subs for a two day Studio Pathways retreat for the SLT leads. We will continue to timecard SLT leads for additional work in the Summer.

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.

After looking at data on SchoolZilla, we noticed that our LatinE student population needs to be focused on in terms of chronic absenteeism and math.

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Step 1: Identifying the Problem - Use multiple data sources to help you and your team identify the problem.

- Does the problem focus on the instructional core?
- Is it observable?
- Is it within the school or district's control and can be improved in real time?
- If acted on, will the problem make a significant difference for student learning?

The problem of practice is grounded in evidence such as data and dialogue. For example, a "hunch" that third-grade students are not applying what they are learning in math lessons is NOT grounded evidence. However, identifying that 70% of students did not pass the math section of the standardized tests last year is grounded evidence suitable to identify a problem of practice.

Problem of Practice
While teachers are doing talk routines often, they are not using the data from formative assessment of these routines to inform instruction. Therefore students, especially our focal students, are not benefiting from re-teaching or adjusting instruction/curriculum so that they can better meet standards. This leads to inequities in our students' learning outcomes.

Step 2: Identify your focal student groups

- As a district we have unapologetically prioritized the needs of our African American and Black students. What does the data tell you about how your school site has been serving your African American and Black students?

- Which additional student groups have been underserved at your school site? What does the data tell you about these students' experiences?

Focal Students
- Black students - ELs - LatinE students - Students with IEPs After looking at data on SchoolZilla, we noticed that our LatinE student population needs to be focused on in terms of chronic absenteeism and math.

Step 2: Brainstorm Root Causes

- The school / school district should assemble a network to:
    - Ask relevant questions concerning the problem of practice
    - Develop objectives about mend ing the problem of practice

Let's say there is still the issue of third-grade students not applying what they are learning in their math lessons. During this brainstorm, the network can ask questions such as,

What kinds of tasks are students being asked to do during their math lessons?

What will students know and be able to do as a result of the math lessons?

What types of questions are students missing on the standardized test?

From these questions, the network can discern how the school or district needs to shape their objectives. So let's say we find out that third-grade students are asked to do many sets of multiple choice math questions in class. These questions generally help them with elimination and estimation. And perhaps the math sections on the state standardized test that they are missing are mostly open-response.

From this brainstorm, the network will be able to create the school or district's main objective: to have all third-grade students increase their level of performance on the math section of the state test.

To achieve this, the school will focus on one area of weakness as indicated by their analysis: open response math questions.

With the development of questions and objectives, the problem of practice is no longer just raw data and material but is beginning to take shape.

Root Causes
While teachers have been trained in CM, there has not been ongoing learning around the principles. Therefore, most teachers are focused more on the procedures of doing the talk routines daily vs. how to use the data they get from doing the routines. There may be a disconnection from the purpose of talk routines.

Root Causes for Focal Students
Our Black and LatinE students have historically not been centered in curriculum and instruction so as we SPIRAL lessons it is even more critical to look deeply at how they are or are not engaging in both content and routines.

Solidify

- After a problem is developed and an objective is identified, give the problem of practice time to simmer
- Reach out to wider faculty for confirmation

Once a problem of practice is shaped and the brainstorm is finished, it is important for the school or district to give it some time before jumping into the theory of action. Ask important questions. Is the problem of practice narrow and focused enough? Does it feel relevant and meaningful? Is it clear?

Have faculty look over it and give their opinion. Once the school or district is satisfied with the problem of practice, it is time to move on to the next element of instructional rounds, that is developing a theory of action.

Step 3: Create a SMARTIE goal

SMARTIE stands for Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable. By incorporating an equity and inclusion component to your SMART goals, you can make sure your School's commitment to racial equity and inclusion is anchored by tangible and actionable steps.

Goals are a concrete way to drive results, but without an explicit equity and inclusion component, goals won't produce better outcomes for marginalized communities, address disparities, or support belonging. Introducing SMARTIE goals! SMARTIE stands for:

STRATEGIC	Reflects an important dimension of what your school seeks to accomplish (programmatic or capacity-building priorities).
MEASURABLE	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).
AMBITIOUS	Challenging enough that achievement would mean significant progress—a "stretch" for the organization.
REALISTIC	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.

TIME-BOUND	Includes a clear deadline.
INCLUSIVE	Brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision/policy-making in a way that shares power.
EQUITABLE	Seeks to address systemic injustice, inequity, or oppression.

SMARTIE Goal:
Time-Bound: our goals between *August 2026* and *May of 2026* are to achieve this **Strategic** and **Ambitious** outcome is to infuse our PD and collaboration with opportunities to get better at choosing focal students and then monitoring and looking at data for what happens for their learning during talk routines.
We will know success when we see it using these Measurable standards: More LatinE students will decrease in chronic absenteeism by 10% and increase in math and ELA proficiency by 10% (based on STAR and SBAC). During walkthroughs, Black and LatinE students will be observed participating effectively in talk routines more often from the beginning to the end of the school year.
A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity): Increase PD/SLT training around talk routines, language patterns, purpose and formative assessment. Collaborations will increase the number of times they look at focal student data when compared to 24-25 school year. All curriculum slams with center data from our focal students.

Step 3: The Theory of Action

What is a theory of action? A theory of action can be thought of as a story line that makes a vision and a strategy concrete. It provides a line of narrative that leads people through the daily complexity and distractions that compete with the main work of the instructional core. The theory of action provides a map that carries the vision through the organization. It provides a way of testing the assumptions and suppositions of the vision against the unfolding realities of the work in actual organizations with actual people.

A Theory of Action has three main requirements:

1. The Causal Role – The theory of action must begin with a statement of a causal relationship

- When learning from instructional rounds, it is important for individuals to develop their own personal theories of action and then share them with their colleagues
    - If the adults who work in schools are actively learning about the causal relationship between their work and the work between other teachers and other students, then support for improved instructional practice will increase and the work of teachers and students will become more effective
    - The learning and development of adults must be explicitly connected,through organizational processes, to the learning and development of students in classrooms
        - Investing in higher results for teachers' level of understanding increases student engagement and high-level cognitive results

2. The Conditional Role – It must be empirically falsifiable

- Theories of action that develop during instructional rounds are always subject to revision and specification in light of new evidence
    - Questioning the practice is not a bad thing, it is part of the practice

3. The Open Role: It must be open-ended

- The theory of action is expected to change as the network members learn more about what helps them learn and what leads them to apply their learning most effectively in schools
    - Having a final theory of action is not as important as having an open-ended strategy that is ready to adjust to change

Theory of Action
If we…

- **If** we develop students' ability to engage in academic discourse, incorporate high level questioning techniques into lessons that are engaging and reveal depth and critical thinking and …
- Organize curriculum by priority standards, support student inquiry, and choice, and develop creative studio environments to support removing obstacles,creating joy, and promote racial healing and social justice

Then …
all students will gain the speaking and listening skills needed to equitably participate in higher level discussions, be more meaningfully engaged in their classes, and learn in a safe, welcoming, and inclusive learning environment where their identities are known, celebrated and valued.

How will this theory of action specifically support your focal students?
These practices especially organizing curriculum to promote racial healing and joy are essential for our Black and LatinE students health, well-being and learning.

Actions to Support Implementing TOA

Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Daily Structured Academic Discourse built into instruction with language supports and focus on using formative assessment to inform next steps	Teachers/SLT leads with Admin Support	PD in Staff meetings and SLT	25-26	Walkthrough
2	All courses show evidence of Racial Reconciliation	Teachers with TSA and Admin Support	Milton PD Fridays (3)	Aug-Nov	Walkthrough data
3	Plan curriculum using the SPIRAL Framework implement the unit and collect data of Black and LatinE focal students. All teachers participate in at least one curriculum slam during the year with an emphasis on sharing the focal student Data	Teachers/SLT Leads and TSAs with Admin Support	Studio Pathways Retreat for SLT	Oct-May	Walkthrough data

4	Implement weekly restorative practices in all classes. Implement weekly circles in Core classes. Collect data on classroom climate and participation	Teacher with Admin Support	1-1 coaching for core teachers. 3x year. Teacher led circles in PD	Aug-May	Wellness Survey

Specific Actions to Support Focal Students					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Daily Structured Academic Discourse built into instruction with language supports and focus on using formative assessment to inform next steps, with a focus on Black and LatinE students	Teachers/SLT leads with Admin Support	PD in Staff meetings and SLT	25-26	Walkthrough data
2	Affinity Groups	Affinity Leads with Admin Support	Stipends	25-26	Student interviews
3	Plan curriculum using the SPIRAL Framework implement the unit and collect data of Black and LatinE focal students. All teachers participate in at least one curriculum slam during the year with an emphasis on sharing the focal student Data	Teachers/SLT Leads and TSAs with Admin Support	Studio Pathways Retreat for SLT	Oct-May	Walkthrough data

Expenditures to Achieve Site-Specific Goals

Please see Appendix for Budget Packet.

Budget Summaries

Please see Appendix for Budget Packet.

School Site Council (SSC) Membership

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 current make-up of the council is as follows:

Names of Members	**ROLE***
Chelsea HaleyNelson	Parent Representative
Stephanie Green	Parent Representative
Sun Kwong Sze	Parent Representative
Esme HaleyNelson	Student Representative
Maahi Samant	Student Representative
Amaya Sidhu	Student Representative
Sheila SatheWarner	Site Principal
Jonquil Walls	Office Manager
Joslyen Olsen	Teacher
Lyndsy Schlax	Teacher
Michelle Poh	Teacher

***Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- 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.

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.

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.

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 relevant federal planning requirements.

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.

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.

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.

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.

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.

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.*

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.*

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.

Appendix A: Plan Requirements for Title I Schoolwide Programs

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 Consolidated Application (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 California *Education Code* (*EC*) sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), 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 *Code of Federal Regulations,* Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 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 34 *CFR* Section 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: 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: 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, June 2024

Appendix C: Budget Packet

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Program **0000 Undesignated Funds**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	18,750	.00%
	Total 1000	**18,750**	**.00%**
2000			
2400	Clerical, Technical, and Offic	4,378	.00%
2900	Other Classified Salaries	1,000	.00%
	Total 2000	**5,378**	**.00%**
3000			
3100		3,774	.00%
3200		1,474	.00%
3300		686	.00%
3500		15	.00%
3600		761	.00%
3700		371	.00%
	Total 3000	**7,081**	**.00%**
4000			
4300	Materials and Supplies	20,000	.00%
	Total 4000	**20,000**	**.00%**
5000			
5200	Travel and Conferences	1,000	.00%
5700		11,800	.00%
5800	Professional/Consulting Servic	5,000	.00%
	Total 5000	**17,800**	**.00%**
	Total Expenditure	**69,009**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**69,009**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**69,009-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		18,750	.00%
2000		5,378	.00%
3000		7,081	.00%
4000		20,000	.00%
5000		17,800	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**69,009**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**69,009-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Program **1017 6. Middle School Fine Arts**

Expenditure	Description	Amount	Percentage of Sources
4000			
4300	Materials and Supplies	2,500	.00%
	Total 4000	**2,500**	**.00%**
	Total Expenditure	**2,500**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**2,500**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**2,500-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000			.00%
2000			.00%
3000			.00%
4000		2,500	.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**2,500**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**2,500-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0002 LCFF Supp** Program **0000 Undesignated Funds**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	12,000	.00%
	Total 1000	**12,000**	**.00%**
3000			
3100		2,292	.00%
3300		174	.00%
3500		6	.00%
3600		378	.00%
3700		184	.00%
	Total 3000	**3,034**	**.00%**
5000			
5800	Professional/Consulting Servic	3,734	.00%
	Total 5000	**3,734**	**.00%**
	Total Expenditure	**18,768**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**18,768**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**18,768-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		12,000	.00%
2000			.00%
3000		3,034	.00%
4000			.00%
5000		3,734	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**18,768**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**18,768-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **6770 Arts and Music (Prop 28)** Program **0000 Undesignated Funds**

Revenue	Description	Amount	Percentage of Sources
8900		113,972	100.00%
	Total Revenue	**113,972**	**100.00%**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	73,050	64.09%
	Total 1000	**73,050**	**64.09%**
3000			
3100		13,673	12.00%
3300		1,021	.90%
3400		7,857	6.89%
3500		36	.03%
3600		2,217	1.95%
3700		1,118	.98%
	Total 3000	**25,922**	**22.74%**
4000			
4300	Materials and Supplies	5,000	4.39%
	Total 4000	**5,000**	**4.39%**
5000			
5800	Professional/Consulting Servic	10,000	8.77%
	Total 5000	**10,000**	**8.77%**
	Total Expenditure	**113,972**	**100.00%**

Starting Balance	**0**
+ Revenues	**113,972**
- Expenditures	**113,972**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**0**

Starting Balance	**0**
+ Total Revenues	**113,972**
= Total Sources	**113,972**

Expenditure	Description	Amount	Percentage of Sources
1000		73,050	64.09%
2000			%
3000		25,922	22.74%
4000		5,000	4.39%
5000		10,000	8.77%
6000			%
7000			%
	- Total Expenditures	**113,972**	100.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**0**	.00%

2025-26 Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
   (Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

✓ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on: May 6th, 2025 .

Attested:

Sheila SatheWarner, School principal — Date: 5/15/25

Maahi Samant, SSC Chairperson — Date: 5/15/25

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2025-26

School	Love Elementary
CDS Code	01 61119 6090047
Principal Name	TINA K . LAGDAMEN
Telephone Number	510-748-4005
Address	2025 SANTA CLARA AVENUE
E-mail	tlagdamen@alamedaunified.org
Date of SSC Approval	April 21, 2025
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Plan Description

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

[Respond here]

Educational Partner Involvement

How, when, and with whom did your 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 (SSC) Meetings:** Regular meetings were held to review performance data, discuss intervention strategies, and finalize SPSA goals.
- **English Learner Advisory Committee (ELAC) Engagement:** Input from ELAC was incorporated to ensure targeted support for English Learners.
- **Staff Collaboration:** Teachers and instructional leaders provided feedback on instructional strategies and student progress monitoring.
- **Parent and Community Input:** Meetings with PTA were conducted to gather insights from parents and the broader school community.
- **District Guidance and Support:** Collaboration with district personnel ensured alignment with state and federal accountability requirements.

Comprehensive Needs Assessment

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.

Love Elementary Comprehensive Needs Assessment Report

Introduction

Love Elementary School conducted a comprehensive review of student performance data from the 2023 and 2024 California School Dashboards to identify strengths, gaps, and areas for targeted improvement. This analysis focused on key academic indicators including English Language Arts (ELA), Mathematics, English Learner Progress, and subgroup performance comparisons.

Overall Academic Performance

English Language Arts (ELA):

- 2023 Status: Green | +3 points above standard | Increased 3.7 points
- 2024 Status: Green | +14.6 points above standard | Increased 11.7 points

Mathematics:

- 2023 Status: Green | -13.5 points below standard | Increased 8.9 points
- 2024 Status: Blue | +3.2 points above standard | Increased 16.8 points

Key Insights:

- Love Elementary showed significant academic gains in both ELA and Mathematics from 2023 to 2024.
- The school outperformed the statewide average in both ELA and Mathematics.

Student Group Analysis

Latino (Hispanic) Students:

- ELA: From Yellow (-35.6 points) in 2023 to Green (+1.3 points) in 2024
- Math: Green in 2024 with +1.3 points above standard

- Outstanding growth noted, particularly in ELA (+36.9 DFS po ints).

English Learners:

- ELA: Orange (-32.3 points) in 2023 to Yellow (-22.9 points) in 2024
- Math: Yellow (-22.9 points below standard)
- Improvement seen, but gaps persist requiring additional support.

Socioeconomically Disadvantaged Students:

- ELA: Orange (-26 points) in 2023 to Yellow (-21.1 points) in 2024
- Math: Yellow (-21.1 points below standard)
- Small but important gains made; focused intervention needed.

African American Students:

- Fewer than 11 students tested; no color or DFS assigned.
- Based on historical and local trends, continued focus on equity initiatives is essential.

Students with Disabilities:

- Math: 2024 DFS -83.9 points (Improved by 8.6 points from 2023)
- Significant achievement gaps persist, requiring urgent and ongoing interventions.

Summary of Strengths and Needs

Strengths	Areas for Growth
Significant gains in schoolwide ELA and Math performance.	Persistent gaps for English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.

Latino students made exceptional progress in closing ELA and Math gaps.	Targeted culturally responsive support for African American students needed.

Next Steps

- Implement targeted intervention programs for English Learners and Students with Disabilities.
- Expand culturally responsive teaching practices and mentorship for African American students.
- Sustain and accelerate academic gains for Latino students through enrichment opportunities.
- Monitor and report subgroup performance quarterly.

SMART Goals:

- Close ELA gaps by 10 DFS points for English Learners and Socioeconomically Disadvantaged students.
- Improve Mathematics DFS by 20 points for Students with Disabilities.
- Increase Latino students' DFS by 5 additional points in both ELA and Math.
- Establish baseline and achieve at least 5% academic growth for African American students.
- Reduce Chronic Absenteeism by 2% schoolwide.

Conclusion

Love Elementary has demonstrated remarkable overall progress while maintaining a clear commitment to continuous improvement and educational equity. By addressing the identified needs, the school will move closer to closing performance gaps and ensuring academic success for all students.

CA School Dashboard 2023

CA School Dashboard 2024

California School Dashboard (CA Dept of Education)

The 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.

www.caschooldashboard.org

What is DFS? Distance From Standard

Districtwide Strategic Plan and LCAP Goals

2024-25_LCAP_Alameda_Unified_School_District_-_June_6th_Final .pdf

District Priority Practices

Problem of Practice: Both qualitative and quantitative data has indicated that we have significant access gaps across the district between subgroups. Specifically our African American Students, Students with Disabilities, and Long Term English Learners. Root cause analysis suggests that some of these access gaps may be linked to:

- Systemic racism and cultural dissonance results in a culture that lacks meaningful student relationships and culturally responsive practices which is evidenced by explicit and implicit biases, low expectations, access to rigorous standards based instruction and tasks
- Family and community partnerships: AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust.
- Interventions and referrals: **AUSD's lack of consistent robust first, best instruction and timely and effective referral for students** (of students for appropriate interventions that address a broad range of adjustment issues) who need interventions.

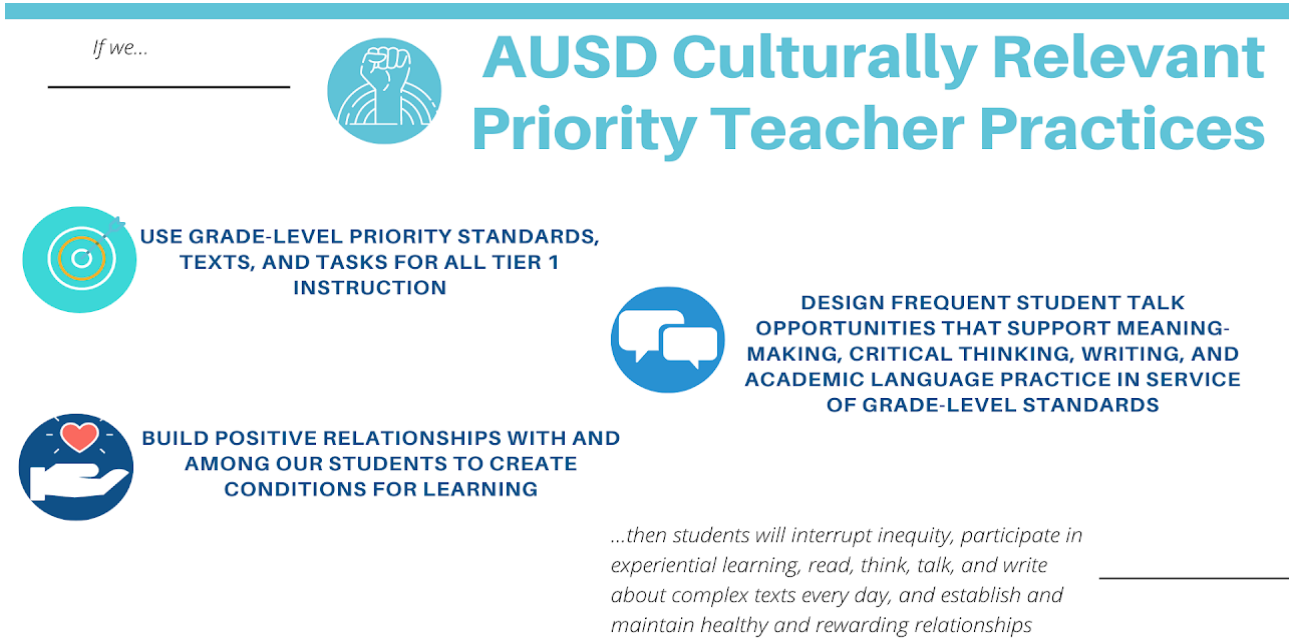
AUSD staff has decided to focus its Strategic plan goal 1 on strengthening the foundational program in support of addressing the above root causes.

Strategic Plan Goal 1: Create a Strong Foundational Program for ALL Students. This is the very first step we need to take to ensure equitable access to high-quality instruction for all our students. From the foundation, we can then build programs to provide differentiated instruction and supports for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system. A strong foundational program is defined by:

- A clear and coherent curriculum that is standards aligned (what students learn)
- Dynamic lessons and tasks that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- Classroom cultures focused on positive relationships between all members of the community

Focus Questions:
What are the tasks students are engaging with?
Are the tasks standards aligned for the grade level?
How do we know if the tasks are standards aligned?
Are students doing the thinking? How do we know?
Is the classroom culture and learning built around communal culturally responsive (sociocultural) talk and task structures? How do we know?
If applicable, is the student-teacher relationship a partnership? How do you know?

Theory of Action:



2025-26 LCAP Goals

Goal 1	Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.
Goal 2	We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.
Goal 3	Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

Annual Review

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

SPSA Year Reviewed: 2024-25

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

Goal1	Goal 2
If we… understand the reading needs of our students and adjust our teaching practices to meet students' individual reading goals while also engaging students daily with complex text; Then students will ...make growth as readers and read grade level proficiently. Every student will be literate (inter-discipline) and will be reading proficiently by second grade and will maintain or improve their proficiency for each subsequent grade. Students will learn through reading, writing, listening, and speaking. [LCAP Alignment: Goa2: Strategic Plan: Systems and structure for additional student support. [We continue to focus on following groups of students: African American /Black/ Multi-Ethnic, Hispanic/Latinx, Students with disabilities}	

Analysis

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

[add text here]

Goal 1: Literacy: The 2024 California School Dashboard reveals notable progress in multiple areas for Love Elementary School, demonstrating efforts to improve student outcomes. Several student groups have shown measurable academic gains and improved attendance, although performance gaps remain. The analysis highlights trends in English Language Arts (ELA), Mathematics, and Chronic Absenteeism, with specific attention to historically underserved student populations.

English Language Arts (ELA) Growth:

- English Learners improved their ELA proficiency by 5% from the previous year, moving closer to meeting grade-level expectations.
- Latino students demonstrated a 3% increase in ELA scores, reflecting the impact of targeted literacy interventions.
- African American students showed moderate growth in reading proficiency, with a 2% increase, though still performing below the schoolwide average.

Note, while we have considered shifting to a Math SPSA goal, our team has decided to stay focused on literacy. First, our school received the highest rating, blue, for our status and growth in Math SBAC as measured by the CA Dashboard for 2024. Second, we believe that mathematical reasoning requires strong literacy skills. We believe that if we remain focused on improving literacy outcomes for students, there will be continued improvement in math.

Goal 2 Attendance: Overall decline from 17% in 23-24 to 14% in 24-25. Why? Case management for particular families. SART meetings. Support providers and teachers reaching out to families. If students missed 2 or more days, asked teachers to reach out to families first.
Concerns: Although our overall percent of students experiencing chronic absenteeism, we have more student groups in orange than in yellow compared with the previous school year. 25-26: Reinforce that teachers should be the first contact. Most impactful and least punitive. Opportunity for building alliances with families. Coming from a supportive lens.

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 previous year.

Although we faced challenges in hiring an intervention teacher due to budget constraints, we have made arrangements for a retired teacher to assist our teachers in small group settings. Additionally, we have leveraged Title I funds to provide after-school tutoring in literacy and mathematics, further supporting our students' learning.

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

[add text here]

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Step 1: Identifying the Problem - Use multiple data sources to help you and your team identify the problem.

- Does the problem focus on the instructional core?
- Is it observable?
- Is it within the school or district's control and can be improved in real time?
- If acted on, will the problem make a significant difference for student learning?

The problem of practice is grounded in evidence such as data and dialogue. For example, a "hunch" that third-grade students are not applying what they are learning in math lessons is NOT grounded evidence. However, identifying that 70% of students did not pass the math section of the standardized tests last year is grounded evidence suitable to identify a problem of practice.

Problem of Practice
How are students engaging and interacting with complex text so that they demonstrate a deep understanding of the content?

Step 2: Identify your focal student groups

- As a district we have unapologetically prioritized the needs of our African American and Black students. What does the data tell you about how your school site has been serving your African American and Black students?
- Which additional student groups have been underserved at your school site? What does the data tell you about these students experiences?

Focal Students
African American/Black, Mult-ethnic/Black, Latino/Hispanic, Students with disabilities

Step 2: Brainstorm Root Causes

- The school / school district should assemble a network to:
    - Ask relevant questions concerning the problem of practice
    - Develop objectives about mending the problem of practice

Let's say there is still the issue of third-grade students not applying what they are learning in their math lessons. During this brainstorm, the network can ask questions such as,

What kinds of tasks are students being asked to do during their math lessons?

What will students know and be able to do as a result of the math lessons?

What types of questions are students missing on the standardized test?

From these questions, the network can discern how the school or district needs to shape their objectives. So let's say we find out that third-grade students are asked to do many sets of multiple choice math questions in class. These questions generally help them with elimination and estimation. And perhaps the math sections on the state standardized test that they are missing are mostly open-response.

From this brainstorm, the network will be able to create the school or district's main objective: to have all third-grade students increase their level of performance on the math section of the state test.

To achieve this, the school will focus on one area of weakness as indicated by their analysis: open response math questions.

With the development of questions and objectives, the problem of practice is no longer just raw data and material but is beginning to take shape.

Root Causes

Recent research highlights a critical opportunity for change: while the complexity of texts necessary for college and career success has remained consistent, the reading materials assigned to students in elementary and secondary schools have increasingly lessened in challenge. This gap between students' reading abilities and the expectations they will encounter after graduation, while concerning, serves as a call to action. It's important to note that fewer than 50% of high school graduates feel prepared to tackle the complex texts that await them in higher education and their future careers. This highlights the importance of supporting our students to ensure they are equipped for the challenges ahead.

I. Last six years our focus has been literacy and small group instruction. It's important to examine why some students aren't fully benefiting from our educational goal.

Root Causes for Focal Students

a) Research indicates that, regardless of the factors considered when determining text complexity, the ability to read complex texts is the strongest predictor of success in college. This finding holds true across gender, race, and socio-economic status. The implication is that

teaching focused solely on critical thinking is not enough; proficiency in reading complex texts is essential for genuinely understanding them.

b) Recent research highlights a critical opportunity for change: while the complexity of texts necessary for college and career success has remained consistent, the reading materials assigned to students in elementary and secondary schools have increasingly lessened in challenge. This gap between students' reading abilities and the expectations they will encounter after graduation, while concerning, serves as a call to action. It's important to note that fewer than 50% of high school graduates feel prepared to tackle the complex texts that await them in higher education and their future careers. This highlights the importance of supporting our students to ensure they are equipped for the challenges ahead.

c) According to Shifting the Balance, we have " overemphasized strategy instruction" which may have made it harder for children to comprehend. (See 5 common misunderstanding about strategy instruction.)

Solidify

- After a problem is developed and an objective is identified, give the problem of practice time to simmer
- Reach out to wider faculty for confirmation

Once a problem of practice is shaped and the brainstorm is finished, it is important for the school or district to give it some time before jumping into the theory of action. Ask important questions. Is the problem of practice narrow and focused enough? Does it feel relevant and meaningful? Is it clear?

Have faculty look over it and give their opinion. Once the school or district is satisfied with the problem of practice, it is time to move on to the next element of instructional rounds, that is developing a theory of action.

Step 3: Create a SMARTIE goal

SMARTIE stands for Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable. By incorporating an equity and inclusion component to your SMART goals, you can make sure your School's commitment to racial equity and inclusion is anchored by tangible and actionable steps.

Goals are a concrete way to drive results, but without an explicit equity and inclusion component, goals won't produce better outcomes for marginalized communities, address disparities, or support belonging. Introducing SMARTIE goals! SMARTIE stands for:

STRATEGIC	Reflects an important dimension of what your school seeks to accomplish (programmatic or capacity-building priorities).
MEASURABLE	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).
AMBITIOUS	Challenging enough that achievement would mean significant progress—a "stretch" for the organization.
REALISTIC	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.
TIME-BOUND	Includes a clear deadline.
INCLUSIVE	Brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision/policy-making in a way that shares power.
EQUITABLE	Seeks to address systemic injustice, inequity, or oppression.

SMARTIE Goal:

Time-Bound: our goals between *(start date)* and *(end date)* are to achieve this **Strategic** and **Ambitious** outcome:

Mastery Distribution of Core Progress Reading built for CA

Beginning 0 - 59% mastery | Developing 60 - 79% mastery | Secure 80 - 100% mastery

Reading
CPR for CA **Alameda Unified**

Standard	Distribution of Students							
	Current Mastery	Beginning		Developing		Secure	
	Projected Mastery	# Students	%	# Students	%	# Students	%
CA CCSS.ELA/Literacy.RL.2.10		31	47%	19	29%	16	24%
		25	38%	19	29%	22	33%

I. ***What aspects of student learning do we need to work on?*** RL 2.10-By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range."

As of Winter 2025, only 24% of our second graders have reached a secure mastery of RL 2.10 in STAR Reading.

We will know success when we see it using these Measurable standards:

Lagging Indicators By the end of the school year , 70% of each focal group will make typical growth or more on STAR reading. (Consider 60% by winter and 70% by Spring) Specifically all of our second graders will have reached master of RL2.10 in STAR Reading.(By winter 60%, 100% by Spring)

A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity):
Teachers will:
Use effective strategies learned in training to teach complex texts
- Collaborate to enhance their teaching methods and resources

- Align lessons with clear goals, focusing on student progress
- Adjust their instruction based on data to better support student needs
- Provide engaging, challenging texts that motivate students
- Continuously reflect on and improve their teaching practices

Step 3: The Theory of Action

What is a theory of action? A theory of action can be thought of as a story line that makes a vision and a strategy concrete. It provides a line of narrative that leads people through the daily complexity and distractions that compete with the main work of the instructional core. The theory of action provides a map that carries the vision through the organization. It provides a way of testing the assumptions and suppositions of the vision against the unfolding realities of the work in actual organizations with actual people.

A Theory of Action has three main requirements:

1. The Causal Role – The theory of action must begin with a statement of a causal relationship

- When learning from instructional rounds, it is important for individuals to develop their own personal theories of action and then share them with their colleagues
    - If the adults who work in schools are actively learning about the causal relationship between their work and the work between other teachers and other students, then support for improved instructional practice will increase and the work of teachers and students will become more effective
    - The learning and development of adults must be explicitly connected,through organizational processes, to the learning and development of students in classrooms
        - Investing in higher results for teachers' level of understanding increases student engagement and high-level cognitive results

2. The Conditional Role – It must be empirically falsifiable

- Theories of action that develop during instructional rounds are always subject to revision and specification in light of new evidence
    - Questioning the practice is not a bad thing, it is part of the practice

3. The Open Role: It must be open-ended

- The theory of action is expected to change as the network members learn more about what helps them learn and what leads them to apply their learning most effectively in schools
    - Having a final theory of action is not as important as having an open-ended strategy that is ready to adjust to change

Theory of Action
If School Leadership A. Provides Professional Development - Invest in relevant training for teachers on reading strategies for complex texts. B. Fosters Collaboration - Create opportunities for teachers to share best practices and strategies through team meetings and learning communities. C. Sets Clear Expectations - Communicate specific goals for reading instruction to align teaching practices. D. Supports Data-Driven Instruction - Encourage teachers to use student data to inform and adjust their teaching methods. E. Allocates Resources - Ensure teachers have access to diverse and challenging texts for instruction. F. Encourages Reflection- Promote regular reflection among teachers to evaluate and improve their instructional strategies.

Then teachers will be able to…

- Use effective strategies learned in training to teach complex texts
- Collaborate to enhance their teaching methods and resources
- Align lessons with clear goals, focusing on student progress
- Adjust their instruction based on data to better support student needs
- Provide engaging, challenging texts that motivate students
- Continuously reflect on and improve their teaching practices

Then students will be able to …

- Enhanced Comprehension Skills - Students will develop stronger skills in understanding and analyzing complex texts, leading to improved academic performance.
- Increased Engagement- Exposure to challenging materials will foster a greater interest in reading, resulting in more active participation in learning.
- Higher Achievement Levels - As teachers implement effective strategies, students are likely to achieve higher levels of literacy, reflected in assessments and overall academic success.
- Critical Thinking Development - Students will become better critical thinkers as they learn to navigate and interpret complex information, preparing them for future academic challenges.

How will this theory of action specifically support your focal students?

Actions to Support Implementing TOA					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Provide Professional Development : Invest in relevant training for teachers on reading strategies for complex texts.	Instructional Coach Administration		2025-2026 Faculty meetings	
2	Set Clear Expectation: Communicate specific goals for instruction to align teaching practices	Administration, ALT	Complex Text	2025-2025	
3	Encourages Reflection- Promote regular reflection among teachers to evaluate and improve their instructional strategies & growth as culturally responsive educator	Administration		2025-2026 Inquiry Series	
4	Supports Data-Driven Instruction - Encourage teachers to use student data to inform and adjust their teaching methods	Administration Instructional Coach		2025-2026	STAR, SIPPS, Benchmark, Student work

Specific Actions to Support Focal Students					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Collaborate to enhance their teaching methods and resources(through the lens of Culturally Responsive Pedagogy)	Teachers		Aug- Wednesday PLCs	STAR, teacher created pre-post assessments, benchmark,
2	Use effective strategies learned in training to teach complex text: **Continue : small group instruction, students have	Teachers			

	access to complex texts, Implement Six Shifts * Scarboroughs Reading Rope				
3	Adjust their instruction based on data to better support student needs (Data from Hopes & Dreams with families, benchmark assessment, state standardized assessment)	Teachers			
4	Align lessons with clear goals, focusing on student progress (Continue: Inquiry cycle; P-D-S-A, goals from Hopes & Dreams)	Teachers			

Expenditures to Achieve Site-Specific Goals

Please see Appendix for Budget Packet.

Budget Summaries

Please see Appendix for Budget Packet.

School Site Council (SSC) Membership

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 current make-up of the council is as follows:

Names of Members	**ROLE***
Thushan Amarasirwardena	Parent
Catherine Gambertoglio	Parent
Tim MxQuillan	Parent
Hannah Thompson	Parent
Kelly Griswold	Parent
Kristina Slater	Teacher
Scott Hixon	Teacher
Ryan Brazil	Teacher
Mikala Royal	Classified
Tina K. Lagdamen	Principal

***Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- 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.

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.

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.

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 relevant federal planning requirements.

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.

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.

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.

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.

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.

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.*

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.*

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.

Appendix A: Plan Requirements for Title I Schoolwide Programs

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 Consolidated Application (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 California *Education Code* (*EC*) sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), 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 *Code of Federal Regulations,* Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 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 34 *CFR* Section 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: 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: 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, June 2024

Appendix C: Budget Packet

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Manager **05 Love Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	8,000	.00%
	Total 1000	**8,000**	**.00%**
2000			
2100	Instructional Aides' Salaries	343	.00%
2200	Classified Support	673	.00%
2400	Clerical, Technical, and Offic	1,345	.00%
	Total 2000	**2,361**	**.00%**
3000			
3100		1,528	.00%
3200		648	.00%
3300		299	.00%
3500		7	.00%
3600		328	.00%
3700		157	.00%
	Total 3000	**2,967**	**.00%**
4000			
4300	Materials and Supplies	10,516	.00%
	Total 4000	**10,516**	**.00%**
5000			
5700		10,000	.00%
	Total 5000	**10,000**	**.00%**
	Total Expenditure	**33,844**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**33,844**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**33,844-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		8,000	.00%
2000		2,361	.00%
3000		2,967	.00%
4000		10,516	.00%
5000		10,000	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**33,844**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**33,844-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0002 LCFF Supp** Manager **05 Love Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	80,785	.00%
1300	Certificated Supervisors,Admin	128,662	.00%
	Total 1000	**209,447**	**.00%**
3000			
3100		39,446	.00%
3300		2,841	.00%
3400		12,004	.00%
3500		100	.00%
3600		6,261	.00%
3700		3,205	.00%
	Total 3000	**63,857**	**.00%**
4000			
4200	Books and Other Reference Mate	3,000	.00%
4300	Materials and Supplies	18,920	.00%
	Total 4000	**21,920**	**.00%**
5000			
5800	Professional/Consulting Servic	2,000	.00%
	Total 5000	**2,000**	**.00%**
	Total Expenditure	**297,224**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**297,224**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**297,224-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		209,447	.00%
2000			.00%
3000		63,857	.00%
4000		21,920	.00%
5000		2,000	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**297,224**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**297,224-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **3010 ESSA Title I Part A Basic** Manager **05 Love Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	55,410	.00%
	Total 1000	**55,410**	**.00%**
2000			
2100	Instructional Aides' Salaries	41,039	.00%
2200	Classified Support	2,689	.00%
2900	Other Classified Salaries	11,283	.00%
	Total 2000	**55,011**	**.00%**
3000			
3100		10,584	.00%
3200		11,220	.00%
3300		5,957	.00%
3400		7,959	.00%
3500		65	.00%
3600		3,973	.00%
3700		1,691	.00%
	Total 3000	**41,449**	**.00%**
5000			
5200	Travel and Conferences	5,000	.00%
	Total 5000	**5,000**	**.00%**
	Total Expenditure	**156,870**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**156,870**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**156,870-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		55,410	.00%
2000		55,011	.00%
3000		41,449	.00%
4000			.00%
5000		5,000	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**156,870**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**156,870-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **6770 Arts and Music (Prop 28)** Manager **05 Love Elementary-Principal**

Revenue	Description	Amount	Percentage of Sources
8900		66,899	100.00%
	Total Revenue	**66,899**	**100.00%**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	62,416	93.30%
	Total 1000	**62,416**	**93.30%**
3000			
3100		11,922	17.82%
3300		906	1.35%
3400		6,742	10.08%
3500		32	.05%
3600		1,967	2.94%
3700		955	1.43%
	Total 3000	**22,524**	**33.67%**
4000			
4300	Materials and Supplies	8,379	12.52%
	Total 4000	**8,379**	**12.52%**
5000			
5800	Professional/Consulting Servic	10,000	14.95%
	Total 5000	**10,000**	**14.95%**
	Total Expenditure	**103,319**	**154.44%**

Starting Balance	**0**
+ Revenues	**66,899**
- Expenditures	**103,319**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**36,420-**

Starting Balance	**0**
+ Total Revenues	**66,899**
= Total Sources	**66,899**

Expenditure	Description	Amount	Percentage of Sources
1000		62,416	93.30%
2000			%
3000		22,524	33.67%
4000		8,379	12.52%
5000		10,000	14.95%
6000			%
7000			%
	- Total Expenditures	**103,319**	154.44%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**36,420-**	54.44-%

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

2025-26 Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
   (Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

YCH English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

✓ Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on: .

Attested:

Tina K. Lagdameo

<<ENTER NAME HERE, SIGNATURE ABOVE>>, School principal — Date: 4.21.25

<<ENTER NAME HERE, SIGNATURE ABOVE>>, SSC Chairperson — Date: 4/21/25

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2025-26

School	Maya Lin Elementary
CDS Code	1611190139220
Principal Name	Karen Ringewald
Telephone Number	510 748-4007
Address	825 Taylor Ave, Alameda, CA 94501
E-mail	kringewald@alamedaunified.org
Date of SSC Approval	
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Districtwide Strategic Plan and LCAP Goals

2024-25_LCAP_Alameda_Unified_School_District_-_June_6th_Final .pdf

District Priority Practices

Problem of Practice: Both qualitative and quantitative data has indicated that we have significant access gaps across the district between subgroups. Specifically our African American Students, Students with Disabilities, and Long Term English Learners. Root cause analysis suggests that some of these access gaps may be linked to:

- Systemic racism and cultural dissonance results in a culture that lacks meaningful student relationships and culturally responsive practices which is evidenced by explicit and implicit biases, low expectations, access to rigorous standards based instruction and tasks
- Family and community partnerships: AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust.
- Interventions and referrals: **AUSD's lack of consistent robust first, best instruction and timely and effective referral for students** (of students for appropriate interventions that address a broad range of adjustment issues) who need interventions.

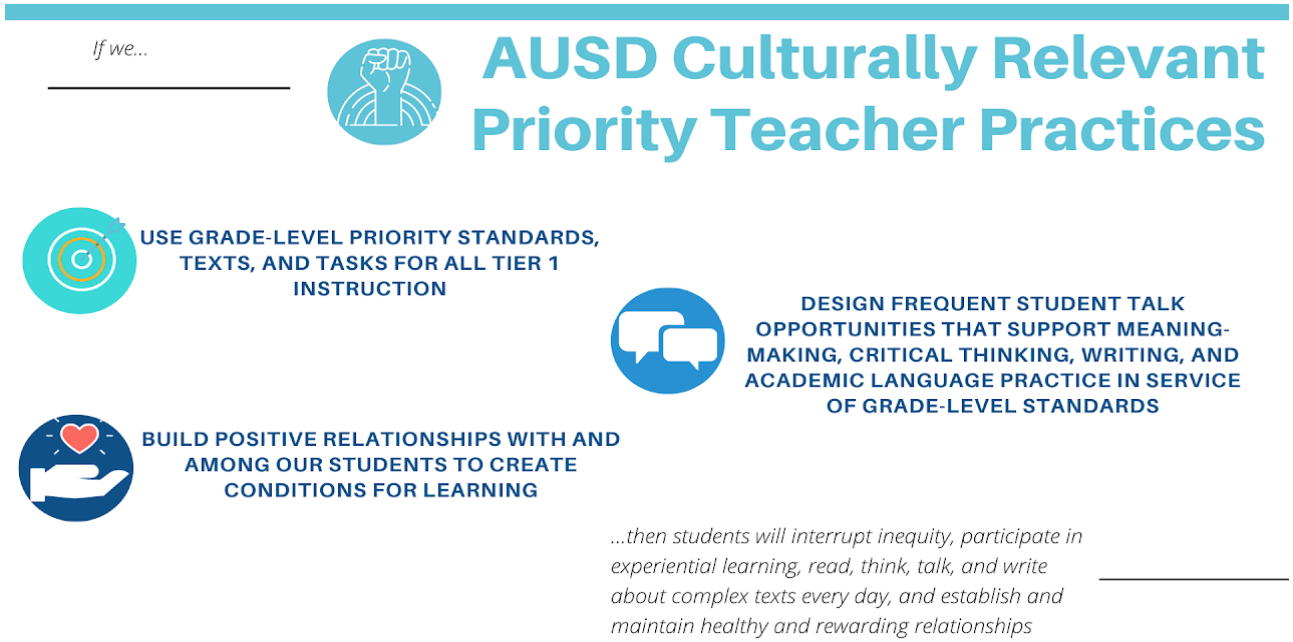
AUSD staff has decided to focus its Strategic plan goal 1 on strengthening the foundational program in support of addressing the above root causes.

Strategic Plan Goal 1: Create a Strong Foundational Program for ALL Students. This is the very first step we need to take to ensure equitable access to high-quality instruction for all our students. From the foundation, we can then build programs to provide differentiated instruction and supports for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system. A strong foundational program is defined by:

- A clear and coherent curriculum that is standards aligned (what students learn)
- Dynamic lessons and tasks that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- Classroom cultures focused on positive relationships between all members of the community

Focus Questions:
What are the tasks students are engaging with?
Are the tasks standards aligned for the grade level?
How do we know if the tasks are standards aligned?

Are students doing the thinking? How do we know?
Is the classroom culture and learning built around communal culturally responsive (sociocultural) talk and task structures? How do we know?
If applicable, is the student-teacher relationship a partnership? How do you know?
Theory of Action:



2025-26 LCAP Goals

Goal 1	Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.
Goal 2	We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.
Goal 3	Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

Annual Review

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

SPSA Year Reviewed: 2024-25

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

Goal 1	Goal 2	Goal 3
If we… plan and implement an RTI block & aligned schedule that: - Ensures our students performing below the 26th percentile on STAR reading and math, and our English Language Learners receive targeted interventions at least three days a week and designated ELD through our RTI block *and that* - Ensures that schedules are aligned across the school so our students with disabilities have access to general education inclusion	If we… dedicate time once a week for teachers to lead classroom circles focused on community building, Toolbox Tools, social-emotional learning, and restorative practices and implement restorative practices to follow up on challenging behaviors.	If we… prioritize opportunities for teachers to collaborate around Studio Habits of Mind and/or Maya Lin's Instructional Practices Rubric at least 2/x month in collaboration, then teachers will incorporate arts-integration practices into their instruction.
Then 80% of focal students* will show an SGP of 35	Then students will … be supported, have a sense of	As a result, focal students* will be deeply engaged in

or higher (typical growth) on STAR Reading and 65% of focal students* will show an SGP of 35 or higher (typical growth) on STAR Math * Each gen ed and sped teacher will identify three students scoring in the 26th percentile or lower on BOY STAR reading and math to be their focal students	belonging, and have tools for managing challenges. As a result, the percent of students who report feeling stressed in the past month will drop from 20% to less than 15% by June 1st. 2nd-5th grade teachers 1-question survey (potentially optional 2nd question of why or tell me if you want to talk about it more) - By October 1st- 18% - By January 10th- 17% - By April 5th- 16% - June 1st- 15%	their learning, and 80% of focal students will demonstrate deep mastery of content as measured by… - Scoring proficient on one integrated project (such as our Black History Month artist study or an InquirED action project) on a rubric designed to measure depth of knowledge that is developed by each grade-level team * Each gen ed and sped teacher will identify three students scoring in the 26th percentile or lower on BOY STAR reading and math to be their focal students

Analysis

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

Goal 1: This school year each teacher identified three focal students in their classes. These were students who began the year performing at or below the 26th percentile in either reading and/or math on beginning of the year universal screeners.

To support our focal students, students are included in reading and/or math intervention groups at least three days per week. In addition, starting midyear, we spent time in staff meetings reviewing Culturally and Linguistically Responsive Teaching strategies at staff meetings. During staff meetings and the January PD day teachers had time to reflect on their focal students, their progress, and ways to support them further. During PLCs, teams engage in discussions and consultancies about focal students on a weekly basis. For example, our K/1 team is using PLC time to center focal students through their focus on the science of reading using the Letters curriculum.

As of midyear, 72% of focal students showed an SGP of 35+ on STAR Reading (as of midyear, 78% of students across the school showed SGP of 35+ in literacy as measured by STAR ELA). As of midyear, 49% of focal students showed an SGP on STAR Math (as of midyear, 65% of students across the school showed SGP of 35+ in math as measured by STAR Math).

Goal 2: This year our Intervention Lead created a social-emotional learning scope and sequence aligned with the Toolbox curriculum for teachers to implement weekly. Each tool is linked to a life skill and is aligned to our Culture and Climate team's emphasis on equity and culturally responsive practices. 100% of classes hold community circles based in restorative practices at least two times a week. Additionally, our IL used SEL/behavior data (i.e. Uh-Oh forms, wellness survey data, teacher SES screener, office referrals) to tier all students and provide Tier 2 and 3 socio-emotional small group support during RTI using the Zones of Regulation curriculum. During the March administration of the AUSD wellness survey, 14% of students reported feeling stressed.

Goal 3: To support Goal 3, our Arts Leadership Team facilitated collaboration opportunities for teachers to further explore our Maya Lin Instructional Practices Rubric and incorporate this work into their pedagogy. During staff meetings teachers also share best practices around the Studio Habit of Mind (SHOM). This groundwork around SHOM supported teachers in facilitating Black History Month artist studies that leveraged SHOM thinking and reflection routines. This year all teachers facilitated this learning activity with their classes. We have taken steps toward creating rubrics for these projects, but we have not yet normed on a school around rubrics to measure student success on these projects.

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 previous year.

Goal 1: We had planned for students performing below the 26th percentile to receive three days a week of intervention in these area(s). In addition, we planned for students to receive designated ELD during our RTI block. Because we have some students who would qualify for math intervention, reading intervention, and designated ELD in this block, we have been unable to provide intervention and/or designated ELD in all three areas; students have only been able to receive these supports in two areas. In addition, this was our first year of implementation, and we are still building capacity to plan and execute multiple interventions during our RTI block. Another challenge has been that many of our teachers feel more confident and experienced in proving reading intervention than math intervention- we have identified training and curriculum around math intervention as an area for continued growth.

Goal 2: Approximately, 45 percent of teachers are facilitating the weekly lessons our Intervention Lead has created on a weekly basis. While not all teachers are facilitating these lessons weekly, the majority of teachers at Maya Lin incorporate Toolbox into their instruction in different ways. An area for continued growth is to connect with teachers to better understand how to support them in leading these lessons and how to measure implementation of Toolbox practices and SEL lessons.

Goal 3: We spent the start of the year focusing on our Maya Lin Instructional Practices Rubric. Midyear, teachers began collaborating and planning for their integrated learning projects. Because we wanted these projects to align with our Black History Month celebration, we focused more on designing the projects than on creating shared rubrics. Building in time to create shared rubrics and opportunities for teachers to collaborate around rubrics is an area of continued

growth and opportunity.

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.

To streamline our SPSA, we will be consolidating our priorities into one goal. This goal will include a focus on culturally and linguistically responsive teaching strategies which connects to our focus on culture and climate. We will continue our focus on Arts Integration practices through monthly integrated art learning collaborations and through teacher share outs around the Studio Habits on Mind during staff meetings.

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Step 1: Identifying the Problem - Use multiple data sources to help you and your team identify the problem.

- Does the problem focus on the instructional core?
- Is it observable?
- Is it within the school or district's control and can be improved in real time?
- If acted on, will the problem make a significant difference for student learning?

The problem of practice is grounded in evidence such as data and dialogue. For example, a "hunch" that third-grade students are not applying what they are learning in math lessons is NOT grounded evidence. However, identifying that 70% of students did not pass the math section of the standardized tests last year is grounded evidence suitable to identify a problem of practice.

Problem of Practice
We see patterns of disparate outcomes among students along racial and ethnic lines especially between our Black or African American students and our White students. - On midyear STAR reading, 54 percent of our Black or African American students were proficient while 88 percent of our White students were proficient. - Notably, our Black or African American students' growth in reading from the beginning of the year to the middle of the year was similar to our White students' growth; 75 percent of our Black or African American Students made expected growth and 78 percent of our White students made expected growth. - In math there was a similar pattern; 42 percent of our Black or African American students scored proficient on mid-year STAR math testing while 92% of our White students demonstrated proficiency.

- As with reading, our Black/African American students' growth was similar to White students' growth from the beginning of the year to the middle of the year. Sixty-three percent of our Black/African American students demonstrated expected growth in math and 65 percent of our White students demonstrated expected growth in math.

These outcomes highlight significant gaps in proficiency, especially in math. In addition, these outcomes highlight similar growth across groups which suggest that once instruction starts, students in both groups are progressing at similar rates.

These outcomes indicate that we may need to incorporate culturally and linguistically responsive teaching strategies into our Tier 1 instruction and provide additional intervention supports for our Black or African American students.

Step 2: Identify your focal student groups

- As a district we have unapologetically prioritized the needs of our African American and Black students. What does the data tell you about how your school site has been serving your African American and Black students?
- Which additional student groups have been underserved at your school site? What does the data tell you about these students experiences?

Focal Students

Because there were fewer than 11 Black or African American students who participated in state testing, we are relying heavily on other indicators and STAR results to demonstrate how our school site has been serving our African American and Black students.

Our STAR data shows that our Black/African American students are making similar growth to White students, but their overall proficiency rates remain significantly lower. This suggests that our instruction is supporting progress, but we do not yet have equitable outcomes along racial and ethnic lines. This indicates an opportunity to strengthen how we meet the specific needs of these students. In particular, we plan on focusing in on providing targeted interventions in our RTI block and focusing staff development around culturally and linguistically responsive teaching strategies to support us in achieving more equitable outcomes for all learners.

We have seen a similar pattern of outcomes in STAR reading for our Filipino, Latinx, and Asian students. This winter, students from these three groups had an average proficiency rate on STAR reading of 66% while on average 88% of our White and Multiethnic students demonstrated proficiency in STAR reading. Similar to our Black or African American students, students in these groups showed similar levels of growth to their White and Multiethnic peers from the beginning of the year to the middle of the year in STAR reading. On average, 81 percent of students from these groups showed at least typical growth in STAR

reading while 79 percent of our White and Multiethnic students demonstrated typical growth.

In math, there are outcome disparities among our Latinx and Asian students compared to their White and Multiethnic peers. This winter, 78% of Latinx and Asian students were proficient on the STAR math assessment, compared to 93% of White and Multiethnic students. However, like our Black or African American students, Latinx and Asian students demonstrated similar growth levels, with 66% meeting or exceeding typical growth expectations—slightly higher than the 63% of White and Multiethnic students who demonstrated typical growth. This suggests strong growth across groups but highlights a need to focus on addressing proficiency gaps.

These same patterns are repeated among our Students with Disabilities. In STAR reading, our students with disabilities demonstrated similar levels of growth to our students in general education, however only 49 percent of our students with disabilities were proficient on our midyear STAR reading assessment while 87 percent of our students in general education were proficient. In STAR math the gaps were wider; about 10 percent fewer of our students with disabilities demonstrated typical growth than their general education peers, and only 48 percent of our students with disabilities were proficient on our midyear STAR reading assessment while 94 percent of our students in general education were proficient.

Results among our English Learner (EL) students show similar trends. In STAR reading, our EL demonstrated similar levels of growth to their non EL peers, however only 26 percent of our English Learner students were proficient on our midyear STAR reading assessment while 82 percent of our English Only students were proficient. In STAR math the gaps were wider; about 14 percent fewer of our EL students demonstrated typical growth than their general education, and only 55 percent of our EL students were proficient on our midyear STAR reading assessment while 87 percent of our English Only students were proficient.

In addition, CAASPP data indicates that our Students with Disabilities, English Learners, and Latinx students are being underserved. On CAASPP testing, these groups show significant academic performance gaps, and they have elevated rates of chronic absenteeism. Notably, Students with Disabilities are nearly 100 points below standard in both ELA and Math, and Latinx students have the highest absenteeism rate at 22.2%. Although chronic absenteeism among our African American or Black students has improved, it remains higher than the overall rate at 14.8%.

Our March 2025 Wellness Survey data shows that overall, students are performing very well on wellness-related assessment items. Across all students, positive response rates range from 86% to 98%, most items had 95% or higher outcomes, and there are no notable disparities in outcomes among student groups with a sample size above ten.

Overall, our data indicate a need to focus primarily on our Black or African American students. In addition, other student groups are being underserved at our school site. In particular, there are disparities in outcomes among our Latinx, English Learners, and students with disabilities compared to their peers. We plan to support students in these groups through a focus on culturally and linguistically responsive teaching and by providing targeted interventions during our RTI blocks.

Step 2: Brainstorm Root Causes

- The school / school district should assemble a network to:
    - Ask relevant questions concerning the problem of practice
    - Develop objectives about mending the problem of practice

Let's say there is still the issue of third-grade students not applying what they are learning in their math lessons. During this brainstorm, the network can ask questions such as,

What kinds of tasks are students being asked to do during their math lessons?

What will students know and be able to do as a result of the math lessons?

What types of questions are students missing on the standardized test?

From these questions, the network can discern how the school or district needs to shape their objectives. So let's say we find out that third-grade students are asked to do many sets of multiple choice math questions in class. These questions generally help them with elimination and estimation. And perhaps the math sections on the state standardized test that they are missing are mostly open-response.

From this brainstorm, the network will be able to create the school or district's main objective: to have all third-grade students increase their level of performance on the math section of the state test.

To achieve this, the school will focus on one area of weakness as indicated by their analysis: open response math questions.

With the development of questions and objectives, the problem of practice is no longer just raw data and material but is beginning to take shape.

Root Causes
Our student outcomes suggest several possible root causes within our control.

1. Instruction may not consistently incorporate culturally responsive practices to support all learners.
2. We may not be providing targeted intervention for students who begin the year behind their peers.
3. There may be gaps in how we use data to identify students who need targeted support or academic acceleration.
4. Our instruction may not provide enough access points for all students to consistently engage in learning experiences.

Root Causes for Focal Students

In addition to the Root Causes outlined above, some additional root causes leading to disparate outcomes among students in our focal group may include:

1. Our partnerships with our focal students' families may not be as strong as our partnerships with our White and Multiethnic students' families.
2. Our school culture may not support our Black, Latinx, and Asian students in feeling a sense of belonging. If students are not comfortable at school, they will be less able to achieve. Incidents of racially-based hate speech, while limited and isolated, may further cause students from these groups to feel disconnected, less integrated in the school community, and less ready to learn than students from other groups.
3. Higher rates of absenteeism among students in these three groups mean these students have less instructional time, and this may also contribute to lower academic achievement.

Solidify

- After a problem is developed and an objective is identified, give the problem of practice time to simmer
- Reach out to wider faculty for confirmation

Once a problem of practice is shaped and the brainstorm is finished, it is important for the school or district to give it some time before jumping into the theory of action. Ask important questions. Is the problem of practice narrow and focused enough? Does it feel relevant and meaningful? Is it clear?

Have faculty look over it and give their opinion. Once the school or district is satisfied with the problem of practice, it is time to move on to the next element of instructional rounds, that is developing a theory of action.

Step 3: Create a SMARTIE goal

SMARTIE stands for Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable. By incorporating an equity and inclusion component to your SMART goals, you can make sure your School's commitment to racial equity and inclusion is anchored by tangible and actionable steps.

Goals are a concrete way to drive results, but without an explicit equity and inclusion component, goals won't produce better outcomes for marginalized communities, address disparities, or support belonging. Introducing SMARTIE goals! SMARTIE stands for:

STRATEGIC	Reflects an important dimension of what your school seeks to accomplish (programmatic or capacity-building priorities).
MEASURABLE	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).
AMBITIOUS	Challenging enough that achievement would mean significant progress—a "stretch" for the organization.
REALISTIC	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.
TIME-BOUND	Includes a clear deadline.
INCLUSIVE	Brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision/policy-making in a way that shares power.
EQUITABLE	Seeks to address systemic injustice, inequity, or oppression.

SMARTIE Goal:

Time-Bound: our goals between *(start date)* and *(end date)* are to achieve this **Strategic** and **Ambitious** outcome:

By June 2026, 75 percent of our focal students in grades K-3 will have an SGP of 35+ on STAR Reading and 55 percent of focal students students in grades 4-5 will have an SGP of 35+ on STAR Math.

We will know success when we see it using these Measurable standards:

75 percent of our focal students in grades K-3 will have an SGP of 35+ on STAR Reading and 55 percent of focal students students in grades 4-5 will have an SGP of 35+ on STAR Math.

A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity):

To reach this goal we will focus on the following:

- Culturally and Linguistically Responsive Teaching whole-staff trainings with Sharroky Hollie with ongoing follow up in staff meetings. Leverage our Arts Leadership Team and Culture and Climate Team to integrate these strategies with artistic thinking processes and social-emotional supports for students.
- Each teacher will identify three focal students using the following criteria:
    - K-3: Students below 35th percentile on beginning of the year STAR reading. If any students are Black or African American, they should be included. After that, prioritize English Learners, Students with disabilities, and Latinx students.
    - 4-5: Three students below 35th percentile in math. If any students are Black or African American, they should be included. After that, prioritize English Learners, Students with disabilities, and Latinx students.
- Leverage our resources to ensure the following is true of our RTI blocks:
    - Students who begin the year performing below the 26th percentile in reading or math receive intervention in those areas at least three days a week
    - Students who are English Learners receive designated ELD at least three days a week
    - In order to meet this goal, classroom teachers will be encouraged to platoon across their grade level. Each teacher will most likely need to lead one Tier 3 math or reading group to target persistent skill gaps in reading or math and/or one Designated ELD group during one half of the RTI block. The other half of the RTI block will be designated for teachers to provide Tier 2 supports to students who have not yet mastered ongoing content to provide intervention for emerging skill gaps or challenges.
    - Teachers on Special assignment, Scholar Advisor, general education para, and reading support provider (Wendy Fiero) will support RTI block by leading Tier 3 reading and math groups and/or designated ELD.

- Use structured PLC protocols to collaborate on focal student progress in K–3 literacy and 4–5 math.

Step 3: The Theory of Action

What is a theory of action? A theory of action can be thought of as a storyline that makes a vision and a strategy concrete. It provides a line of narrative that leads people through the daily complexity and distractions that compete with the main work of the instructional core. The theory of action provides a map that carries the vision through the organization. It provides a way of testing the assumptions and suppositions of the vision against the unfolding realities of the work in actual organizations with actual people.

A Theory of Action has three main requirements:

1. The Causal Role – The theory of action must begin with a statement of a causal relationship

- When learning from instructional rounds, it is important for individuals to develop their own personal theories of action and then share them with their colleagues
    - If the adults who work in schools are actively learning about the causal relationship between their work and the work between other teachers and other students, then support for improved instructional practice will increase and the work of teachers and students will become more effective
    - The learning and development of adults must be explicitly connected,through organizational processes, to the learning and development of students in classrooms
        - Investing in higher results for teachers' level of understanding increases student engagement and high-level cognitive results

2. The Conditional Role – It must be empirically falsifiable

- Theories of action that develop during instructional rounds are always subject to revision and specification in light of new evidence
    - Questioning the practice is not a bad thing, it is part of the practice

3. The Open Role: It must be open-ended

- The theory of action is expected to change as the network members learn more about what helps them learn and what leads them to apply their learning most effectively in schools
    - Having a final theory of action is not as important as having an open-ended strategy that is ready to adjust to change

Theory of Action

If we...
- Plan and implement a targeted RTI block so students below 26th percentile receive intervention in reading and math 3+ days/ week and English Learners receive designated ELD 3+ day/week.
  - In order to meet this goal, classroom teachers will be encouraged to platoon across their grade level, and each teacher will most likely need to lead one Tier 3 math or reading group or one Designated ELD group during one half of the RTI block. The other half of the RTI block will be designated for teachers to provide Tier 2 supports to students who have not yet mastered ongoing content.
  - We will leverage additional staff (TSAs, Scholar Advisor, General Education para, Reading Support Provider) to lead additional Tier 3 groups and Designated ELD groups.
- Incorporate Culturally and Linguistically Responsive Teaching Strategies into Tier 1 instruction. Leverage our Arts Leadership Team and Culture and Climate Team to integrate these strategies with artistic thinking processes and social-emotional supports for students.
- Collaborate around focal student progress in K-3 literacy and 4-5 math during PLCs

Then students will ... 75 percent of our focal students in grades K-3 will have an SGP of 35+ on STAR Reading and 55 percent of focal students students in grades 4-5 will have an SGP of 35+ on STAR Math.
How will this theory of action specifically support your focal students? This theory of action is specifically focused on our focal students

Actions to Support Implementing TOA					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Sharroky Hollie staff professional development on Culturally and Linguistically Responsive Teaching strategies (CLRT). Follow up during at least six staff meetings during the year.	Sharroky Hollie	AUSD funded	August and October 2025 District training Staff meeting follow up at least 2x a trimester	- Exit tickets from sessions - Student academic outcomes
2	Connect Maya Lin's Instructional Practices Rubric with CLRT strategies including Arts Integration strategies. Use this to create a peer classroom visit tool that will be used for peer classroom visits and district Instructional Rounds	Arts Leadership and Site Leadership Teams	Sub coverage for classroom visits	Complete rubric by November; teachers participate in at least one round of classroom visits	- Exit tickets from sessions - Student academic outcomes
3	Schedule and deliver targeted RTI in reading and math 3+ times/week for students below the 26th percentile. Provide designated ELD instruction for ELs at least 3x/week aligned to ELD standards. - In order to meet this goal, classroom teachers will be encouraged to platoon across their grade level, and each teacher will most likely need to lead one tier 3 math or reading group or one Designated ELD group during one half of the RTI block. The other half of the RTI block will be designated for teachers to provide tier 2 supports to students who have not yet mastered ongoing content. - Leverage additional staff (TSAs, Scholar Advisor, General Education para, Reading Support Provider) to lead additional Tier 3 groups and Designated ELD groups.	Classroom teachers, TSAs, Scholar Advisor, Gen ed paraprofessional	RTI schedule, STAR data, small group curriculum	RTI groups begin by 22nd. Revisit tier 3 groupings in January 2026 (if not sooner)	STAR growth EL progress data

4	Use structured PLC protocols to collaborate on focal student progress in K–3 literacy and 4–5 math.	Grade-Level PLC Teams	STAR reports, PLC templates, data protocols	Biweekly PLCs	PLC notes, STAR data by focal group

Specific Actions to Support Focal Students					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Teachers identify three focal students using STAR baseline and subgroup data. Monitor progress during PLC collaboration meetings.	Classroom teachers	STAR data, collaboration/ staff meeting time	Identify focal students by September 15, 2025. Monitor and collaborate around progress during biweekly PLCs.	Growth & proficiency data, intervention notes
2	Engage families of focal students through targeted conferences and communication.	Teachers, Scholar Advisor	Conference supports	2–3 times/year	Family feedback
3	Leverage and collaborate around arts-integrated thinking processes using Studio Habits of Mind to increase engagement and demonstrate learning.	Art teacher and general education teachers	Collaboration meetings	Monthly or unit-based	Student reflections, artifacts, rubrics
4	Teachers lead lessons focusing on antiracism 3+ times per year; general education paraprofessional provides small group instruction around these lessons and social-emotional supports. Establish Black Student Union to support school-wide pro-Black culture and programming.	Classroom teachers, general education paraprofessional, Intervention Lead and Culture &	Lessons	3 times per year beginning on October	Wellness survey feedback and empathy interviews

		Climate team create lessons			

Expenditures to Achieve Site-Specific Goals

Please see Appendix for Budget Packet.

Budget Summaries

Please see Appendix for Budget Packet.

School Site Council (SSC) Membership

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 current make-up of the council is as follows:

Names of Members	**ROLE***
Ivonne Newman	Parent representative
Mari-Anna Bergeron Doherty	Parent representative
Katie Lloyd-Lovett	Parent representative
Anna Maier	Secretary
Tia Richardson	Parent representative
Rosie Garcia	Classified staff representative
Tara Yudenfreund	Chairperson
Patricia Sanchez	Teacher
Cynthia Mills	Teacher
Karen Ringewald	Staff member

50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- 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.

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.

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.

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 relevant federal planning requirements.

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.

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.

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.

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.

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.

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.*

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.*

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.

Appendix A: Plan Requirements for Title I Schoolwide Programs

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 Consolidated Application (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 California *Education Code* (*EC*) sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), 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 *Code of Federal Regulations,* Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 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 34 *CFR* Section 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: 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: 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, June 2024

Appendix C: Budget Packet

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Manager **11 Maya Lin-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	6,700	.00%
	Total 1000	**6,700**	**.00%**
3000			
3100		1,280	.00%
3300		98	.00%
3500		4	.00%
3600		212	.00%
3700		103	.00%
	Total 3000	**1,697**	**.00%**
4000			
4300	Materials and Supplies	10,000	.00%
	Total 4000	**10,000**	**.00%**
5000			
5700		8,500	.00%
5800	Professional/Consulting Servic	5,384	.00%
	Total 5000	**13,884**	**.00%**
	Total Expenditure	**32,281**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**32,281**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**32,281-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		6,700	.00%
2000			.00%
3000		1,697	.00%
4000		10,000	.00%
5000		13,884	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**32,281**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**32,281-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0002 LCFF Supp** Manager **11 Maya Lin-Principal**

Expenditure	Description	Amount	Percentage of Sources
2000			
2100	Instructional Aides' Salaries	12,503	.00%
	Total 2000	**12,503**	**.00%**
3000			
3200		3,117	.00%
3300		958	.00%
3400		585	.00%
3500		7	.00%
3600		394	.00%
3700		192	.00%
	Total 3000	**5,253**	**.00%**
	Total Expenditure	**17,756**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**17,756**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**17,756-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000			.00%
2000		12,503	.00%
3000		5,253	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**17,756**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**17,756-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **6770 Arts and Music (Prop 28)** Manager **11 Maya Lin-Principal**

Revenue	Description	Amount	Percentage of Sources
8900		64,970	100.00%
	Total Revenue	**64,970**	**100.00%**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	37,732	58.08%
	Total 1000	**37,732**	**58.08%**
3000			
3100		7,504	11.55%
3300		502	.77%
3400		4,534	6.98%
3500		18	.03%
3600		1,108	1.71%
3700		578	.89%
	Total 3000	**14,244**	**21.92%**
4000			
4300	Materials and Supplies	12,994	20.00%
	Total 4000	**12,994**	**20.00%**
	Total Expenditure	**64,970**	**100.00%**

Starting Balance	**0**
+ Revenues	**64,970**
- Expenditures	**64,970**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**0**

Starting Balance	**0**
+ Total Revenues	**64,970**
= Total Sources	**64,970**

Expenditure	Description	Amount	Percentage of Sources
1000		37,732	58.08%
2000			%
3000		14,244	21.92%
4000		12,994	20.00%
5000			%
6000			%
7000			%
	- Total Expenditures	**64,970**	100.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**0**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **9046 PTA/PTSA** Manager **11 Maya Lin-Principal**

Expenditure	Description	Amount	Percentage of Sources
2000			
2100	Instructional Aides' Salaries	9,970	.00%
2200	Classified Support	7,087	.00%
	Total 2000	**17,057**	**.00%**
3000			
3200		4,410	.00%
3300		1,126	.00%
3400		1,800	.00%
3500		9	.00%
3600		519	.00%
3700		262	.00%
	Total 3000	**8,126**	**.00%**
	Total Expenditure	**25,183**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**25,183**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**25,183-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000			.00%
2000		17,057	.00%
3000		8,126	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**25,183**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**25,183-**	.00%

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

2025-26 Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
   (Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

☑ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on: .

Attested:

Karen Ringewald, School principal — Date: 5/21/25

Tara Yudenfreund, SSC Chairperson — Date: 5/21/25

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2025-26

School	Otis Elementary
CDS Code	01 61119 6090021
Principal Name	Brian Dodson
Telephone Number	510.748.4013
Address	3010 Fillmore Ave. Alameda, CA 94501
E-mail	bdodson@alamedaunified.org
Date of SSC Approval	5/21/2025
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Districtwide Strategic Plan and LCAP Goals

2024-25_LCAP_Alameda_Unified_School_District_-_June_6th_Final .pdf

District Priority Practices

Problem of Practice: Both qualitative and quantitative data has indicated that we have significant access gaps across the district between subgroups. Specifically our African American Students, Students with Disabilities, and Long Term English Learners. Root cause analysis suggests that some of these access gaps may be linked to:

- Systemic racism and cultural dissonance results in a culture that lacks meaningful student relationships and culturally responsive practices which is evidenced by explicit and implicit biases, low expectations, access to rigorous standards based instruction and tasks
- Family and community partnerships: AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust.
- Interventions and referrals: **AUSD's lack of consistent robust first, best instruction and timely and effective referral for students** (of students for appropriate interventions that address a broad range of adjustment issues) who need interventions.

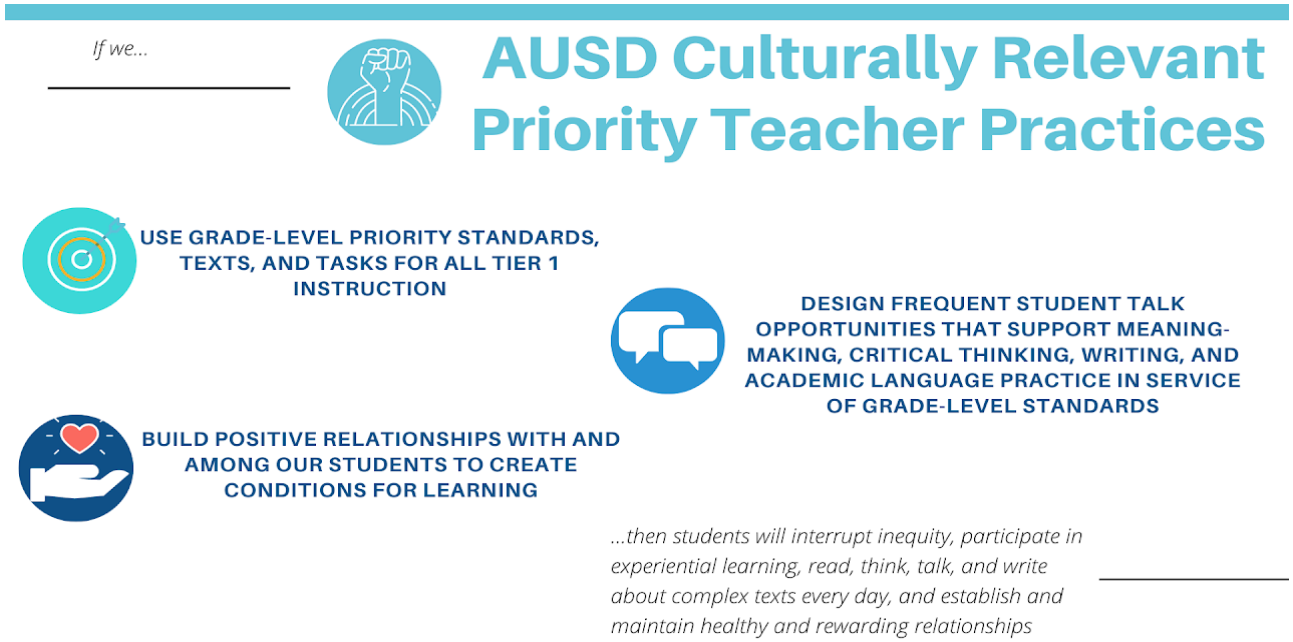
AUSD staff has decided to focus its Strategic plan goal 1 on strengthening the foundational program in support of addressing the above root causes.

Strategic Plan Goal 1: Create a Strong Foundational Program for ALL Students. This is the very first step we need to take to ensure equitable access to high-quality instruction for all our students. From the foundation, we can then build programs to provide differentiated instruction and supports for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system. A strong foundational program is defined by:

- A clear and coherent curriculum that is standards aligned (what students learn)
- Dynamic lessons and tasks that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- Classroom cultures focused on positive relationships between all members of the community

Focus Questions:
What are the tasks students are engaging with?
Are the tasks standards aligned for the grade level?
How do we know if the tasks are standards aligned?

Are students doing the thinking? How do we know?
Is the classroom culture and learning built around communal culturally responsive (sociocultural) talk and task structures? How do we know?
If applicable, is the student-teacher relationship a partnership? How do you know?
Theory of Action:



2025-26 LCAP Goals

Goal 1	Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.
Goal 2	We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.
Goal 3	Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

Annual Review

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

SPSA Year Reviewed: 2024-25

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

Goal1	Goal 2	Goal 3
If we… continue our work with Culturally Responsive Teaching and Learning emphasizing intentional student discourse routines across all content areas,	If we… continue to provide excellent tier I instruction coupled with evidence based tier II intervention in the classroom,	If we… Consistently review and analyze low-level behavioral data and ensure that all students are familiar with the Toolbox Curriculum and develop their ability to have restorative conversations, and we develop proactive and responsive support plans for students who received multiple (3 or more) office referrals during the 2023/24 school year,
Then students will … By June, 2025, all students will show an increase in student engagement as measured by quantity and quality of student discourse observed through walkthroughs and a student discourse survey.	Then students will … By June, 2025, all students will show a 3% increase in STAR Math, Reading, and CBM SGP (student growth percentile) and a 5% increase for our barometer students.	Then … The percentage of students receiving an Office Discipline Referral will decrease by 1% (5% to 4%) by June, 2025 and there will be a reduction in the number of discipline referrals received by each student who received 3 or more Office Discipline

		Referrals in 2023/24.

Analysis

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

Goal1	Goal 2	Goal 3
During the 2024–25 school year, Otis Elementary set a goal to increase student engagement by strengthening the use of culturally responsive teaching and intentional student discourse routines across all content areas. The success of this work is being measured through classroom walkthrough observations and a student discourse survey set for spring. While teachers have participated in multiple professional development sessions focused on Culturally Responsive Teaching and Learning (CRTL) and student discourse over the past two years, initial instructional rounds revealed fewer examples of discourse than expected. In six separate 15-minute observations, there were zero observable instances of student discourse, highlighting a clear gap between professional learning and classroom practice. Through root cause analysis, the leadership team discovered that many teachers equated student discourse with longer, highly structured routines, which inadvertently made it feel difficult to incorporate into everyday lessons. In response, the school reframed discourse using the language of	During the 2024–25 school year, Otis Elementary set a goal in its Single School Plan to improve student performance on STAR Math, STAR Reading, and CBM assessments through strong Tier I instruction and evidence-based Tier II interventions. The target was to increase the Student Growth Percentile (SGP) by 3% for the general student population and by 5% for barometer students—those needing the most academic support. From fall to winter, the school met its growth targets for the general population, with STAR Reading SGP rising from 69% to 74% and STAR Math from 67% to 71%. These gains reflect the positive impact of consistent instruction and early intervention practices. For barometer students, results were mixed. In reading, 81% of barometer students demonstrated typical or greater growth, meeting the school's target and suggesting that the reading interventions are having a meaningful effect. In math, however, only 67% of barometer students met that same benchmark, falling slightly short of the 5% goal. This represents a 2% lag behind their peers in the general population and highlights a key area for further	During the 2024–25 school year, Otis Elementary set a goal to reduce the percentage of students receiving Office Discipline Referrals (ODRs) from 5% to 4%, while also decreasing the number of referrals for students who had received three or more in the previous year. Overall, the school saw encouraging trends. The referral rate remained below the 5% target throughout the year, peaking at 3.6% in March. This suggests that the integration of the Toolbox curriculum, the emphasis on restorative conversations, and targeted support for students with prior referrals contributed to a positive shift in school climate and student behavior. It's important to note that the rise in the total number of referrals—from 3 in August to 63 in March—is expected, as the data is cumulative. Each month’s total includes all referrals submitted since the start of the school year, not just new incidents for that month. Therefore, the increase reflects the natural accumulation of referrals over time rather than a sudden spike in behavior incidents. Even as the cumulative numbers grew, the overall referral rate stayed relatively low, indicating that only a small

“Sprinkles and Soaks”—where "sprinkles" represent short, intentional discourse moments (like turn-and-talks or pair-shares), and "soaks" refer to deeper, more structured discussions (like Socratic seminars or collaborative reasoning). This reframing helped normalize discourse as something manageable and flexible, making it easier for teachers to integrate student talk throughout the school day rather than viewing it as a separate or time-consuming activity. Since this shift, every observed classroom has included either a “sprinkle” or a “soak” of student discourse. Teachers have become more intentional in planning for these opportunities rather than relying solely on spontaneous conversations. Walkthroughs now show more frequent student talk, signaling progress toward our goal of increasing engagement through meaningful, culturally responsive dialogue. To continue building momentum, the site is considering strategies such as ongoing coaching, student reflections and surveys, and more calibrated data collection. These next steps will help ensure that student discourse becomes an embedded and equitable part of classroom culture, empowering every student to actively participate in their own learning.	growth. The current data suggests that while the Response to Intervention (RTI) structure is effective overall, math interventions may need refinement to better address the needs of students requiring the most support. To drive this growth, the school has implemented a well-structured RTI model, built around six-week intervention cycles and flexible, data-informed groupings. In some grade levels, teachers have adopted a platooning approach, rotating responsibilities across targeted support areas like reading, math, social-emotional learning, and designated ELD. This model ensures students receive the instruction they need, when they need it. As the school completes all six planned intervention cycles this year, the focus will shift to fine-tuning math supports—especially for barometer students—by strengthening intervention placement processes, deepening math discourse, and increasing instructional emphasis on conceptual understanding. With continued iteration, the school is well-positioned to build on these successes and further close achievement gaps.	percentage of students were receiving multiple referrals. Moving forward, Otis Elementary will continue to monitor trends for students who received three or more referrals in 2023–24 to assess the impact of individualized support plans. While this specific data wasn't included in the cumulative totals, it remains a key focus in evaluating our progress. Additionally, the implementation of a more consistent and robust referral reporting system this year has improved our ability to track behavior trends accurately. This enhanced data fidelity positions us to make more informed, proactive decisions to support student well-being and further strengthen our tiered systems of support.

During the 2024–25 school year, Otis Elementary made significant strides toward three schoolwide goals focused on student engagement, academic growth, and behavior. To increase student engagement, the school emphasized culturally responsive teaching and the use of intentional student discourse routines. Although early instructional rounds revealed limited evidence of student talk, a reframing strategy—encouraging both short "sprinkles" and longer "soaks" of discourse—led to a noticeable shift in practice. By spring, every classroom observed included intentional student talk, and teachers became more deliberate about embedding discourse into daily instruction. This growth reflects a deeper understanding of how culturally responsive engagement can be both accessible and impactful.

Academically, the school set a goal to improve performance on STAR Reading, STAR Math, and CBM through strong Tier I instruction and targeted Tier II interventions. The general student population met growth goals in both subjects, with STAR Reading and Math SGPs increasing by 5% and 4%, respectively. For barometer students, reading growth exceeded expectations, while math growth, although improved, fell slightly short of the goal. The school's well-structured intervention system—featuring six-week cycles, flexible groupings, and a platooning approach—has laid a solid foundation for ongoing improvement. With a continued focus on refining math supports, especially for students needing the most help, Otis is well-positioned to close achievement gaps.

In terms of behavior, Otis aimed to reduce Office Discipline Referrals (ODRs) while providing increased support for students with frequent past referrals. The overall referral rate remained below the 5% goal all year, peaking at only 3.6%, which points to the positive impact of restorative practices and Toolbox curriculum implementation. While cumulative referral counts naturally increased over time, this was expected given the reporting method. The introduction of a more robust and consistent referral system also improved data fidelity, allowing the school to better track and respond to behavior trends. Across all three goals, Otis Elementary demonstrated a strong commitment to continuous improvement through data-informed reflection, collaborative problem-solving, and student-centered practices.

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 previous year.

There are no major differences between the intended implementation or budgeted expenditures from last year to this year. We will continue to provide all students with bi-weekly art lessons taught by a certificated teacher, maintaining our commitment to a well-rounded education. Additionally, we will continue to allocate the majority of our discretionary and supplementary funds to support teacher hourly pay for additional meeting time with focal families, as well as sub release time to allow teachers to engage in instructional walkthroughs aligned to our school's instructional goals.

Describe any changes that will be made to these goals, 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.

Last year, we focused on three goals—two instructional and one centered on school culture. After reviewing our data, we decided to streamline our approach by consolidating our efforts into a single, focused goal with multiple action steps. This shift allows us to more effectively support our focal and English Learner students while maintaining a strong emphasis on Culturally Responsive Teaching, Student Discourse, and the implementation of high-quality Tier 1 and Tier 2 instruction.

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Step 1: Identifying the Problem - Use multiple data sources to help you and your team identify the problem.

- Does the problem focus on the instructional core?
- Is it observable?
- Is it within the school or district's control and can be improved in real time?
- If acted on, will the problem make a significant difference for student learning?

The problem of practice is grounded in evidence such as data and dialogue. For example, a "hunch" that third-grade students are not applying what they are learning in math lessons is NOT grounded evidence. However, identifying that 70% of students did not pass the math section of the standardized tests last year is grounded evidence suitable to identify a problem of practice.

Problem of Practice
After reviewing schoolwide data from the 2024–25 school year, persistent achievement gaps remain evident—particularly for our English Learner (EL) students and students with IEPs in reading, and for our students with IEPs in math. Despite schoolwide gains in some areas, these groups continue to perform below their peers, indicating a need for more targeted and responsive instructional practices. This pattern suggests we must strengthen the consistency and effectiveness of our Tier 1 and Tier 2 instruction, with an emphasis on culturally and linguistically responsive strategies that address the specific needs of these student populations.

Step 2: Identify your focal student groups

- As a district we have unapologetically prioritized the needs of our African American and Black students. What does the data tell you about how your school site has been serving your African American and Black students?

- Which additional student groups have been underserved at your school site? What does the data tell you about these students experiences?

Focal Students
This year, Otis will be focusing on supporting the academic growth of our Black/African American students, English Learners, and students with IEPs. Our data shows that persistent opportunity gaps exist for these student groups, particularly in reading and math. In response, we are committed to refining our Tier 1 and Tier 2 instruction through a culturally responsive and equity-centered lens. Our goal is to ensure that all focal students experience accelerated growth and are supported in accessing rigorous and engaging learning opportunities every day.

Step 2: Brainstorm Root Causes

- The school / school district should assemble a network to:
    - Ask relevant questions concerning the problem of practice
    - Develop objectives about mending the problem of practice

Let's say there is still the issue of third-grade students not applying what they are learning in their math lessons. During this brainstorm, the network can ask questions such as,

What kinds of tasks are students being asked to do during their math lessons?

What will students know and be able to do as a result of the math lessons?

What types of questions are students missing on the standardized test?

From these questions, the network can discern how the school or district needs to shape their objectives. So let's say we find out that third-grade students are asked to do many sets of multiple choice math questions in class. These questions generally help them with elimination and estimation. And perhaps the math sections on the state standardized test that they are missing are mostly open-response.

From this brainstorm, the network will be able to create the school or district's main objective: to have all third-grade students increase their level of performance on the math section of the state test.

To achieve this, the school will focus on one area of weakness as indicated by their analysis: open response math questions.

With the development of questions and objectives, the problem of practice is no longer just raw data and material but is beginning to take shape.

Root Causes

Root Causes from Fishbone Analysis – Otis SPSA

Designated/Integrated ELD Implementation

- ELs are at a variety of stages in ELD (not just grade level)
- Limited time for implementing Designated ELD
- Curriculum is not user-friendly, not all teachers trained, and it is disconnected from the rest of the curriculum

Early Identification & Tier 2 Access

- Waiting too long to support struggling students
- Lack of high-quality intervention materials for RtI

Inclusion & Gen Ed/SpEd Collaboration / Gaps in PD & Data Use

- No ongoing collaboration between SPED and Gen Ed
- IEP goals not aligned with essential grade level standards

- Limited exposure to Gen Ed curriculum for CEC students
- High caseload numbers for SPED staff

CLRT & Universal Design in Tier 1

- Struggle with providing UDL and ensuring basic skill mastery of some tasks
- Assumptions made about students' lived experiences
- No shared understanding of what CRTL looks like in a classroom

Math Instructional Gaps

- Teachers are following curriculum, but not focusing on essential standards
- Teachers feel little flexibility with Eureka/pacing guide
- Lack of knowledge on how to differentiate for math
- Lack of backwards mapping from where we want students to be at the end of the year

Root Causes for Focal Students

The root causes identified in our Fishbone Analysis reveal systemic gaps that disproportionately impact our focal students—Black/African American students, English Learners (ELs), and students with IEPs. Each group faces unique challenges that are compounded when school systems lack coherence, responsiveness, and inclusion.

For our ELs, inconsistent Designated and Integrated ELD implementation limits access to language-rich instruction and academic vocabulary necessary for grade-level success. EL students are often at a wide range of language proficiency levels, yet the curriculum lacks the flexibility and

teacher training to meet these varied needs. Limited time for Designated ELD and a disjointed curriculum leaves many ELs without the foundational language skills required to engage fully in core content. When ELD is not effectively integrated into classroom instruction, EL students may become passive participants, further widening opportunity and achievement gaps.

For students with IEPs, the lack of consistent collaboration between general education and special education staff results in fragmented support and missed opportunities for inclusion. IEP goals are sometimes misaligned with essential grade-level standards, which can prevent students from progressing toward college- and career-ready outcomes. Additionally, students in the CEC program may not consistently access the general education curriculum, limiting their exposure to grade-level content and peer discourse. High caseloads for special education staff exacerbate these challenges by reducing the time available for individualized support and co-planning.

For our Black/African American students, instructional gaps—particularly in math—along with the lack of culturally and linguistically responsive teaching (CLRT) disproportionately affect their engagement and achievement. When assumptions are made about students' lived experiences or when there is no shared understanding of what CLRT looks like in practice, these students may not see themselves reflected in the curriculum or classroom environment. Inadequate implementation of Universal Design for Learning (UDL) further limits access to rigorous content, especially for students who may benefit from alternative modes of learning and expression.

Across all three focal groups, delays in early identification of struggling students and limited access to Tier 2 interventions allow gaps to widen over time. The rigid pacing of programs like Eureka Math and lack of backward design further constrain teachers' ability to differentiate instruction or target essential skills, making it more difficult for students who require scaffolding or accelerated support to thrive.

These root causes contribute to disproportionate academic outcomes, disengagement, and missed opportunities for growth among our focal students. Addressing them is critical to advancing equity and ensuring that every student at Otis receives the support they need to succeed.

Solidify

- After a problem is developed and an objective is identified, give the problem of practice time to simmer
- Reach out to wider faculty for confirmation

Once a problem of practice is shaped and the brainstorm is finished, it is important for the school or district to give it some time before jumping into the theory of action. Ask important questions. Is the problem of practice narrow and focused enough? Does it feel relevant and meaningful? Is it clear?

Have faculty look over it and give their opinion. Once the school or district is satisfied with the problem of practice, it is time to move on to the next element of instructional rounds, that is developing a theory of action.

Step 3: Create a SMARTIE goal

SMARTIE stands for Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable. By incorporating an equity and inclusion component to your SMART goals, you can make sure your School's commitment to racial equity and inclusion is anchored by tangible and actionable steps.

Goals are a concrete way to drive results, but without an explicit equity and inclusion component, goals won't produce better outcomes for marginalized communities, address disparities, or support belonging. Introducing SMARTIE goals! SMARTIE stands for:

STRATEGIC	Reflects an important dimension of what your school seeks to accomplish (programmatic or capacity-building priorities).
MEASURABLE	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).
AMBITIOUS	Challenging enough that achievement would mean significant progress—a "stretch" for the organization.
REALISTIC	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.

TIME-BOUND	Includes a clear deadline.
INCLUSIVE	Brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision/policy-making in a way that shares power.
EQUITABLE	Seeks to address systemic injustice, inequity, or oppression.

SMARTIE Goal:
By June 2026, Otis Elementary will increase the percentage of EL students and students with IEPs meeting or exceeding growth targets on STAR Reading and STAR Math by at least 5%, by implementing and monitoring culturally and linguistically responsive Tier 1 instruction, high-impact Tier 2 interventions, and inclusive discourse routines across all classrooms so that all focal student groups (EL, IEP, and Black/AA students) will be actively included in learning tasks that are engaging, rigorous, and connected to their lived experiences.

Step 3: The Theory of Action

What is a theory of action? A theory of action can be thought of as a story line that makes a vision and a strategy concrete. It provides a line of narrative that leads people through the daily complexity and distractions that compete with the main work of the instructional core. The theory of action provides a map that carries the vision through the organization. It provides a way of testing the assumptions and suppositions of the vision against the unfolding realities of the work in actual organizations with actual people.

A Theory of Action has three main requirements:

1. The Causal Role – The theory of action must begin with a statement of a causal relationship

- When learning from instructional rounds, it is important for individuals to develop their own personal theories of action and then share them with their colleagues
    - If the adults who work in schools are actively learning about the causal relationship between their work and the work between other teachers and other students, then support for improved instructional practice will increase and the work of teachers and students will become more effective
    - The learning and development of adults must be explicitly connected,through organizational processes, to the learning and development of students in classrooms
        - Investing in higher results for teachers' level of understanding increases student engagement and high-level cognitive results

2. The Conditional Role – It must be empirically falsifiable

- Theories of action that develop during instructional rounds are always subject to revision and specification in light of new evidence
    - Questioning the practice is not a bad thing, it is part of the practice

3. The Open Role: It must be open-ended

- The theory of action is expected to change as the network members learn more about what helps them learn and what leads them to apply their learning most effectively in schools
    - Having a final theory of action is not as important as having an open-ended strategy that is ready to adjust to change

Theory of Action
If we… If we provide professional development and ongoing support for teachers to differentiate math instruction, implement culturally and linguistically responsive Tier 1 teaching practices, deliver high-impact Tier 2 interventions, and embed inclusive discourse routines across all classrooms,

Then students will … EL students, students with IEPs, and Black/African American students will be actively included in engaging, rigorous learning tasks that reflect their lived experiences—resulting in at least a 5% increase in the percentage of ELs and students with IEPs meeting or exceeding growth targets on STAR Reading and STAR Math by June 2026.
How will this theory of action specifically support your focal students? This theory of action is intentionally focused on our focal student groups, recognizing that these students often face the greatest systemic barriers. By centering our instructional improvement efforts on the needs of our focal students, we are also strengthening core practices that benefit all learners. High-quality differentiation, inclusive discourse, and culturally responsive instruction are best practices that elevate learning outcomes across the board, and we anticipate that these efforts will lead to gains for all students as measured by STAR assessments.

Actions to Support Implementing TOA

Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Offer mini workshops during PLCs on a variety of topics	Principal, Teacher Leaders	Sample workshop materials, peer facilitators, PD calendar	Monthly PLCs (Aug-May)	Teacher feedback, attendance, observed strategy implementation
2	SPED specifically included in PLC time	Principal, SPED Teachers, Grade-level Teams	PLC schedules, SPED coverage/ support, Increased RSP FTE	Ongoing during weekly PLCs	Alignment of IEP goals with instruction, SPED participation/ attendance
3	PLC/PD Time dedicated to exploring the essential standards and revisiting math curriculum with essential	Grade-level	Math	Fall & Winter	Lesson planning during

	standards lens- how to more responsively and flexibly teach math	Teams, Instructional Coach	framework, pacing guides, essential standards	PD Days, ongoing PLCs	PLCs. Walkthrough data, PLC artifacts
4	CRTL Professional Development	Outside facilitator (Dr. Sharroky Hollie), Principal	CRTL frameworks, training modules, facilitator time	Full site PD day in August and 4 additional staff meeting PDs	Pre/post teacher surveys, classroom observation notes
5	Increased emphasis on math and ELD during development of RtI groups	Grade-level Teams, Intervention Staff, Principal	Grade level data, RtI grouping templates, STAR/ELD data	Fall RtI planning and each regrouping cycle	RtI rosters, STAR & ELD progress data
6	Ensuring that all students (especially students with IEPs) have access to RtI	Principal, SPED Staff, Intervention Lead	RtI Tier II Data trackers, IEP and progress monitoring tools, master calendar	Beginning of year, mid-year check-in	IEP student progress in RtI
7	Hopes and Dreams conferences held in the beginning of the year and empathy interviews with all focal students held twice annually	Teachers, Admin	Interview protocols, consent forms, analysis templates	Fall (Oct) and Spring (March) annually	Themes from interviews, shifts in student engagement and outcomes

Specific Actions to Support Focal Students					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Hold structured interviews with ELs, students with IEPs, and Black/AA students to understand their experience and inform teaching practices.	Teachers, Admin,	Interview protocols, analysis forms	Fall (Oct) and Spring (March) annually	Themes from interviews, observed instructional shifts
2	Ensure that all IEPs include measurable goals that reflect progress toward essential grade-level content standards.	SPED Teachers, Case Managers, Principal	IEP Goal templates (Math and ELA) standards alignment tools	Ongoing IEP updates and annual reviews	IEP goal alignment checks, progress monitoring reports
3	Support teachers in embedding designated ELD consistently and with fidelity across all grade levels.	Grade-level Teams, Intervention Lead, Principal	ELD curriculum, coaching support	Fall scheduling and monthly fidelity checks	ELPAC, Tier II Data Trackers
4	Train teachers to use sentence frames, turn-and-talks, and accountable talk strategies to elevate student voice and participation.	Principal, Intervention Lead, Teacher Leaders	Discussion norms, protocols, modeling videos	PD sessions + classroom integration (Ongoing)	Student talk data, teacher self-assessments, walkthroughs
5	Identify and remove barriers to GenEd curriculum access for CEC students to ensure inclusive academic opportunities.	Admin, CEC Team, GenEd Teachers	Individual Student schedules, collaboration time, Increased	Fall and mid-year check-in	IEP accommodations, observation notes

			CEC FTE		
6	Offer focused PD that builds teacher capacity to scaffold instruction and apply UDL strategies in math for focal students.	Intervention Lead, Math Leads, PD Facilitators	Example lesson plans, observation tools	Quarterly PD + embedded PLC follow-ups	PD attendance, implementation feedback, student work samples
7	Monitor STAR, CBM, and classroom data for focal students to guide their placement and progress in Tier 2 supports.	COST Team, Principal, PLC Teams	Tier II Data Trackers, RtI groupings, progress tracking forms	Ongoing with STAR benchmark cycles	Growth in STAR, RtI data by subgroup

Expenditures to Achieve Site-Specific Goals

Please see Appendix for Budget Packet.

Budget Summaries

Please see Appendix for Budget Packet.

School Site Council (SSC) Membership

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 current make-up of the council is as follows:

Names of Members	**ROLE***
Aneesa Davenport	Parent Representative
Emily Fedman	Parent Representative
Sharon McKellar	Parent Representative
Brian Dodson	Site Principal
Monica Dortch	Teacher
Manya Morris	Office Manager
Lisa Goodwin	Teacher
Esperanza Mendez	Teacher
Brooke Sussman	Teacher

***Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- 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.

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.

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.

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 relevant federal planning requirements.

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.

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.

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.

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.

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.

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.*

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.*

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.

Appendix A: Plan Requirements for Title I Schoolwide Programs

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 Consolidated Application (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 California *Education Code* (*EC*) sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), 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 *Code of Federal Regulations,* Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 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 34 *CFR* Section 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: 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: 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, June 2024

Appendix C: Budget Packet

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Manager **13 Otis Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	8,500	.00%
	Total 1000	**8,500**	**.00%**
2000			
2400	Clerical, Technical, and Offic	1,076	.00%
	Total 2000	**1,076**	**.00%**
3000			
3100		1,655	.00%
3200		325	.00%
3300		207	.00%
3500		6	.00%
3600		302	.00%
3700		148	.00%
	Total 3000	**2,643**	**.00%**
4000			
4300	Materials and Supplies	16,863	.00%
	Total 4000	**16,863**	**.00%**
5000			
5700		9,587	.00%
	Total 5000	**9,587**	**.00%**
	Total Expenditure	**38,669**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**38,669**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**38,669-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		8,500	.00%
2000		1,076	.00%
3000		2,643	.00%
4000		16,863	.00%
5000		9,587	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**38,669**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**38,669-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0002 LCFF Supp** Manager **13 Otis Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	10,250	.00%
	Total 1000	**10,250**	**.00%**
3000			
3100		1,995	.00%
3300		149	.00%
3500		6	.00%
3600		323	.00%
3700		157	.00%
	Total 3000	**2,630**	**.00%**
	Total Expenditure	**12,880**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**12,880**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**12,880-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		10,250	.00%
2000			.00%
3000		2,630	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**12,880**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**12,880-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **6770 Arts and Music (Prop 28)** Manager **13 Otis Elementary-Principal**

Revenue	Description	Amount	Percentage of Sources
8900		64,835	100.00%
	Total Revenue	**64,835**	**100.00%**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	54,304	83.76%
	Total 1000	**54,304**	**83.76%**
3000			
3100		10,373	16.00%
3300		788	1.22%
3500		28	.04%
3600		1,711	2.64%
3700		831	1.28%
	Total 3000	**13,731**	**21.18%**
	Total Expenditure	**68,035**	**104.94%**

Starting Balance	**0**
+ Revenues	**64,835**
- Expenditures	**68,035**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**3,200-**

Starting Balance	**0**
+ Total Revenues	**64,835**
= Total Sources	**64,835**

Expenditure	Description	Amount	Percentage of Sources
1000		54,304	83.76%
2000			%
3000		13,731	21.18%
4000			%
5000			%
6000			%
7000			%
	- Total Expenditures	**68,035**	104.94%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**3,200-**	4.94-%

2024-25 SPSA Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
(Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

X English Leamer Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on:

Attested:

Brian Dodson		5/30/2024
Typed name of school principal	Signature of school principal	Date
Emily Fedman		5/27/25
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2025-26

School	
CDS Code	01 61119 6090120
Principal Name	Tri Nguyen
Telephone Number	510-748-4014
Address	444 Central Avenue | Alameda | 94051
E-mail	tringuyen@alamedaunified.org
Date of SSC Approval	5-21-2025
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Plan Description

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

Through ongoing and thorough analysis of district-wide assessment data, we ensure that our school plan remains dynamic and responsive to the evolving academic and social-emotional needs of our students. This data-driven approach allows us to identify areas of strength and pinpoint opportunities for growth across grade levels and student subgroups.

This collective effort ensures that all students—particularly those who are historically underserved—receive equitable access to high-quality learning experiences, academic support, and enrichment opportunities essential for their success.

Educational Partner Involvement

How, when, and with whom did your 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

Faculty and staff actively participate in collaborative decision-making processes to determine school-wide priorities that align with our overarching mission and vision. These priorities guide the strategic allocation of resources, including federal Title I and Title III funds, Local Control Funding Formula (LCFF) supplemental and concentration grants, and other innovative funding sources. By thoughtfully aligning these resources, we are able to enhance instructional practices, expand targeted interventions, and strengthen both personnel support and programmatic offerings.

Additionally, the plan and budget summary were shared to our school site council for discussion, review, and approval.

Comprehensive Needs Assessment

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.

Upon examining our current mathematics data, we found that 73.1% of our students are performing at a proficient level on the STAR Math

assessment, a district-wide benchmark tool. While this percentage reflects a strong foundation, it also represents a 6.6% decline compared to the 2023–2024 school year.

This downward trend, supported by additional data from site-based math module assessments, highlights the need for targeted improvement in mathematics instruction. In response, we are prioritizing the strengthening of Tier 1 math instruction to ensure that all students receive high-quality, standards-aligned teaching during core instructional time.

Additionally, we recognize the importance of differentiated support and are restructuring our daily schedule to provide intentional time for Tier 2 and Tier 3 math interventions. These efforts will allow us to better address learning gaps, offer timely and data-driven support, and ultimately improve overall student achievement in mathematics.

Districtwide Strategic Plan and LCAP Goals

2024-25_LCAP_Alameda_Unified_School_District_-_June_6th_Final .pdf

District Priority Practices

Problem of Practice: Both qualitative and quantitative data has indicated that we have significant access gaps across the district between subgroups. Specifically our African American Students, Students with Disabilities, and Long Term English Learners. Root cause analysis suggests that some of these access gaps may be linked to:

- Systemic racism and cultural dissonance results in a culture that lacks meaningful student relationships and culturally responsive practices which is evidenced by explicit and implicit biases, low expectations, access to rigorous standards based instruction and tasks
- Family and community partnerships: AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust.
- Interventions and referrals: **AUSD's lack of consistent robust first, best instruction and timely and effective referral for students** (of students for appropriate interventions that address a broad range of adjustment issues) who need interventions.

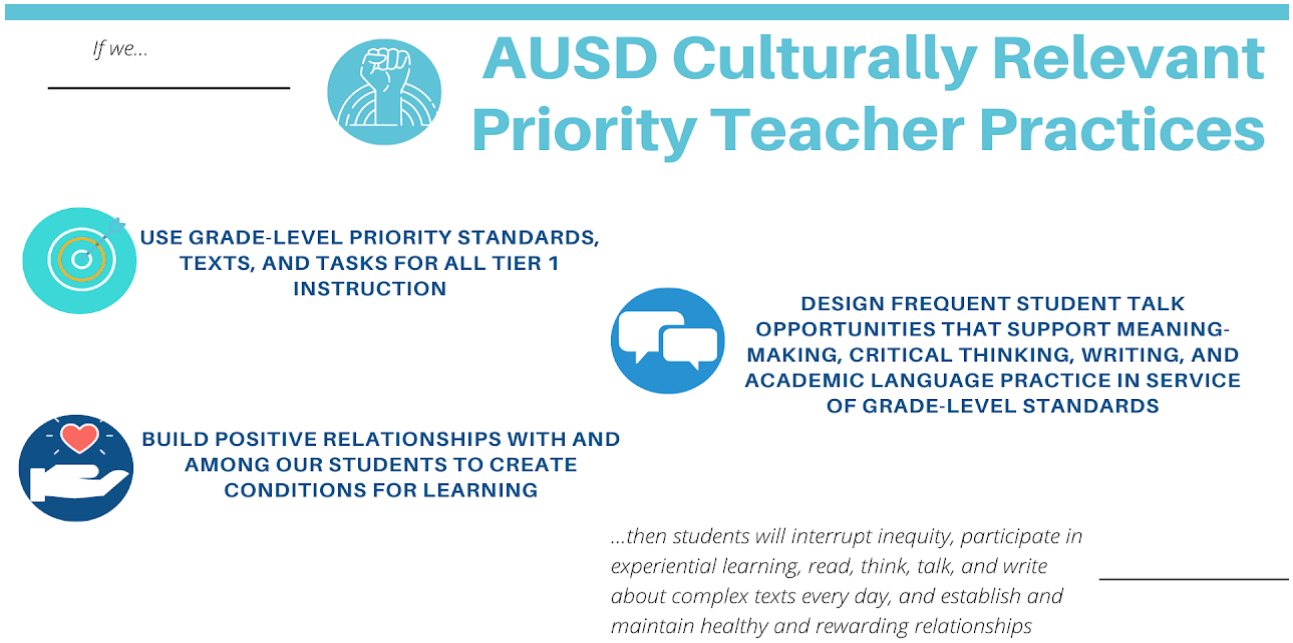
AUSD staff has decided to focus its Strategic plan goal 1 on strengthening the foundational program in support of addressing the above root causes.

Strategic Plan Goal 1: Create a Strong Foundational Program for ALL Students. This is the very first step we need to take to ensure equitable access to high-quality instruction for all our students. From the foundation, we can then build programs to provide differentiated instruction and supports for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system. A strong foundational program is defined by:

- A clear and coherent curriculum that is standards aligned (what students learn)
- Dynamic lessons and tasks that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- Classroom cultures focused on positive relationships between all members of the community

Focus Questions:
What are the tasks students are engaging with?
Are the tasks standards aligned for the grade level?
How do we know if the tasks are standards aligned?
Are students doing the thinking? How do we know?
Is the classroom culture and learning built around communal culturally responsive (sociocultural) talk and task structures? How do we know?
If applicable, is the student-teacher relationship a partnership? How do you know?

Theory of Action:



2025-26 LCAP Goals

Goal 1	Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.
Goal 2	We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.
Goal 3	Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

Annual Review

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

SPSA Year Reviewed: 2024-25

Goal1	Goal 2
If we continue to focus on personalized teaching by incorporating intentional small group instruction and intervention in all classrooms, then 80% of all students will demonstrate academic growth in English Language Arts through multiple metrics.	If we consistently and proactively teach social skills, procedures, and routines through playful learning, the use of the Toolbox project and positive behavioral interventions and support, then students will improve the culture and climate of our school and reduce our school suspension rate.

Analysis

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

To increase personalized instructional time, we strategically leveraged our art schedule to group students by skill level for targeted small-group interventions. Teachers collected baseline data to identify focus areas and select focal students, ensuring that instruction was tailored to their specific needs. As a result, we have implemented a range of personalized learning opportunities across English Language Arts, Reading, and Mathematics through these focused small-group sessions.

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 previous year.

We utilized our Prop 28 funding to support art instructions in order for our students to receive strategic intervention support. The allocation from our federal funds and local control supplemental funds to add an intervention teacher for tier 2 reading support and continued with a paraeducator support in ELA content area.

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

No changes were made to the proposed SPSA goal for 24/25. Our team continued the discussion on the variety of metrics available to gather data and how to use the available metrics to inform our instructional design.

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

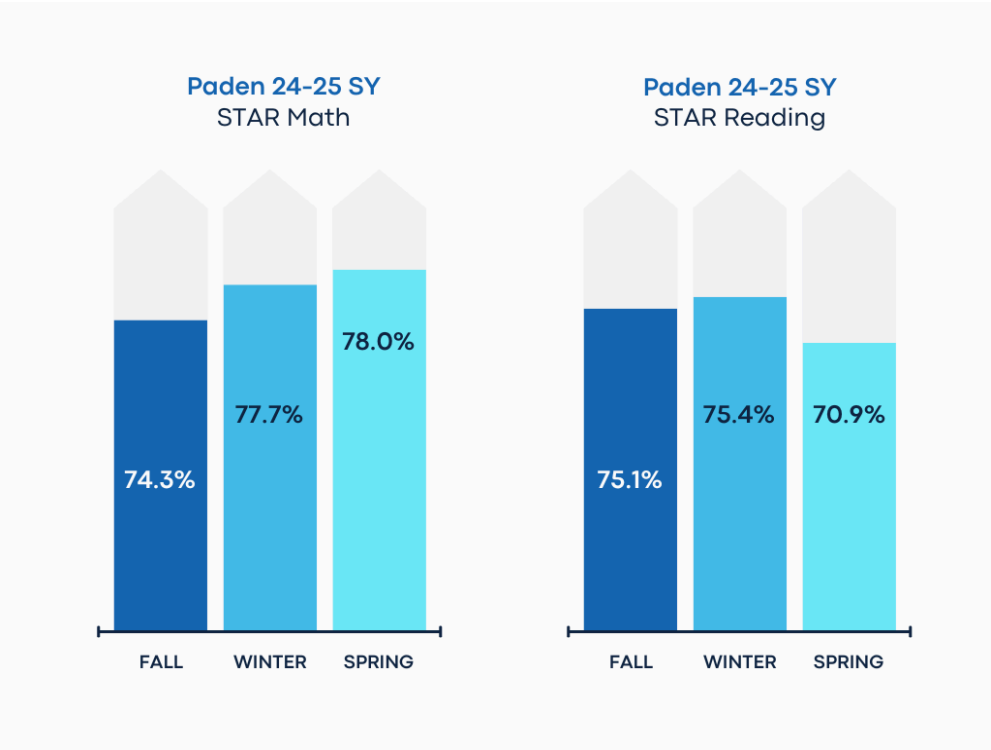
SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Step 1: Identifying the Problem - Use multiple data sources to help you and your team identify the problem.

- Does the problem focus on the instructional core?
- Is it observable?
- Is it within the school or district's control and can be improved in real time?
- If acted on, will the problem make a significant difference for student learning?

The problem of practice is grounded in evidence such as data and dialogue. For example, a "hunch" that third-grade students are not applying what they are learning in math lessons is NOT grounded evidence. However, identifying that 70% of students did not pass the math section of the standardized tests last year is grounded evidence suitable to identify a problem of practice.

Problem of Practice
In examining our mathematical data, our students perform at 73.1% in the STAR Math Proficiency Rate, a district benchmark assessment. This data also reflects that we have a 6.6% decrease from the 2023-2024 school year. This data along with site math module assessments indicate a need to prioritize our focus on math tier 1 instruction while structuring our day for tier 2 and 3 math intervention support.



Step 2: Identify your focal student groups

- As a district we have unapologetically prioritized the needs of our African American and Black students. What does the data tell you about how your school site has been serving your African American and Black students?
- Which additional student groups have been underserved at your school site? What does the data tell you about these students experiences?

Focal Students
Our data indicates that 1 out 4 African American and Black students meet proficiency in Math as reflected in the screening data. We will intentionally design intervention support including (small group instructions and/or designated intervention time with math specialist).

Step 2: Brainstorm Root Causes

- The school / school district should assemble a network to:
    - Ask relevant questions concerning the problem of practice
    - Develop objectives about mending the problem of practice

Let's say there is still the issue of third-grade students not applying what they are learning in their math lessons. During this brainstorm, the network can ask questions such as,

What kinds of tasks are students being asked to do during their math lessons?

What will students know and be able to do as a result of the math lessons?

What types of questions are students missing on the standardized test?

From these questions, the network can discern how the school or district needs to shape their objectives. So let's say we find out that third-grade students are asked to do many sets of multiple choice math questions in class. These questions generally help them with elimination and estimation. And perhaps the math sections on the state standardized test that they are missing are mostly open-response.

From this brainstorm, the network will be able to create the school or district's main objective: to have all third-grade students increase their level of performance on the math section of the state test.

To achieve this, the school will focus on one area of weakness as indicated by their analysis: open response math questions.

With the development of questions and objectives, the problem of practice is no longer just raw data and material but is beginning to take shape.

Root Causes

1. The Gaps in Foundational Skills

Foundational skills are the essential building blocks that support more complex learning. In literacy, this includes phonemic awareness, phonics, decoding, vocabulary, and reading fluency. In math, foundational skills might include number sense, basic operations, and understanding place value. When students have **gaps in foundational skills**, they often struggle with higher-level tasks because they are missing the core knowledge and strategies needed to succeed.

These gaps can result from a variety of factors—missed instruction, inconsistent attendance, language barriers, or challenges with learning differences. If not addressed early through SST and COST meeting, these gaps can widen over time, making it increasingly difficult for students to catch up and engage meaningfully with grade-level content. Identifying and understanding where these gaps exist is the first step in creating an effective plan to support student progress.

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2. Prioritizing Toward Core Skills

Once gaps are identified, it's essential to **prioritize instruction on core skills**—those skills that are most critical to student success and have the highest leverage for future learning. We intend to build grade level planning time and curriculum sequencing to pull out essential standards. In early literacy, for example, this might mean focusing on phonics and decoding before tackling more complex comprehension strategies. In math, it could mean ensuring students have a strong grasp of place value and basic operations before introducing multi-step problem solving.

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3. Providing Targeted Small Group Intervention through Small Group Instruction

Small group instruction is one of the most effective ways to address skill gaps because it allows for personalized, targeted teaching. Students are grouped by specific needs, and instruction is tailored to their current level of understanding. This might include reteaching concepts, practicing skills with guided support, or introducing new strategies in a more accessible way.

When done strategically, **targeted small group intervention** provides:

- **Differentiated** – Instruction that matches students' current skill levels (data informed practice utilizing benchmark and STAR data)
- **Increased engagement** – Opportunities for more interaction and immediate feedback

- **Progress monitoring** – Easier tracking of student growth and adjustments to instruction as needed.

Small group instruction should be data-informed, using assessment from benchmark modules, teacher observations, and student work to drive groupings and lesson planning. Whether during dedicated intervention blocks or within core instructional time, this approach maximizes the impact of teaching and accelerates learning for students who need it most.

Root Causes for Focal Students

1. Attendance Gap

An **attendance gap** refers to the difference in learning opportunities between students who attend school consistently and those who are frequently absent. Chronic absenteeism—defined as missing 10% or more of the school year—can significantly impact a student's academic achievement, social development, and long-term success.

Students with irregular attendance often miss key instruction, classroom routines, peer interactions, and assessments, leading to:

- **Interrupted learning** – Gaps in understanding and skill acquisition.
- **Difficulty catching up** – Increased frustration or anxiety when returning to class.
- **Widened achievement gaps** – Particularly in reading, math, and foundational content areas.

Closing the attendance gap requires a proactive, supportive approach that includes:

- Building strong school-family relationships (family conferences, positive phone calls, frequent and ongoing communication)
- Identifying and addressing barriers (transportation, health, housing, etc.).
- Creating a positive, welcoming school climate that motivates consistent attendance.

2. Social Emotional Wellness

Social Emotional Wellness is the ability of students to understand and manage their emotions, establish positive relationships, show empathy, set goals, and make responsible decisions. It's a critical component of student success and deeply intertwined with academic performance and behavior.

When students struggle with social-emotional wellness, it can manifest as:

- Increased anxiety, frustration, or disengagement.
- Difficulty focusing or managing impulses.
- Challenges in peer relationships or classroom cooperation.

Promoting social emotional wellness involves:

- **Explicit SEL instruction** – Teaching skills like self-regulation, empathy, conflict resolution, and emotional awareness.
- **Safe and supportive environments** – Fostering classroom communities where students feel seen, heard, and valued.
- **Access to mental health resources** – Counseling, behavioral support, and trauma-informed practices.

When students feel emotionally secure and socially connected, they are more ready to learn, collaborate, and thrive in school.

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3. Foundational Skill Deficits

Foundational skill deficits refer to gaps in the basic academic skills that students need to succeed in more advanced learning. These skills form the "foundation" of learning—when they are weak or missing, it becomes difficult for students to build upon them.

Examples of foundational skills include:

- **Literacy**: Phonemic awareness, phonics, decoding, sight word recognition, reading fluency - essential skills in the early primary grades
- **Math**: Number sense, place value, basic operations, fact fluency - build upon knowledge over time.

Deficits in these areas can result in:

- Low confidence to participate in the whole group setting and advocate for help and motivation to persevere through the rigorous curriculum.
- Difficulty accessing grade-level content due to previous skills not yet acquired.
- Slower academic progress overall.

Addressing foundational skill deficits requires:

- **Assessment-informed instruction** – Identifying exactly where gaps exist.
- **Explicit, systematic teaching** – Especially for early reading and numeracy skills.
- **Intervention supports** – Small group or one-on-one instruction tailored to individual student needs.

By addressing these deficits early and consistently, we give students the tools they need to grow academically and become independent, confident learners.

-

Solidify

- After a problem is developed and an objective is identified, give the problem of practice time to simmer
- Reach out to wider faculty for confirmation

Once a problem of practice is shaped and the brainstorm is finished, it is important for the school or district to give it some time before jumping into the theory of action. Ask important questions. Is the problem of practice narrow and focused enough? Does it feel relevant and meaningful? Is it clear?

Have faculty look over it and give their opinion. Once the school or district is satisfied with the problem of practice, it is time to move on to the next element of instructional rounds, that is developing a theory of action.

Step 3: Create a SMARTIE goal

SMARTIE stands for Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable. By incorporating an equity and inclusion component to your SMART goals, you can make sure your School's commitment to racial equity and inclusion is anchored by tangible and actionable steps.

Goals are a concrete way to drive results, but without an explicit equity and inclusion component, goals won't produce better outcomes for marginalized communities, address disparities, or support belonging. Introducing SMARTIE goals! SMARTIE stands for:

STRATEGIC	Reflects an important dimension of what your school seeks to accomplish (programmatic or capacity-building priorities).
MEASURABLE	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).
AMBITIOUS	Challenging enough that achievement would mean significant progress—a "stretch" for the organization.
REALISTIC	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.

TIME-BOUND	Includes a clear deadline.
INCLUSIVE	Brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision/policy-making in a way that shares power.
EQUITABLE	Seeks to address systemic injustice, inequity, or oppression.

SMARTIE Goal:
Time-Bound: our goals between *August* and *May* are to achieve this **Strategic** and **Ambitious** outcome: • Prioritize math foundational skills • Hone in on essential standards to focus based on informed
We will know success when we see it using these Measurable standards: • 80% of all students will demonstrate progress toward grade level proficiency through screener and benchmark data.
A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity): • Engage in school-wide collaboration to align strategies and identify appropriate intervention services (PLC collaboration strategies). • Analyze beginning-of-year baseline data to prioritize foundational skill development. • Incorporate school-wide math games and activities, such as "Memory," building on previous 2024–2025 PLC work. • Include the intervention specialist to support targeted areas for growth, based on math trip steps, STAR screener results, and teacher feedback. • Collaborate with grade-level colleagues to backward plan instruction aligned with student needs and learning goals.

Step 3: The Theory of Action

What is a theory of action? A theory of action can be thought of as a story line that makes a vision and a strategy concrete. It provides a line of narrative that leads people through the daily complexity and distractions that compete with the main work of the instructional core. The theory of action provides a map that carries the vision through the organization. It provides a way of testing the assumptions and suppositions of the vision against the unfolding realities of the work in actual organizations with actual people.

A Theory of Action has three main requirements:

1. The Causal Role – The theory of action must begin with a statement of a causal relationship

- When learning from instructional rounds, it is important for individuals to develop their own personal theories of action and then share them with their colleagues
    - If the adults who work in schools are actively learning about the causal relationship between their work and the work between other teachers and other students, then support for improved instructional practice will increase and the work of teachers and students will become more effective
    - The learning and development of adults must be explicitly connected,through organizational processes, to the learning and development of students in classrooms
        - Investing in higher results for teachers' level of understanding increases student engagement and high-level cognitive results

2. The Conditional Role – It must be empirically falsifiable

- Theories of action that develop during instructional rounds are always subject to revision and specification in light of new evidence
    - Questioning the practice is not a bad thing, it is part of the practice

3. The Open Role: It must be open-ended

- The theory of action is expected to change as the network members learn more about what helps them learn and what leads them to apply their learning most effectively in schools

- Having a final theory of action is not as important as having an open-ended strategy that is ready to adjust to change

Theory of Action
If we… If we prioritize math foundational skills/essential standards at all grade levels and alignment of targeted goals through grade level articulation, PLC collaboration strategies, and identification of intervention services
Then students will … then 80% of all students will demonstrate progress toward grade level proficiency through screener and benchmark data.
How will this theory of action specifically support your focal students? **This goal focuses on the prioritization of foundational skills and key essential standards that have the greatest impact on student learning.** By narrowing our focus to the most critical skills in literacy and math, we ensure that instruction is targeted, strategic, and aligned with students' developmental needs. These foundational skills—such as phonics, decoding, number sense, and problem-solving—are the building blocks for future academic success and must be firmly established. The purpose of this ongoing collaboration is to foster a **culture of shared responsibility and continuous improvement**. By making time for intentional planning and data-driven discussions, we empower teachers to make informed decisions that directly support student growth and close learning gaps.

Actions to Support Implementing TOA

Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Engage in school-wide collaboration to align strategies and identify appropriate intervention services (PLC collaboration strategies).	All Teachers	Curriculum Time	August - June	STAR Math Benchmark Data
2	Incorporate school-wide math games and activities, such as “Memory,” building on previous 2024–2025 PLC work.	PLC Leaders	Time	August - December	Work samples Engagement scales
3	Include the intervention specialist to support targeted areas for growth, based on math trip steps, STAR screener results, and teacher feedback.	Intervention Specialist Math Lead	Planning Time Innovative Grant Funding	August - June	Benchmark Data
4	Collaborate with grade-level colleagues to backward plan instruction aligned with student needs and learning goals.	Teachers Paraeducators	Time Curriculum	August - June Monthly	Benchmark Data
5	Analyze beginning-of-year baseline data to prioritize foundational skill development.	Teachers	Time STAR Math	August - September	STAR Math

Specific Actions to Support Focal Students					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	**Review curriculum maps and pacing guides** to ensure alignment with essential standards.	Teachers Intervention Lead Intervention Teacher	Time Curriculum	August - September	STAR Math
2	**Analyze benchmark and formative assessment data** to identify student progress, learning gaps, and areas for	Teachers	Time	August - September (for baseline)	STAR Math

	reteaching.	Intervention Team	STAR Math Data	Ongoing trimester review	Eureka Benchmark Data
3	**Engage in collaborative dialogue** to share effective strategies, tools, and resources that promote mastery of foundational skills.	Teachers	Collaboration Time	August - June	Student Performance Work Samples
4	**Plan differentiated instruction and small group supports** based on identified student needs.	Teachers Admin Intervention Team	Time for planning	August - June Monthly dedicated time	Student work STAR Math Data

Expenditures to Achieve Site-Specific Goals

Please see Appendix for Budget Packet.

Budget Summaries

Please see Appendix for Budget Packet.

School Site Council (SSC) Membership

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 current make-up of the council is as follows:

Names of Members	**ROLE***
Marisa Johnson	Parent Representative
Franklin Hernandez	Parent Representative
Ragan William	Parent Representative
Jay Kim	Parent Representative
Shannon Bourne	Parent Representative
Tri Nguyen	Site Principal
Rose Coffield	Teacher
Yessey D'Orazi	Classified Staff
Serena Kielty	Teacher
Betsy Weiss	Teacher

***Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- 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.

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.

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.

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 relevant federal planning requirements.

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.

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.

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.

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.

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.

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.*

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.*

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.

Appendix A: Plan Requirements for Title I Schoolwide Programs

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 Consolidated Application (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 California *Education Code* (*EC*) sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), 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 *Code of Federal Regulations,* Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 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 34 *CFR* Section 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: 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: 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, June 2024

Appendix C: Budget Packet

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Manager **14 Paden Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
4000			
4300	Materials and Supplies	22,733	.00%
	Total 4000	**22,733**	**.00%**
5000			
5700		2,548	.00%
	Total 5000	**2,548**	**.00%**
	Total Expenditure	**25,281**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**25,281**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**25,281-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000			.00%
2000			.00%
3000			.00%
4000		22,733	.00%
5000		2,548	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**25,281**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**25,281-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0002 LCFF Supp** Manager **14 Paden Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	46,031	.00%
	Total 1000	**46,031**	**.00%**
2000			
2100	Instructional Aides' Salaries	18,011	.00%
	Total 2000	**18,011**	**.00%**
3000			
3100		9,076	.00%
3200		4,936	.00%
3300		2,042	.00%
3400		6,779	.00%
3500		34	.00%
3600		2,012	.00%
3700		981	.00%
	Total 3000	**25,860**	**.00%**
	Total Expenditure	**89,902**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**89,902**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**89,902-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		46,031	.00%
2000		18,011	.00%
3000		25,860	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**89,902**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**89,902-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **3010 ESSA Title I Part A Basic** Manager **14 Paden Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	31,918	.00%
	Total 1000	**31,918**	**.00%**
2000			
2100	Instructional Aides' Salaries	31,447	.00%
	Total 2000	**31,447**	**.00%**
3000			
3100		10,535	.00%
3200		8,617	.00%
3300		2,336	.00%
3400		17,296	.00%
3500		29	.00%
3600		1,771	.00%
3700		971	.00%
	Total 3000	**41,555**	**.00%**
	Total Expenditure	**104,920**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**104,920**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**104,920-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		31,918	.00%
2000		31,447	.00%
3000		41,555	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**104,920**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**104,920-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **6770 Arts and Music (Prop 28)** Manager **14 Paden Elementary-Principal**

Revenue	Description	Amount	Percentage of Sources
8900		52,833	100.00%
	Total Revenue	**52,833**	**100.00%**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	47,424	89.76%
	Total 1000	**47,424**	**89.76%**
3000			
3100		8,709	16.48%
3300		684	1.29%
3500		24	.05%
3600		1,494	2.83%
3700		726	1.37%
	Total 3000	**11,637**	**22.03%**
	Total Expenditure	**59,061**	**111.79%**

Starting Balance	**0**
+ Revenues	**52,833**
- Expenditures	**59,061**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**6,228-**

Starting Balance	**0**
+ Total Revenues	**52,833**
= Total Sources	**52,833**

Expenditure	Description	Amount	Percentage of Sources
1000		47,424	89.76%
2000			%
3000		11,637	22.03%
4000			%
5000			%
6000			%
7000			%
	- Total Expenditures	**59,061**	111.79%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**6,228-**	11.79-%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **9046 PTA/PTSA** Manager **14 Paden Elementary-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	9,487	.00%
	Total 1000	**9,487**	**.00%**
3000			
3100		1,743	.00%
3300		137	.00%
3500		5	.00%
3600		299	.00%
3700		146	.00%
	Total 3000	**2,330**	**.00%**
	Total Expenditure	**11,817**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**11,817**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**11,817-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		9,487	.00%
2000			.00%
3000		2,330	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**11,817**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**11,817-**	.00%

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

2025-26 Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
   (Check those that apply):

✓ School Advisory Committee for State Compensatory Education Programs

✓ English Learner Advisory Committee

✓ Community Advisory Committee for Special Education Programs

✓ Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on: 5/21/2025

Attested:

Tri Nguyen, School principal — Date: 6/1/2025

Serena Kielty, SSC Chairperson — Date: 6/1/2025

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2025-26

School	Ruby Bridges Elementary
CDS Code	01 61119 0111765
Principal Name	Juan Flores
Telephone Number	(510)748-4006
Address	351 Jack London Ave. Alameda, CA 94501-3901
E-mail	jflores@alamedaunified.org
Date of SSC Approval	May 15,2025
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Plan Description

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

Funding aligns with the needs of our student population and their collective educational needs.

Educational Partner Involvement

How, when, and with whom did your 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

Those consulted include:

- Sharroky Hollie CLR Professional Development & Coaching

- Lead by Learning led by Sarah Sugarman

- School leadership team (Admin, ALT, and SLT)

- School teaching staff at large

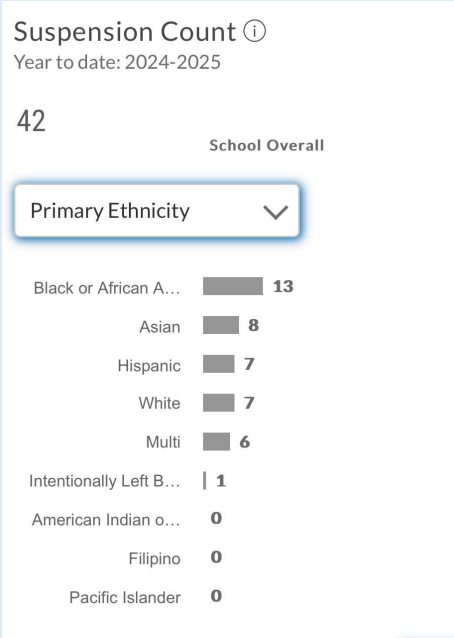
- School Site Council /ELAC representatives

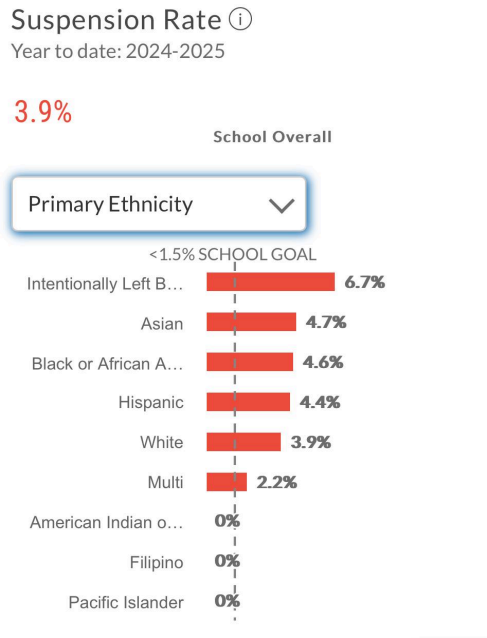
Comprehensive Needs Assessment

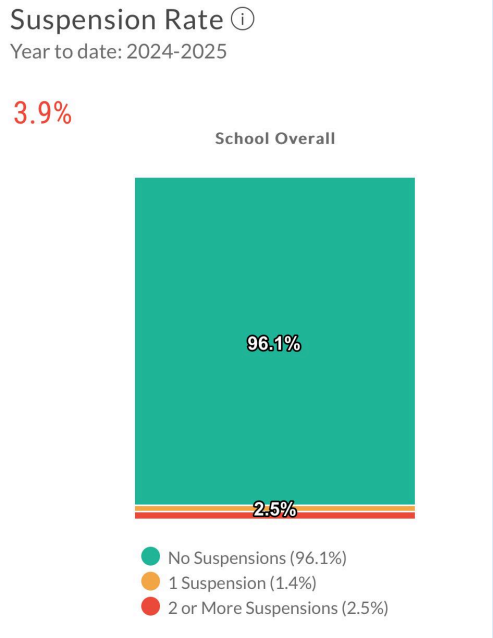
Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Supporting subgroups: multilingual students, overall suspension rates with a particular focus on African American students, and reading proficiency.

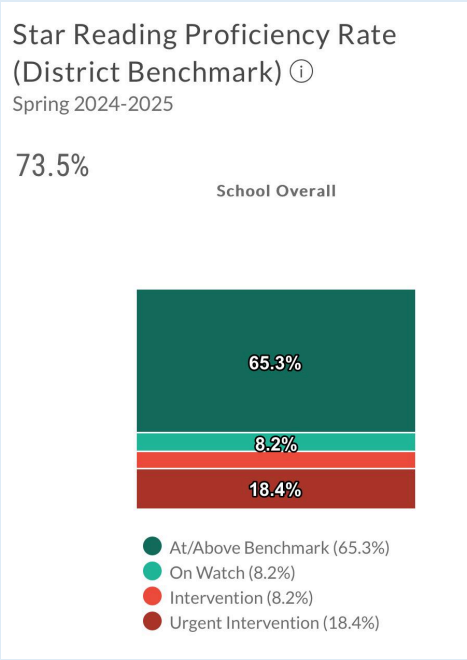
- Suspension Data: As of May 2025, we have had 42 suspensions. 13 (or 31%) of our suspensions have been for Black or African American students.Our school -wide suspension rate is 3.9%. The school goal is <1.5%.

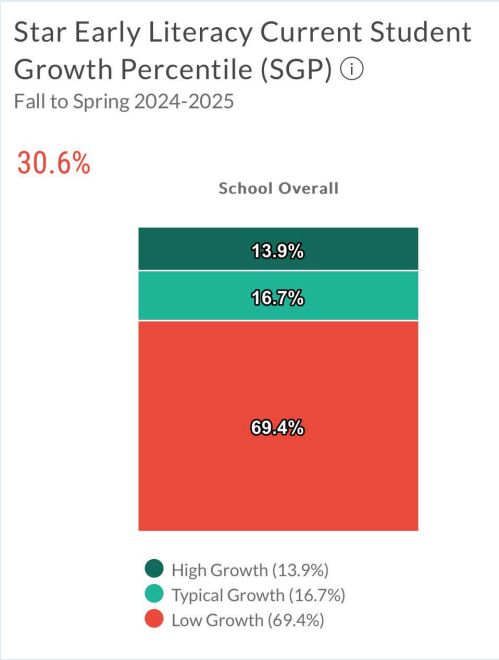






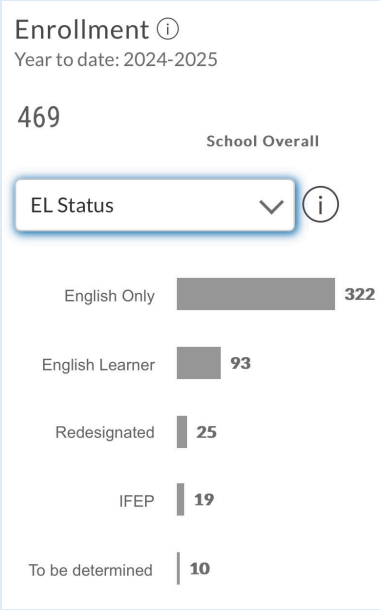
  - In response we are bringing on a Student Support provider for 6 hours a day
- Reading: When looking at data from 2nd-5th grade students on the 24-25 STAR test (Winter), 43 students are scoring in the Urgent Intervention Level (0-19 PR) and 35 are in the Intervention Level (20-38 PR). This is about 30% of our student body. This is similar to our early literacy test data.

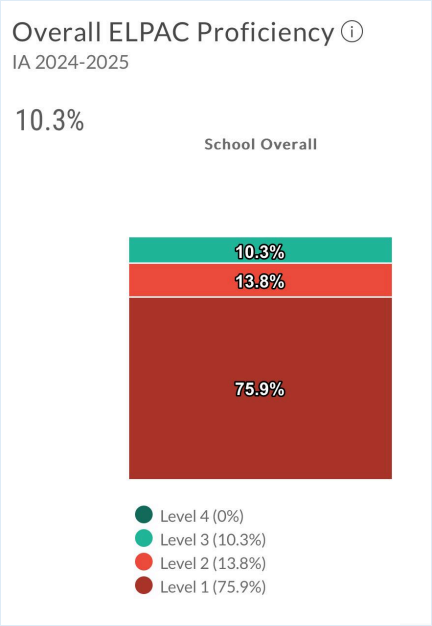




- In response, we are funding additional time for a reading specialist. We are planning to partner with AUSD to implement an intensive 1-1 reading program for our struggling readers. This is assuming there is funding at both the site and district level.

- 93 students (19.8% of our school population) are English Learners. Overall, 10.3% (3 of 29 students) score at the proficient level on ELPAC.





- In response, we are continuing to fund a full-time English Language Development Specialist.

Districtwide Strategic Plan and LCAP Goals

2024-25_LCAP_Alameda_Unified_School_District_-_June_6th_Final .pdf

District Priority Practices

Problem of Practice: Both qualitative and quantitative data has indicated that we have significant access gaps across the district between subgroups. Specifically our African American Students, Students with Disabilities, and Long Term English Learners. Root cause analysis suggests that some of these access gaps may be linked to:

- Systemic racism and cultural dissonance results in a culture that lacks meaningful student relationships and culturally responsive practices which is evidenced by explicit and implicit biases, low expectations, access to rigorous standards based instruction and tasks
- Family and community partnerships: AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust.

- Interventions and referrals: **AUSD's lack of consistent robust first, best instruction and timely and effective referral for students** (of students for appropriate interventions that address a broad range of adjustment issues) who need interventions.

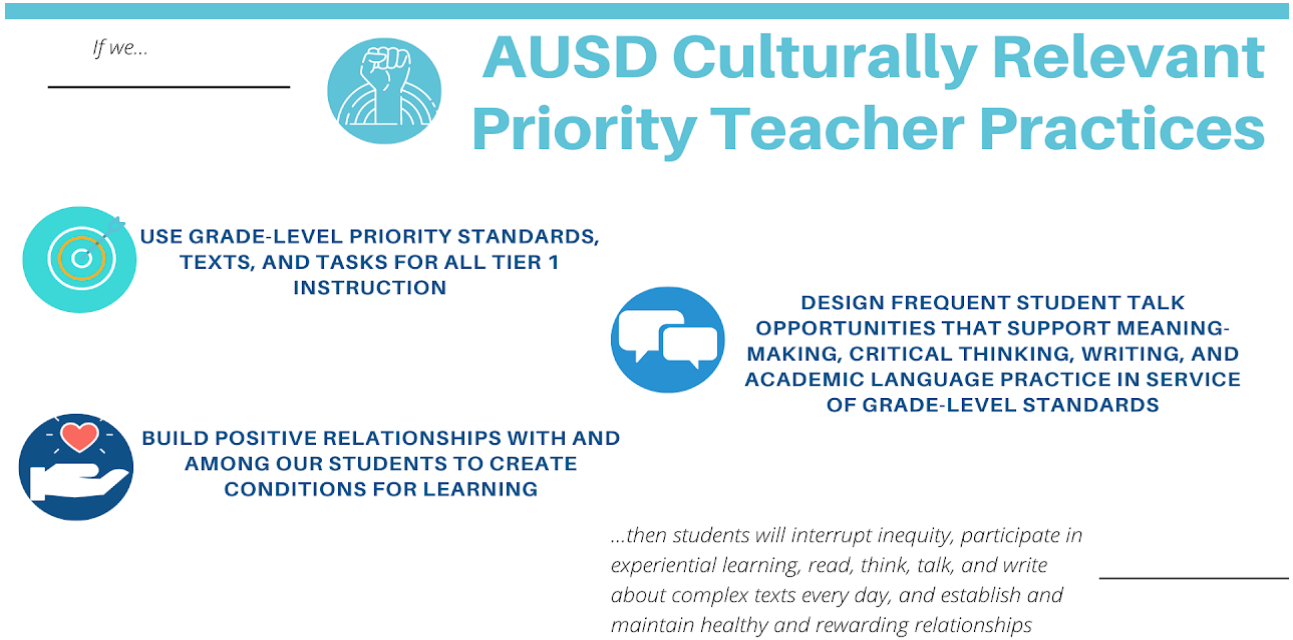
AUSD staff has decided to focus its Strategic plan goal 1 on strengthening the foundational program in support of addressing the above root causes.

Strategic Plan Goal 1: Create a Strong Foundational Program for ALL Students. This is the very first step we need to take to ensure equitable access to high-quality instruction for all our students. From the foundation, we can then build programs to provide differentiated instruction and supports for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system. A strong foundational program is defined by:

- A clear and coherent curriculum that is standards aligned (what students learn)
- Dynamic lessons and tasks that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- Classroom cultures focused on positive relationships between all members of the community

Focus Questions:
What are the tasks students are engaging with?
Are the tasks standards aligned for the grade level?
How do we know if the tasks are standards aligned?
Are students doing the thinking? How do we know?
Is the classroom culture and learning built around communal culturally responsive (sociocultural) talk and task structures? How do we know?
If applicable, is the student-teacher relationship a partnership? How do you know?

Theory of Action:



2025-26 LCAP Goals

Goal 1	Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.
Goal 2	We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.
Goal 3	Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

Annual Review

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

SPSA Year Reviewed: 2024-25

Goal1	Goal 2
If we… have clearly stated learning objectives, include CLR strategies in our whole group lessons and check for understanding throughout the lesson and on a daily, weekly and monthly basis. Students will… know the learning goals that they are striving for, engage in lessons that require them to do the thinking, and build agency for their own learning which will lead to increased engagement, increased motivation to meet the learning targets and increased acquisition of grade level content standards. Lessons will have clearly stated objectives at the daily, chapter, and unit levels. This allows us to check for understanding throughout instruction and determine when and which students need support. Clear objectives also ensure that teacher instruction is informed and responsive. When students know what they are learning and what success looks like, they are better able to monitor their own progress. Teachers can choose and use CLR strategies strategically to engage students and make sure students are doing the thinking.	Increase parent participation on campus: Monthly coffee chat after Friday morning meeting. Parent resource room to help teachers with prep. Establish a Parents group to help with recess and cafeteria. Establish a “reading partners” community group that will read with students below grade level. Calendar topics and share with community at start of year: ● Attendance ● PBIS / Discipline Policy ● Wellness Survey & Well-Being ● Achievement (CAASPP, STAR, IAB etc.) ● SPSA 24-25 ● Schoolside Culture Events

To ensure that all students receive instruction in reading foundational skills in order to access Tier 1 instruction, K-2 teachers will use checking for understanding and other formative data to provide whole group and small group instruction and to recommend students to receive individualized reading instruction.	

Analysis

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

In the 2024/25 year all teachers participated in training and coaching of CLR strategies and implementation of these strategies in the classroom. SLT had walkthroughs to look for evidence of CLR strategies in the classroom and saw evidence of an increase of these strategies as the year progressed. Teachers shared best practices for CLR strategies at bi-monthly meetings and at their weekly PLCs. Teachers chose focal students and gauged the engagement of those students using our walkthrough tool and monitored them as a way of discerning how well students in general were learning and how lessons were progressing.

Next year we will continue increasing our use of CLR strategies as well as becoming more responsive and strategic with those strategies in order to better meet the needs of our focal students and all students during Tier 1 instruction.

School will calendar COI to continually reflect and refline CLR and checks for understanding strategies at PLC and all staff meetings. We will use multiple data sets to inform our progress and refinement. Using this data K-2 will focus on providing individualized reading instruction to all students falling below grade level benchmarks.

COI topic brainstorm (4-6 week cycles; strategies alignment with assessment calendar)

- Checks for understanding (2nd COI and provide menu of options to use; objectives clearly stated)
- CLR engagement / literacy (1st COI carry over best practices from 24-25?)
- Small group instruction (record and share best practices)
- Attendance (2-3 weeks? What strategies/incentives?)

Create COI template used by all grade level teams to capture pre-post data, implementation practices/strategies, reflection protocols?

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 previous year.

Checking for understanding training needed. Students in K, 1 ,2 need to have strong, foundational reading skills in order to fully participate in the Tier 1 reading/writing lessons. 1:1 tutoring can help students gain phonics skills, learn HFWs and gain fluency in reading at their level and to build confidence in reading and writing. This will allow teachers to continue to provide rigorous Tier 1 lessons that build content knowledge, reading comprehension and hone in on writing skills.

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.

Through our increased competence in CLR strategies, teachers will expand their efficacy around checking for understanding.

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Step 1: Identifying the Problem - Use multiple data sources to help you and your team identify the problem.

- Does the problem focus on the instructional core?
- Is it observable?
- Is it within the school or district's control and can be improved in real time?
- If acted on, will the problem make a significant difference for student learning?

The problem of practice is grounded in evidence such as data and dialogue. For example, a "hunch" that third-grade students are not applying what they are learning in math lessons is NOT grounded evidence. However, identifying that 70% of students did not pass the math section of the standardized tests last year is grounded evidence suitable to identify a problem of practice.

Problem of Practice
Students are making less than typical growth on STAR test and benchmark assessments in Math and Reading. Teachers are not assessing/checking for understanding regularly to help fill gaps in learning/understanding. Dashboard math growth is less than typical for most groups.

Step 2: Identify your focal student groups

- As a district we have unapologetically prioritized the needs of our African American and Black students. What does the data tell you about how your school site has been serving your African American and Black students?
- Which additional student groups have been underserved at your school site? What does the data tell you about these students experiences?

Focal Students
African American students, Hispanic, and multi-ethnic students.

Step 2: Brainstorm Root Causes

- The school / school district should assemble a network to:
    - Ask relevant questions concerning the problem of practice
    - Develop objectives about mending the problem of practice

Let's say there is still the issue of third-grade students not applying what they are learning in their math lessons. During this brainstorm, the network can ask questions such as,

What kinds of tasks are students being asked to do during their math lessons?

What will students know and be able to do as a result of the math lessons?

What types of questions are students missing on the standardized test?

From these questions, the network can discern how the school or district needs to shape their objectives. So let's say we find out that third-grade students are asked to do many sets of multiple choice math questions in class. These questions generally help them with elimination and estimation. And perhaps the math sections on the state standardized test that they are missing are mostly open-response.

From this brainstorm, the network will be able to create the school or district's main objective: to have all third-grade students increase their level of performance on the math section of the state test.

To achieve this, the school will focus on one area of weakness as indicated by their analysis: open response math questions.

With the development of questions and objectives, the problem of practice is no longer just raw data and material but is beginning to take shape.

Root Causes

Chronic absenteeism is impeding continuity of learning for our students. Teachers not using curriculum assessments in a timely and aligned manner. Teachers not having enough data for ongoing progress monitoring. Students not understanding what their learning objectives are and if they are meeting those objectives. In class small group instruction for math and reading is inconsistent. Not all students who need intervention are getting intervention.

Root Causes for Focal Students

Root Cause Analysis and Sources: The academic struggles of socioeconomically disadvantaged students can be attributed to multiple factors:

- **Limited Access to Early Learning Opportunities:** Many students from low-income families have fewer early literacy and numeracy experiences, impacting foundational skills (U.S. Department of Education, 2019).
- **Home and Community Challenges:** Economic hardships, food insecurity, and lack of access to technology hinder academic progress (National Center for Education Statistics, 2020).
- **Gaps in Instructional Support:** Schools may lack sufficient intervention staff and differentiated instruction strategies (California Department of Education, 2023).
- **Chronic Absenteeism and Attendance Barriers:** Transportation issues and family responsibilities contribute to higher absenteeism rates (Attendance Works, 2022).
- **Social-Emotional and Mental Health Needs:** Increased exposure to trauma and stress affects student engagement and performance (American Institutes for Research, 2021).
- **School Climate and Engagement:** Lower participation in enrichment programs and advanced academic opportunities may lead to disengagement (Learning Policy Institute, 2023).

Root Cause Analysis: Socioeconomically Disadvantaged Students' Struggles

A root cause analysis helps identify the underlying factors contributing to the academic struggles of socioeconomically disadvantaged students at Ruby Bridges

Elementary School. Below are some potential contributing factors:

1. Limited Access to Early Learning Opportunities

- Students from low-income families potentially enter school with fewer early literacy and numeracy experiences, leading to gaps in foundational skills.
- Potential lack of access to high-quality preschool or early childhood education programs.

2. Home and Community Challenges

- Families may face housing instability, food insecurity, or financial stress, impacting students' ability to focus and succeed academically.
- Potential limited access to technology, internet, and learning resources at home.
- Parents/guardians may have work schedules that prevent them from engaging in school-related activities or supporting homework.

3. Gaps in Instructional Support

- Differentiated instruction may not be fully implemented or tailored to address the unique needs of socioeconomically disadvantaged students.
- Insufficient time or staffing support to provide one-on-one or small-group support.

4. Chronic Absenteeism and Attendance Barriers

- Higher rates of absenteeism potentially due to lack of reliable transportation, health concerns, or family responsibilities, resulting in missed instructional time that leads to learning gaps that accumulate over time.

5. Social-Emotional and Mental Health Needs

- Potentially increased exposure to trauma, stress, or adverse childhood experiences can impact students' ability to focus, self-regulate, and engage in learning.
- Limited school-based counseling or mental health services.

6. School Climate and Engagement

- Socioeconomically disadvantaged students may feel less connected to school if there is a lack of culturally responsive teaching and engagement strategies.
- Lower participation in enrichment programs, extracurricular activities, and advanced academic opportunities.

Solidify

- After a problem is developed and an objective is identified, give the problem of practice time to simmer
- Reach out to wider faculty for confirmation

Once a problem of practice is shaped and the brainstorm is finished, it is important for the school or district to give it some time before jumping into the theory of action. Ask important questions. Is the problem of practice narrow and focused enough? Does it feel relevant and meaningful? Is it clear?

Have faculty look over it and give their opinion. Once the school or district is satisfied with the problem of practice, it is time to move on to the next element of instructional rounds, that is developing a theory of action.

Step 3: Create a SMARTIE goal

SMARTIE stands for Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable. By incorporating an equity and inclusion component to your SMART goals, you can make sure your School's commitment to racial equity and inclusion is anchored by tangible and actionable steps.

Goals are a concrete way to drive results, but without an explicit equity and inclusion component, goals won't produce better outcomes for marginalized communities, address disparities, or support belonging. Introducing SMARTIE goals! SMARTIE stands for:

STRATEGIC	Reflects an important dimension of what your school seeks to accomplish (programmatic or capacity-building priorities).
MEASURABLE	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).

AMBITIOUS	Challenging enough that achievement would mean significant progress—a "stretch" for the organization.
REALISTIC	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.
TIME-BOUND	Includes a clear deadline.
INCLUSIVE	Brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision/policy-making in a way that shares power.
EQUITABLE	Seeks to address systemic injustice, inequity, or oppression.

SMARTIE Goal #1:
Time-Bound: our goals between *(start date)* and *(end date)* are to achieve this **Strategic** and **Ambitious** outcome: If we continue to build upon a strong Tier 1 foundation grounded in Culturally Responsive Teaching strategies, to provide intentional differentiation with targeted Tier 2 intervention in all classrooms as well as targeted urgent intervention RTI work, then the achievement gap that exists for student from socioeconomically disadvantaged households, African American Students, and English Language Learners, in the percentage of students showing typical academic growth on the STAR student growth percentile will be reduced by 10%.
We will know success when we see it using these Measurable standards: The progress of students will be monitored with benchmark assessments to ensure equitable access to support and adjustments as needed.
A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity): This will be achieved by furthering implementation of a structured MTSS framework, providing targeted small-group interventions at least four times per week. Establish a data review process of Cycles of Inquiry to monitor students progress and inform intervention planning.

- Revise a structured MTSS framework to ensure tiered interventions are consistently implemented.
- Provide targeted professional development on differentiation strategies and intervention best practices.
- Explore resource reallocation and funding opportunities to enhance intervention staffing and materials.

Step 3: The Theory of Action

What is a theory of action? A theory of action can be thought of as a story line that makes a vision and a strategy concrete. It provides a line of narrative that leads people through the daily complexity and distractions that compete with the main work of the instructional core. The theory of action provides a map that carries the vision through the organization. It provides a way of testing the assumptions and suppositions of the vision against the unfolding realities of the work in actual organizations with actual people.

A Theory of Action has three main requirements:

1. The Causal Role – The theory of action must begin with a statement of a causal relationship

- When learning from instructional rounds, it is important for individuals to develop their own personal theories of action and then share them with their colleagues
    - If the adults who work in schools are actively learning about the causal relationship between their work and the work between other teachers and other students, then support for improved instructional practice will increase and the work of teachers and students will become more effective
    - The learning and development of adults must be explicitly connected,through organizational processes, to the learning and development of students in classrooms
        - Investing in higher results for teachers' level of understanding increases student engagement and high-level cognitive results

2. The Conditional Role – It must be empirically falsifiable

- Theories of action that develop during instructional rounds are always subject to revision and specification in light of new evidence

- Questioning the practice is not a bad thing, it is part of the practice

3. The Open Role: It must be open-ended

- The theory of action is expected to change as the network members learn more about what helps them learn and what leads them to apply their learning most effectively in schools
  - Having a final theory of action is not as important as having an open-ended strategy that is ready to adjust to change

Theory of Action
If we... Implement COI aligned with learning goals and tier 1 strategies as well as consistently use assessment data to identify and monitor students in need of intervention to provide targeted, evidence-based differentiation and intervention strategies.
Then students will ... Increase achievement on multiple measures including English Language Arts (ELA) and mathematics.
How will this theory of action specifically support your focal students? Will analyze their data intentionally to reflect and inform our practices. This growth will be driven by a more inclusive and equitable RTI model, in which focal scholars are identified using transparent, multi-measure data and supported through targeted RTI in Language Arts and Math for grades 4-5. Focus will be on closing the achievement gap for historically underserved groups including Socio-Economically Disadvantaged and African American/Multi-ethnic students.

Actions to Support Implementing TOA					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Calendar monthly parent meeting with topics of discussion	Principal	ParentSquare, school calendar, marquee	Send calendar at start of year; monthly meetings	Attendance, parent input/feedback

2	Calendar COI dates and create template of organizing the pre-post data, implementation strategies, and reflection process	SLT	Calendar; PLC, Stf Mtg	Send calendar at start of year	COI template; PLC agendas
3	Revise a structured MTSS framework to ensure tiered interventions are consistently implemented	Principal, COST Team		August 2025, ongoing	
4	Culturally Responsive Teaching PD: Deliver additional targeted professional development sessions on CLR strategies, emphasizing instructional relevance and student identity	Principal, Assistant Principal	Funding for substitutes for release time	September - May	New staff participation, evidence in walk throughs
5	Conduct instructional rounds to monitor for Tier 1 instruction for fidelity to CLRTP and adopted curriculum.	Principal, Staff	Funding for substitutes for release time	September - May	Growth in descriptors on walk-through

Specific Actions to Support Focal Students

Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Monthly staffing check-ins and parent check-ins every trimester	ALT and teacher	Sub for teacher release	Every other ALT meeting bring teacher	Student and parent feedback, academic progress check
2	Walkthrough forms with focal students that are shared with teachers	SLT			
3	Monthly PLC to look at Focal student work	Teachers	Exit tickets	Monthly	Exit tickets
4	Exit interviews with focal scholars to learn about their experience in relation to support strategies being used	Teacher, SLT member	Exit interview questions	End of COI	Student interview responses
5	Equity based data dives: Integrate disaggregated academic	Principal, PLC	Collaboration time	August - June	Meeting agendas

	growth data into cyclical PLC meetings for reflection and planning.	Leads, COST Team, Staff	with PLC Leads		reflect equity analysis and follow-up actions
6	Train teachers to use CAASPP interim assessments to group students and adjust instruction based on academic needs.	Principal, PLC Leads	Staff and Collaboration Time	August - June	
7	Prioritize focal students in MTSS planning	COST Team, staff	Staffing	August - June	A schedule that includes staffing assigned based upon focal student needs.

SMARTIE Goal #2:

Time-Bound: our goals between *(start date)* and *(end date)* are to achieve this **Strategic** and **Ambitious** outcome:
If we continue to build upon our strong COST team and continue implementing the MTSS and PBIS models, with a focus on our SED, AA, and ELD students, we will decrease our suspension rate by 50%.

We will know success when we see it using these Measurable standards:
Our suspension rate will go from 3.9% to 2% (or less).

A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity):
Though the implementation of restorative practices, increase hours for our student support provider, and continued culturally responsive staff training.

Actions to Support Implementing TOA #2					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Improve upon practices for restorative practices within restorative circles, community-building activities, and conflict resolution into classroom and discipline practices,	Principal, Assistant Principal, Student Support Provider, IL, Student Support pRovide, Climate and Culture Committee	Time and Consistent meetings Staff Training	On-going	
2	Monthly Principal Chats, ELAC, SSC council meetings with agendas that include sharing discipline procedures so families can partner better with the school	Principal, ELAC and SSC committee			
3	Consistent CICO practices with students of need	IL, student support provider, COST Team		On-going	
4	Title 1 / Back to School Night/ Open House	School Staff			

Specific Actions to Support Focal Students #2					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Parent groups to help with recess and cafeteria	Volunteers			

2	Increased Parent Education Night Opportunities	PTA + School Staff			

Expenditures to Achieve Site-Specific Goals

2025-26 SPSA Expenditures Table

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. Proposed expenditures that are included more than once in the SPSA should reference all goals and strategies/activities where the expenditure first appears in the SPSA.

Summary of Expenditures to Achieve Site-specific Goals

Funding is apart of Goal(s)	Focal Student Group(s)	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1 OR Title 1	Other	PTA/ Donation/After School Program grant	Description of strategy/activity
SMARTIE GOAL #1					68,364.00			Reading Intervention Teacher
SMARTIE GOAL #1					62,192.00			ELD Para Educator
SMARTIE GOAL #2					58,365.00			Student Support Provider

	Column Total				188,921.00			
						Total	188,921.00	

Expenditures to Achieve Site-Specific Goals

Please see Appendix for Budget Packet.

Budget Summaries

Please see Appendix for Budget Packet.

School Site Council (SSC) Membership

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 current make-up of the council is as follows:

Names of Members	**ROLE***
Jason Pacely	Parent Representative- Chair
Danielle Tizol	Parent Representative
Candace Li	Parent Representative
Marlo Laws	Parent Representative
Ruby Tovar	Parent Representative
Juan Flores	Principal
Ben Peters	Para Educator
Monica Russi	Teacher
Lani Phan	Teacher
Adrian De La Fuenta	Teacher

***Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

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

Instructions: Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section

64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

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

Instructions: Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of

the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

b. use methods and instructional strategies that:

i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Appendix D: Budget Packet

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Manager **06 Ruby Bridges-Principal**

Expenditure	Description	Amount	Percentage of Sources
4000			
4300	Materials and Supplies	22,526	.00%
	Total 4000	**22,526**	**.00%**
5000			
5700		8,600	.00%
	Total 5000	**8,600**	**.00%**
	Total Expenditure	**31,126**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**31,126**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**31,126-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000			.00%
2000			.00%
3000			.00%
4000		22,526	.00%
5000		8,600	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**31,126**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**31,126-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0002 LCFF Supp** Manager **06 Ruby Bridges-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	22,500	.00%
1300	Certificated Supervisors,Admin	126,648	.00%
	Total 1000	**149,148**	**.00%**
3000			
3100		27,789	.00%
3300		2,164	.00%
3400		1,925	.00%
3500		76	.00%
3600		4,699	.00%
3700		2,283	.00%
	Total 3000	**38,936**	**.00%**
	Total Expenditure	**188,084**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**188,084**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**188,084-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		149,148	.00%
2000			.00%
3000		38,936	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**188,084**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**188,084-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **3010 ESSA Title I Part A Basic** Manager **06 Ruby Bridges-Principal**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	52,647	.00%
	Total 1000	**52,647**	**.00%**
2000			
2100	Instructional Aides' Salaries	43,136	.00%
2900	Other Classified Salaries	43,580	.00%
	Total 2000	**86,716**	**.00%**
3000			
3100		9,846	.00%
3200		22,292	.00%
3300		7,399	.00%
3400		7,145	.00%
3500		71	.00%
3600		4,391	.00%
3700		2,133	.00%
	Total 3000	**53,277**	**.00%**
	Total Expenditure	**192,640**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**192,640**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**192,640-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		52,647	.00%
2000		86,716	.00%
3000		53,277	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**192,640**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**192,640-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **6770 Arts and Music (Prop 28)** Manager **06 Ruby Bridges-Principal**

Revenue	Description	Amount	Percentage of Sources
8900		67,429	100.00%
	Total Revenue	**67,429**	**100.00%**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	55,515	82.33%
	Total 1000	**55,515**	**82.33%**
3000			
3100		10,604	15.73%
3300		735	1.09%
3400		7,150	10.60%
3500		26	.04%
3600		1,614	2.39%
3700		850	1.26%
	Total 3000	**20,979**	**31.11%**
	Total Expenditure	**76,494**	**113.44%**

Starting Balance	**0**
+ Revenues	**67,429**
- Expenditures	**76,494**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**9,065-**

Starting Balance	**0**
+ Total Revenues	**67,429**
= Total Sources	**67,429**

Expenditure	Description	Amount	Percentage of Sources
1000		55,515	82.33%
2000			%
3000		20,979	31.11%
4000			%
5000			%
6000			%
7000			%
	- Total Expenditures	**76,494**	113.44%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**9,065-**	13.44-%

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

2025-26 Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
   (Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

✓ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

✓ Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on: 5/15/25

Attested:

Juan Flores, School principal — Date: 5/15/25

Jason Pacely, SSC Chairperson — Date: 5-15-2025

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2025-26

School	**Wood Middle School**
CDS Code	01611196090112
Principal Name	Jessica Lucio
Telephone Number	(510) 748-4015
Address	1801 Sandcreek Way. Alameda, CA 94501
E-mail	jlucio@alamedaunified.org
Date of SSC Approval	May 13, 2025
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Plan Description

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

Wood Middle School is committed to meeting the Every Student Succeeds Act (ESSA) requirements by aligning our strategies with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. Our approach is centered around three key goals:

Goal 1: Create and Improve the Foundational Education Program We aim to create engaging daily learning experiences that utilize multiple ways of learning and feature extensive student interaction. Our curriculum is driven by grade-level standards and tasks that support critical thinking, connections to real-world concepts, and the development of healthy relationships. This goal ensures that all students receive a high-quality education that prepares them for future success.

Goal 2: Build Relationships Between Families, Students, and Staff We work to foster strong relationships between families, students, and staff to create supportive, inclusive, and safe school environments. By engaging families and the community, we ensure that our schools are welcoming and responsive to the needs of all students. This goal aligns with ESSA's emphasis on family and community engagement as a critical component of student success.

Goal 3: Provide Comprehensive Support for Every Student Every school is dedicated to providing the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals. We focus on building literacy across all content areas, strengthening culturally and linguistically responsive instructional methods, and integrating common IL/STEAM pedagogies. This comprehensive support system ensures that all students, including English Language Learners and those from diverse cultural backgrounds, receive the resources they need to thrive.

Alignment with LCAP and Other Programs Our plan is closely aligned with the LCAP priorities, which include improving student outcomes, enhancing school climate, and increasing engagement with families and communities. Additionally, we leverage federal, state, and local programs to provide targeted support and resources, ensuring that our strategies are well-funded and sustainable.

Implementation and Evaluation To implement these goals, we will:

- Conduct professional development for teachers on culturally responsive pedagogy, integrated learning, literacy-based interventions to strengthen Tier 1 instruction.
- Revise curriculum materials to include diverse cultural perspectives in order to represent our diverse student body and increase learning opportunities for students to close the opportunity gap for our black and multi-ethnic students.
- Organize cultural events and activities to celebrate diversity.
- Establish mentorship programs for students from underrepresented groups.

We will evaluate our progress through regular assessments, surveys, and feedback from teachers, students, and families. Continuous improvement will be driven by data and community input, ensuring that our strategies remain effective and responsive to the needs of our students.

We are aligning Title I and other categorical funds to invest in high-impact, evidence-based strategies. This includes additional intervention staff, instructional materials, and training to support accelerated learning. Our STAR Reading data and classroom assessments are key tools in our progress monitoring, ensuring we intervene early and adjust support as needed.

Equally important is our partnership with families and the wider community. We maintain active SSC, ELAC, and PTSA groups and hold regular events to build trust and transparency. We believe that student success is a shared responsibility, and our families are vital allies in this work.

Additionally, we will use the cycle of inquiry during collaboration to ask and answer community problems of practice.

Educational Partner Involvement

How, when, and with whom did your 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) serves as the strategic roadmap for achieving our school wide goals. It is a living document, grounded in data and shaped by the voices of our educators, leadership team, and community.

The development of the SPSA is a collaborative process. Our administrative and site leadership teams work closely with teachers to analyze student data, identify areas of need, and craft goals that are both ambitious and achievable. These goals are then presented to our School Site Council (SSC), which plays a critical role in reviewing, providing input, and approving the plan.

Throughout the year, SSC remains actively engaged—monitoring progress, offering feedback, and helping shape the development of the following year's plan. This ongoing collaboration ensures our SPSA remains aligned with student needs, staff priorities, and family engagement, guiding us with purpose and clarity as we strive for excellence and equity for all learners.

Comprehensive Needs Assessment

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.

At Wood Middle School, we are committed to identifying and addressing the academic and systemic barriers that impact the success of all students—particularly those who have been historically underserved. A review of our site-level data reveals a continued pattern of underperformance among our Long-term English Learners (LTELs) and Black/Multi Ethnic students. This comprehensive needs assessment outlines the areas of concern, examines root causes, and sets the foundation for targeted and intentional school improvement.

Academic Performance: Both LTELs and Black/Multi Ethnic students are disproportionately represented in our D/F rates and continue to perform below proficiency in ELA and Math based on internal benchmarks (STAR) and state assessments (CAASPP), they also are disproportionately represented in low and high level discipline. LTELs, many of whom have been in our schools for over six years, remain stagnant in language proficiency, often scoring in the intermediate or below range (Level 2–3) on the ELPAC. Additionally, Black and Multi-Ethnic students are over represented in discipline data and D/F grade data, limiting access to learning opportunities at school.

Attendance & Engagement: Chronic absenteeism and student disengagement have emerged as critical barriers to academic success across our campus, disproportionately impacting our most vulnerable learners. Although there was significant growth for our EL and Black/Multi-Ethnic students, patterns show that Long-term English Learners and Black students are more likely to miss instructional time, fall behind academically, and disconnect from the school community. These attendance challenges are not isolated incidents—they are indicators of deeper issues related to belonging, family engagement and partnerships and trusting relationships. Reversing these trends requires a coordinated, schoolwide effort to re-engage students and families, build stronger relationships, and ensure every learner feels seen, supported, and invested in their educational journey.

School Climate & Belonging: Stakeholder feedback through surveys and stakeholder meetings has revealed that both LTELs and students often feel not a part of the conversation about their students within the school environment. Parents of students who speak a different language at home than English and Black families that are not considered a partner in educating their children, limited communication with teachers and administration to help them understand their children better, and staff need to continue to work towards building trusting relationships with parents. This disconnect contributes to feelings of a lack in partnership and decreased engagement.

Root Causes: Several factors contribute to these inequities:

- Lack of targeted intervention strategies tailored to our LTEL students, particularly around reclassification and language development.
- Gaps in culturally responsive pedagogy and materials that reflect student identity and lived experiences and also include the family as partners.
- Inconsistent application of restorative practices and over-reliance on punitive discipline, disproportionately impacting Black/Multi-Ethnic learners.

- Limited family engagement systems that elevate the voices of parents and caregivers in decision-making processes.

Call to Action: To meet the needs of these learners, we must prioritize:

- Tiered academic interventions, especially in reading, math, and language development.
- Professional development in culturally and linguistically responsive teaching, integrated ELD and Literacy strategies, and integrated learning.
- Intentional cohort of Black/Multi-Ethnic students into classes with teachers who provide strong Tier 1, culturally and linguistically responsive teaching, integrated learning instruction.
- Expanded outreach and authentic partnerships with families to build trust and collaboration.

This needs assessment provides the groundwork for data-driven, equity-centered planning. It challenges us to move beyond identification and toward meaningful, sustained action—because our students deserve not only access, but success.

Districtwide Strategic Plan and LCAP Goals

2024-25_LCAP_Alameda_Unified_School_District_-_June_6th_Final .pdf

District Priority Practices

Problem of Practice: Both qualitative and quantitative data has indicated that we have significant access gaps across the district between subgroups. Specifically our African American Students, Students with Disabilities, and Long Term English Learners. Root cause analysis suggests that some of these access gaps may be linked to:

- Systemic racism and cultural dissonance results in a culture that lacks meaningful student relationships and culturally responsive practices which is evidenced by explicit and implicit biases, low expectations, access to rigorous standards based instruction and tasks
- Family and community partnerships: AUSD has not built authentic partnerships with parents and families leading to strained relationships and distrust.
- Interventions and referrals: **AUSD's lack of consistent robust first, best instruction and timely and effective referral for students** (of students for appropriate interventions that address a broad range of adjustment issues) who need interventions.

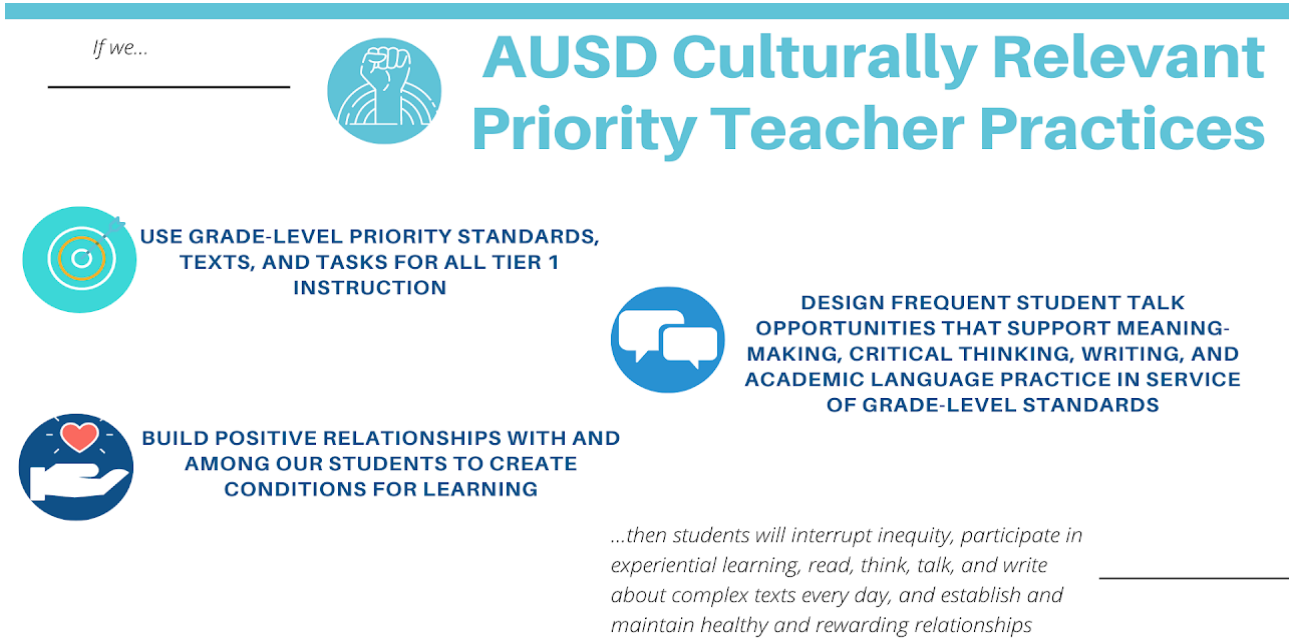
AUSD staff has decided to focus its Strategic plan goal 1 on strengthening the foundational program in support of addressing the above root causes.

Strategic Plan Goal 1: Create a Strong Foundational Program for ALL Students. This is the very first step we need to take to ensure equitable access to high-quality instruction for all our students. From the foundation, we can then build programs to provide differentiated instruction and supports for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system. A strong foundational program is defined by:

- A clear and coherent curriculum that is standards aligned (what students learn)
- Dynamic lessons and tasks that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- Classroom cultures focused on positive relationships between all members of the community

Focus Questions:
What are the tasks students are engaging with?
Are the tasks standards aligned for the grade level?
How do we know if the tasks are standards aligned?
Are students doing the thinking? How do we know?
Is the classroom culture and learning built around communal culturally responsive (sociocultural) talk and task structures? How do we know?
If applicable, is the student-teacher relationship a partnership? How do you know?

Theory of Action:



2025-26 LCAP Goals

Goal 1	Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.
Goal 2	We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.
Goal 3	Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

Annual Review

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

SPSA Year Reviewed: 2024-25

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

Goal 1	Goal 2
Implement structured student talk routines; provide language supports; and focus on building literacy in all	Establish personal connections with all students and caregivers
Goal 3	
Integrate and collaborate across content areas using common IL/STEAM pedagogies	

Analysis

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

Start of the year grade levels and departments met twice a month during collaboration. In departments, teachers were supposed to choose a SPSA goal to focus on and develop a problem of practice. In grade levels teachers chose focus students and monitored their progress towards the problem of practice.

In October the ALT members heard what EHS was doing with a common problem of practice, and decided that would be a good next step for our staff to work on collectively. We started to use collaboration as a whole staff process, starting with “Breaking Patterns” and “Ideal Classroom” to connect staff with their why. Additionally, there was a model of a problem of practice (PoP) by the administration to tackle a school wide attendance issue with tardies to classes throughout the day. We gathered three sets of foundational data aligned with our SPSA goals to determine a common PoP. The data we used was behavioral data collected from staff discussion and survey, grade point average, and attendance. A common PoP emerged based on SPSA goal 3, and the common question is: How does integrating the arts into curriculum support closing the opportunity gap, particularly for Black and Multi-Ethnic students? This was in an effort to coordinate the needs of 13 new staff members and build competency with integrated learning and work towards **SPSA goal 3.**

An outcome of the whole staff collaboration is a stronger community, and connections between subject areas that were previously not visible. Additionally, we had 13 new staff members and we needed them to have a better understanding of what arts integration is and how to bring those strategies to their classrooms. There were also some veteran teachers who used their LifeSkills class and/or school wide events (i.e. STEAM week) as their way of integrating the arts instead of intentional practices to bring into all subject areas. The inquiry cycle with this PoP is finishing this month (Feb) and each department put together a presentation for a curriculum SLAM answering the problem of practice, and there have been signs that attendance, behavior, and engagement have improved. The question that is outstanding is how it impacted our Black and Multi Ethnic students academically.

We have decided that we are going to continue to work through the inquiry cycles together as a whole staff. In the next cycles of Inquiry we will not stop focusing on one of our problems of practice, but we will continue to add the additional foci of the SPSA goals. Essential questions will be, what did I learn from the cycle of inquiry and what will I take with me to my next round of inquiry. The next common problem of practice was: What data do I need to collect to ensure we are building positive relationships with our community? This problem of practice was for the staff to work toward **SPSA goal 2**. The staff has used the Mills Triad Protocol to discuss with their colleagues the materials or student data they are using in their classrooms related to the common PoP 2, and they have been discussing their focal students using the Triad Protocol. For common PoP 1 teacher groups met in department largely to collaborate, and in common PoP 2 they are meeting primarily in grade level groups to collaborate. The final steps are to use the Claim, Evidence, Reasoning method to answer their question collaboratively as a grade level and then share with the whole staff in a curriculum SLAM.

At the end of this year we will have completed two cycles of inquiry with two different problems of practice focused on two of the SPSA goals. The efforts and sacrifices made this year were instrumental in helping establish a school culture shift toward intentional, equity-driven instruction that prioritizes students and families, and development towards integrating learning that we were able to to conclude has positive impacts on learning opportunities for our Black and Multi-Ethnic students.

SPSA goal 1 to implement structured talk routines were not embedded in each class period after both instructional rounds with Maya Lin. This surfaced in our debrief with the ALT teams from both schools that we were not observing talk routines in classrooms at that time. After the second round, it was expected after the staff meeting where we reviewed the instructional rounds data with the staff, that there must be at least one structured talk routine per class, if not more. Since that meeting in March there has been a marked increase in the number of talk routines in each class observed by admin walking through classrooms, and instructional rounds done by the SLT members.

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 previous year.

The switch from individual/department problems of practice to the whole staff problem of practice. We delayed the STEAM week in the fall, with the intention of hosting a STEAM week in the Spring to align with Open House. This also did not happen, and while there was a message from our Stakeholders that this was a disappointment, it was clear that students were getting access to STEAM and Integrated Learning opportunities throughout the day in all their classes all year long.

Since the school is under construction, we are on a new temporary campus, which enlarges the area that students require supervision. The school needed to pay for a third Student Support Provider. Additionally, there are teachers who are working two times a week to help support students after school which are paid hourly. Another large portion of the budget is paying teachers and paras to do lunch supervision. New teachers are also attending a monthly new teacher meeting during lunch that is timecarded.

The spending was aligned primarily with our goal to prioritize paying staff to support students academically and with an arts focus. The focus on the arts was not evident in our practices this year, however, the need to pay the third Student Support Provider was done to keep students safe, as the number one priority so they can learn. This was in

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 result of our ongoing implementation review and analysis of student outcomes, we will make targeted adjustments to the strategies and activities supporting the three goals to further strengthen instructional impact.

Focus on building literacy in all content areas:

1. In the upcoming year teachers will receive training and coaching support for supporting literacy across all content areas. The basis of the strategies is *Mosaic of Thought* by Ellin Oliver Keene and Susan Zimmerman. Each department will be assigned 1-3 strategies to teach explicitly related to the texts they use in their respective curriculum. English teachers will provide support for all strategies.
2. Additionally, each department will build a toolbox of strategies and activities for each reading strategy that will be shared staff wide.
3. Teachers will use the Instructional Planning Tool to ensure the goals are all addressed while planning the curriculum.

Annual Measurable Outcomes:

- Growth in student performance on STAR Reading Assessments and standards-aligned writing benchmarks.
- Improved outcomes for our LTEL and Black/Multi-Ethnic students in reducing D/F grades

Metrics:

- STAR Reading scores
- Classroom Instructional Rounds
- D/F Rates for Subgroups
- Benchmark writing assessment scores
- Student work samples as evidenced in Curriculum Slam and Inquiry Cycle rotations

Evidence of Progress will Include:

- PD agendas and attendance records
- PLC meeting notes
- Samples of student work demonstrating use of reading strategies
- Classroom Instructional Round notes and data
- Curriculum slam presentations

Strengthen culturally and linguistically responsive instructional methods to improve student and family engagement and learning opportunities

1. Continue to send cohorts of teachers to Constructing Meaning training
2. Teachers will consistently use at least one structured talk routine per class to ensure that student discourse is purposeful, academically rigorous, and aligned with the standards and skills being taught. Teachers will receive continued support in PD, models, and coaching.

3. Current materials will be assessed for cultural relevance and culturally relevant materials will be provided to enhance work towards standards and skills and connect to and value our students and families.
4. Start Affinity spaces for Muslim and Latine students.

Annual Measurable Outcomes:

- Growth in student performance on STAR Reading Assessments and standards-aligned writing benchmarks.
- Improved outcomes for our LTEL and Black/Multi-Ethnic students in reducing D/F grades.
- Utilize a Culturally and Linguistically Responsive Teaching Checklist into the Instructional Planning Tool and to the Instructional Rounds note taker.

Metrics:

- STAR Reading scores
- Classroom Instructional Rounds note taker and CLRT Checklist
- D/F Rates for Subgroups
- Benchmark writing assessment scores
- Student work samples as evidenced in Curriculum Slam and Inquiry Cycle rotations
- Wellness Surveys & Family Trust Surveys

Evidence of Progress will Include:

- PD agendas and attendance records
- PLC meeting notes
- Samples of student work demonstrating use reading strategies
- Classroom Instructional Round notes and data
- Curriculum slam presentations

Integrate and collaborate across content areas using common Integrated Learning and STEAM pedagogies

1. In the upcoming year teachers will receive training and coaching support for Integrated Learning, Studio Habits of Mind, and STEAM
2. The school throughline is: Building Great Minds, and each grade level will develop a throughline connecting to the school throughline.
3. Each grade level will develop three integrated learning units, one per semester using the Instructional Planning Tool.
4. Continue to build resources that are culturally and linguistically relevant and connected to the Integrated Learning projects each trimester.

5. The school will hold a STEAM week in the Spring.

Annual Measurable Outcomes:

- Growth in student performance on STAR Reading and Math Assessments and standards-aligned writing benchmarks.
- Improved outcomes for our LTEL and Black/Multi-Ethnic students in reducing D/F grades.
- Improved attendance, specifically chronic absenteeism for our LTEL and Black/Multi-Ethnic students
- Utilize the Instructional Rounds note taker and compare it to the student work to demonstrate standards and skills taught.
- Data from the Instructional Rounds from our staff and partner through ALT.

Metrics:

- STAR Reading scores
- Classroom Instructional Rounds note taker and CLRT Checklist
- D/F Rates for Subgroups
- Benchmark writing assessment scores
- Student work samples as evidenced in Curriculum Slam and Inquiry Cycle rotations

Evidence of Progress will Include:

- PD agendas and attendance records
- PLC meeting notes
- Samples of student work demonstrating Integrated Learning and STEAM
- Classroom Instructional Round notes and data
- Curriculum slam presentations

Additionally, our staff will commit to:

- Continue to use the inquiry cycle with a common problem of practice (staff, department, grade level) related to the SPSA goals
- Each staff member will complete two instructional rounds with either their SLT lead or admin to collect data.
- Targeted Intervention or B.U.I.L.D. (Beavers Understanding Individual Learning Design) time 2-3 times a week.

SPSA Goal 1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; ensure student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

SPSA Goal 2: We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

Step 1: Identifying the Problem - Use multiple data sources to help you and your team identify the problem.

- Does the problem focus on the instructional core?
- Is it observable?
- Is it within the school or district's control and can be improved in real time?
- If acted on, will the problem make a significant difference for student learning?

The problem of practice is grounded in evidence such as data and dialogue. For example, a "hunch" that third-grade students are not applying what they are learning in math lessons is NOT grounded evidence. However, identifying that 70% of students did not pass the math section of the standardized tests last year is grounded evidence suitable to identify a problem of practice.

Problem of Practice
Given that students enter content classes with widely varying levels of literacy, how do teachers create differentiated instructional opportunities that provide students with literacy instruction at the level that the students need while also providing learning opportunities for students to shine in areas beyond academics that connect to their families and culture. How can teachers create differentiated instructional opportunities that provide students with literacy instruction at the level they need, while also implementing integrated learning and STEAM curriculum to enhance engagement and understanding?

Step 2: Identify your focal student groups

- As a district we have unapologetically prioritized the needs of our African American and Black students. What does the data tell you about how your school site has been serving your African American and Black students?
- Which additional student groups have been underserved at your school site? What does the data tell you about these students experiences?

Focal Students
LTEL students, Black and Multi-Ethnic students, Students in Special Education

Step 2: Brainstorm Root Causes

- The school / school district should assemble a network to:
    - Ask relevant questions concerning the problem of practice
    - Develop objectives about mending the problem of practice

Let's say there is still the issue of third-grade students not applying what they are learning in their math lessons. During this brainstorm, the network can ask questions such as,

What kinds of tasks are students being asked to do during their math lessons?

What will students know and be able to do as a result of the math lessons?

What types of questions are students missing on the standardized test?

From these questions, the network can discern how the school or district needs to shape their objectives. So let's say we find out that third-grade students are asked to do many sets of multiple choice math questions in class. These questions generally help them with elimination and estimation. And perhaps the math sections on the state standardized test that they are missing are mostly open-response.

From this brainstorm, the network will be able to create the school or district's main objective: to have all third-grade students increase their level of performance on the math section of the state test.

To achieve this, the school will focus on one area of weakness as indicated by their analysis: open response math questions.

With the development of questions and objectives, the problem of practice is no longer just raw data and material but is beginning to take shape.

Root Causes

Root Causes for LTEL

- Inadequate Language Support Over Time
  - LTELs have typically received inconsistent or insufficient academic language support. Despite years of being in the system, many LTELs have not developed proficiency in the complex academic language required for success across content areas. This persistent gap in language acquisition limits their ability to access grade-level content and engage in higher-order thinking.
- Disproportionate Placement in Low-Performing Classes
  - LTELs are often placed in remedial or lower-performing classes, where the rigor of instruction does not align with their potential. This misalignment results in a cycle of underachievement, as these students are not given the academic opportunities to accelerate their learning and progress toward grade-level standards.
- Limited Family Engagement
  - Families may not always be fully informed or involved in their child's language development journey due to language barriers, unfamiliarity with the school system, or lack outreach from lack of connected outreach.

Black/Mutli-Ethnic

- Systemic and Historical Disparities
  - African American students have long experienced disparities in education, stemming from broader systemic issues such as racism, bias, and unequal access to resources. These systemic inequities affect both the academic and social-emotional experiences of African American learners, limiting their opportunities for success. Historically, African American students have been underserved, which has perpetuated achievement gaps across generations.
- Cultural Disconnect and Lack of Representation
  - The lack of culturally relevant and affirming instruction contributes to a disconnect for many African American learners. When their identities, histories, and experiences are not acknowledged or celebrated within the curriculum, students may feel invisible or undervalued. This lack of representation can lead to lower engagement, diminished self-esteem, and a lack of academic confidence.
- Unconscious Bias and Low Academic Expectations
  - Despite the best intentions of many educators, unconscious bias continues to impact the expectations set for African American students. Studies show that teachers may hold lower expectations for African American learners, which in turn affects the types of instructional opportunities and supports they receive. This systemic bias affects African American students' academic trajectory, contributing to underachievement and disengagement.
- Cultural and Socioeconomic Barriers to Access
  - African American students are often disproportionately represented in lower socioeconomic groups, which can limit access to academic resources, extracurricular opportunities, and advanced coursework. These students may face additional barriers such as food insecurity, unstable housing, and limited access to technology, all of which hinder their ability to focus on learning and reach their full potential.

Students in Special Education

- Inadequate Access to General Education Curriculum
  - Students in special education are sometimes placed in segregated settings or given modified curricula that do not align with grade -level standards. This limits their academic growth and opportunities for inclusion.
- Insufficiently Training Educators
  - General education teachers and even some special education staff may lack training in differentiated instruction, Universal Design for Learning (UDL), neurodiverse learning needs.
- Low expectations and stigma
  - Students in special education may face lowered expectations from educators and peers, which can affect their motivation and self-esteem. The stigma associated with special education labels can also lead to social isolation.

Root Causes for Focal Students
The challenges faced by LTELs, Black/Multi-Ethnic, and Special Education students are not isolated issues but are symptoms of broader systemic and instructional gaps. Addressing these root causes requires a multi-faceted approach that includes: ● Targeted, culturally responsive pedagogy ● Strategic language and literacy development ● Bias-reduction and Family Engagement training and support ● Improved access to rigorous coursework By focusing on these three groups, we can not only close achievement gaps but also foster a school environment that affirms and empowers all students, setting a new standard for equitable outcomes in our community.

Solidify

- After a problem is developed and an objective is identified, give the problem of practice time to simmer
- Reach out to wider faculty for confirmation

Once a problem of practice is shaped and the brainstorm is finished, it is important for the school or district to give it some time before jumping into the theory of action. Ask important questions. Is the problem of practice narrow and focused enough? Does it feel relevant and meaningful? Is it clear?

Have faculty look over it and give their opinion. Once the school or district is satisfied with the problem of practice, it is time to move on to the next element of instructional rounds, that is developing a theory of action.

Step 3: Create a SMARTIE goal

SMARTIE stands for Strategic, Measurable, Ambitious, Realistic, Time-bound, Inclusive, and Equitable. By incorporating an equity and inclusion component to your SMART goals, you can make sure your School's commitment to racial equity and inclusion is anchored by tangible and actionable steps.

Goals are a concrete way to drive results, but without an explicit equity and inclusion component, goals won't produce better outcomes for marginalized communities, address disparities, or support belonging. Introducing SMARTIE goals! SMARTIE stands for:

STRATEGIC	Reflects an important dimension of what your school seeks to accomplish (programmatic or capacity-building priorities).
MEASURABLE	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).
AMBITIOUS	Challenging enough that achievement would mean significant progress—a "stretch" for the organization.
REALISTIC	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.
TIME-BOUND	Includes a clear deadline.

INCLUSIVE	Brings traditionally marginalized people—particularly those most impacted—into processes, activities, and decision/policy-making in a way that shares power.
EQUITABLE	Seeks to address systemic injustice, inequity, or oppression.

SMARTIE Goal:
Time-Bound: our goals between *(start date)* and *(end date)* are to achieve this **Strategic** and **Ambitious** outcome:
We will know success when we see it using these Measurable standards:
A Realistic plan to achieve this goal includes these tactics/activities (consider time, resources, capacity):

Step 3: The Theory of Action

What is a theory of action? A theory of action can be thought of as a story line that makes a vision and a strategy concrete. It provides a line of narrative that leads people through the daily complexity and distractions that compete with the main work of the instructional core. The theory of action provides a map that carries the vision through the organization. It provides a way of testing the assumptions and suppositions of the vision against the unfolding realities of the work in actual organizations with actual people.

A Theory of Action has three main requirements:

1. The Causal Role – The theory of action must begin with a statement of a causal relationship

- When learning from instructional rounds, it is important for individuals to develop their own personal theories of action and then share them with their colleagues
    - If the adults who work in schools are actively learning about the causal relationship between their work and the work between other teachers and other students, then support for improved instructional practice will increase and the work of teachers and students will become more effective
    - The learning and development of adults must be explicitly connected,through organizational processes, to the learning and development of students in classrooms
        - Investing in higher results for teachers' level of understanding increases student engagement and high-level cognitive results

2. The Conditional Role – It must be empirically falsifiable

- Theories of action that develop during instructional rounds are always subject to revision and specification in light of new evidence
    - Questioning the practice is not a bad thing, it is part of the practice

3. The Open Role: It must be open-ended

- The theory of action is expected to change as the network members learn more about what helps them learn and what leads them to apply their learning most effectively in schools
    - Having a final theory of action is not as important as having an open-ended strategy that is ready to adjust to change

Theory of Action
If educators across all content areas receive targeted professional development in evidence-based reading comprehension strategies, culturally and linguistically responsive teaching (CLRT) practices, and integrated learning approaches such as STEAM, and these strategies are consistently embedded into daily instruction, and students are regularly provided with opportunities to apply them in meaningful, content-rich learning experiences, then...

At least 80% of focal students—including LTELs, Black students, and students receiving special education services—will demonstrate measurable growth in reading comprehension, academic vocabulary, and critical thinking across content areas.
This will be evidenced by:

- Improved performance on formative and summative assessments
- Increased use of academic language in both oral and written responses
- Greater engagement and confidence in academic discussions and collaborative tasks
- Observable application of reading strategies in content-rich, grade-level texts

How will this theory of action specifically support your focal students?
For LTEL students

1**. Builds Academic Language Proficiency**
LTELs often have strong conversational English but struggle with the academic language needed for grade-level success. This outcome emphasizes:

- Explicit vocabulary instruction
- Structured opportunities to use academic language in speaking and writing
- Scaffolded reading strategies that help LTELs access complex texts

These supports help close the gap between social and academic English.

2. Promotes Active Engagement with Texts
LTELs benefit from interactive, strategy-based reading instruction that allows them to:

- Make meaning collaboratively
- Use reading strategies like summarizing, questioning, and clarifying
- Build comprehension through discussion and reflection

This shifts them from passive readers to active meaning-makers.

3. Encourages Oral Language Development
The outcome includes oral and written responses, which are essential for LTELs to:

- Practice academic sentence frames and structures
- Rehearse ideas before writing
- Gain confidence in expressing complex thoughts

This supports both language development and content mastery.

4. Aligns with Reclassification Goals
By focusing on measurable growth in comprehension and academic language, this outcome:

- Directly supports LTELs in meeting reclassification criteria
- Provides evidence through formative assessments and student work
- Helps educators track progress toward language proficiency benchmarks

5. Fosters Identity and Agency
When LTELs see themselves succeeding in rigorous academic tasks, they:

- Develop a stronger academic identity
- Gain confidence in their voice and ideas
- Feel more connected to school and learning

This is key to long-term success and empowerment.

For Black and Multi-Ethnic Students

1. Centers Student Voice and Identity
By emphasizing oral and written expression, this outcome creates space for Black and multi-ethnic students to:

- Share their perspectives and lived experiences
- Engage in academic conversations that affirm their identities
- See themselves reflected in the curriculum and classroom discourse

This fosters a sense of belonging and academic confidence.

2. Promotes Culturally Responsive Instruction
Professional development in reading comprehension and CLRT (Culturally and Linguistically Responsive Teaching) ensures that:

- Teachers select texts and design tasks that are relevant and affirming
- Instruction is inclusive of diverse cultural knowledge and ways of thinking
- Students are encouraged to make personal and cultural connections to content

This increases engagement and deepens comprehension.

3. Builds Critical Thinking and Analytical Skills
Black and multi-ethnic students often thrive when given opportunities to:

- Analyze texts through multiple lenses

- Question dominant narratives
- Engage in higher-order thinking tasks

This outcome supports those skills by embedding reading strategies that go beyond surface-level understanding.

4. Challenges Deficit Narratives and Low Expectations
By setting a goal for 80% of focal students to demonstrate measurable growth, this outcome:

- Communicates high expectations for all students
- Counters systemic patterns of underachievement and marginalization
- Positions Black and multi-ethnic students as capable, critical thinkers

5. Strengthens Pathways to Academic Success and Empowerment
Improved comprehension and vocabulary skills are foundational for:

- Success in all content areas
- Access to advanced coursework
- Development of graduate profile competencies like communication, collaboration, and critical consciousness

This outcome helps ensure that Black and multi-ethnic students are not just included—but empowered.

For Special Education Students

1. Emphasizes Access to Grade-Level Content
Many students in special education are often given simplified or below-grade-level materials. This outcome ensures:

- Instruction is scaffolded, not watered down
- Students engage with grade-level texts using explicit reading strategies
- Supports like graphic organizers, sentence frames, and visual aids are used to make content accessible

This promotes equity and high expectations.

2. Builds Metacognitive and Comprehension Skills
Students with learning differences often struggle with processing and retaining information. By focusing on reading strategies, this outcome helps them:

- Learn how to monitor their own understanding
- Use tools like summarizing, predicting, and questioning to stay engaged
- Develop independence in navigating complex texts

3. Supports Language and Vocabulary Development
Many students in special education have language-based learning needs. This outcome prioritizes:

- Explicit vocabulary instruction in context
- Repeated exposure to academic language across subjects
- Opportunities to use new words in speaking and writing

This strengthens both comprehension and expressive language skills.

4. Encourages Multi-Modal Learning and Expression
By integrating reading strategies into STEAM and content-rich instruction, students benefit from:

- Visual, auditory, and kinesthetic learning opportunities
- Hands-on tasks that reinforce comprehension
- Multiple ways to demonstrate understanding (e.g., oral responses, visuals, projects)

This aligns with Universal Design for Learning (UDL) principles.

5. Fosters Confidence and Academic Identity
When students in special education experience success with rigorous content, they:

- Build confidence in their abilities
- Develop a stronger academic identity
- Feel more included and valued in the classroom community

This outcome helps shift the narrative from “support” to “empowerment.”

Actions to Support Implementing TOA					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Provide targeted PD on evidence-based reading strategies, culturally responsive pedagogy, and integrated learning practices.	Instructional coaches, admin, external consultants	PD modules, planning time, stipends/contracts	Summer, Modified Fridays 5-6 times a year, two times monthly in collaboration	pre/post PD surveys, teacher self-assessments, implementation checklists
2	Embed reading strategies and talk routines into daily lessons across content areas	All teachers	Instructional Planning tool, sentence frames, charts, talk protocols, strategy tool boxes, co planning time, model lessons	Weekly, ongoing	Lesson plans, instructional rounds, teacher reflections, student discourse rubrics, observation notes, audio samples
3	Scaffolded reading and writing tasks with feedback on strategy use	All teachers	Rubrics, exemplars, graphic organizers	Weekly	Formative assessments, writing samples, student reflections
4	Collaborative Planning and Data Cycles that analyze student work/data to adjust instruction and support focal students	Grade level/department teams, instructional coaches	Data protocols, collaboration time	1-2 times a month	Student work analysis, growth trackers, reclassification data
5	Family Engagement through Parents In Education (PIE) nights to increase partnerships related to Family and School Plans	All teachers, parent liaison, Scholar program provider, Intervention Lead	Translated Materials, workshops, communication tools, translators	3-5 times a year	Family surveys, event attendance, feedback forms
6	Students voice and reflection on learning, strategy use, and growth	Teachers, counselors, COST	Student work, Journals, Plans, conferencing/reflect	Each trimester	Student self assessments, goal setting sheets,

			ion tools		portfolios

Specific Actions to Support Focal Students					
Action	Description	Who	Resources	Time Frame	Data to Measure Impact
1	Deliver differentiated professional development on reading strategies/comprehension, CLRT, Integrated Learning and STEM	Admin, instructional coaches, SPED/ELD leads	PD modules, external facilitators, planning time	Summer, Modified Fridays 5-6 times a year, two times monthly in collaboration	pre/post PD surveys, teacher self-assessments, implementation checklists
2	Provide targeted small group instruction	All teachers, interventionists, coaches, admin	Strategy and BUILD toolboxes, planning time, model lessons, leveled texts, graphic organizers, adaptive tools	Weekly, ongoing	Progress monitoring data, formative assessments
3	Facilitate collaborative data cycles to analyze focal student progress and adjust instruction	Teams of teachers, coaches, admin, IL	Data protocols, student work protocols	Every 4-6 weeks	Growth trackers, reclassification data, IEP goal progress
4	Engage families with culturally responsive communication and academic strategy workshops (PIE nights)	Teachers, admin, family liaisons	Translated materials, interpreters, workshop content	3-5 times a year	Family feedback, attendance logs, engagement survey
5	Empower student voice through reflection and goal setting aligned with instruction	All teachers, counselors, Intervention Lead, Scholar Student Lead, Instructional Coach	Student work, Journals, Plans, conferencing/reflection tools	Each trimester	Student self assessments, portfolios and goal sheets

Expenditures to Achieve Site-Specific Goals

Please see Appendix for Budget Packet.

Budget Summaries

Please see Appendix for Budget Packet.

School Site Council (SSC) Membership

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 current make-up of the council is as follows:

Names of Members	**ROLE***
Jessica Lucio	Principal
Tiffany Thompson	Staff
Andrea Rios	Staff
Nick Wilson	Staff
Heather Bean	Staff
Kathryn Owens	Parent
Kairi Williams	Parent
Meghan Ingle	Parent (president)
Allison Butts	Parent

***Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- 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.

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.

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.

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 relevant federal planning requirements.

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.

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.

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.

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.

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.

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.*

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.*

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.

Appendix A: Plan Requirements for Title I Schoolwide Programs

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 Consolidated Application (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 California *Education Code* (*EC*) sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act (ESSA), 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 *Code of Federal Regulations,* Title 34 (34 *CFR*), Section 200.13(b)(7) and migratory children as defined in section 1309(2) of the Elementary and Secondary Education Act (ESEA), relative to the State's academic standards under 34 *CFR* Section 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 34 *CFR* Section 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: 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: 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, June 2024

Appendix C: Budget Packet

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Program **0000 Undesignated Funds**

Expenditure	Description	Amount	Percentage of Sources
2000			
2900	Other Classified Salaries	10,988	.00%
	Total 2000	**10,988**	**.00%**
3000			
3200		2,832	.00%
3300		842	.00%
3400		338	.00%
3500		6	.00%
3600		347	.00%
3700		169	.00%
	Total 3000	**4,534**	**.00%**
4000			
4300	Materials and Supplies	8,344	.00%
	Total 4000	**8,344**	**.00%**
5000			
5700		9,700	.00%
5800	Professional/Consulting Servic	10,000	.00%
	Total 5000	**19,700**	**.00%**
	Total Expenditure	**43,566**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**43,566**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**43,566-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000			.00%
2000		10,988	.00%
3000		4,534	.00%
4000		8,344	.00%
5000		19,700	.00%
6000			.00%
7000			.00%
	- Total Expenditures	**43,566**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**43,566-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0001 Discretionary** Program **1017 6. Middle School Fine Arts**

Expenditure	Description	Amount	Percentage of Sources
4000			
4300	Materials and Supplies	2,500	.00%
	Total 4000	**2,500**	**.00%**
	Total Expenditure	**2,500**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**2,500**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**2,500-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000			.00%
2000			.00%
3000			.00%
4000		2,500	.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**2,500**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**2,500-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **0002 LCFF Supp** Program **0000 Undesignated Funds**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	22,000	.00%
	Total 1000	**22,000**	**.00%**
2000			
2100	Instructional Aides' Salaries	2,094	.00%
	Total 2000	**2,094**	**.00%**
3000			
3100		4,254	.00%
3200		574	.00%
3300		480	.00%
3500		13	.00%
3600		759	.00%
3700		370	.00%
	Total 3000	**6,450**	**.00%**
	Total Expenditure	**30,544**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**30,544**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**30,544-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		22,000	.00%
2000		2,094	.00%
3000		6,450	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**30,544**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**30,544-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **3010 ESSA Title I Part A Basic** Program **0000 Undesignated Funds**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	12,750	.00%
	Total 1000	**12,750**	**.00%**
2000			
2100	Instructional Aides' Salaries	66,351	.00%
	Total 2000	**66,351**	**.00%**
3000			
3100		2,436	.00%
3200		11,425	.00%
3300		4,671	.00%
3400		7,422	.00%
3500		40	.00%
3600		2,493	.00%
3700		1,212	.00%
	Total 3000	**29,699**	**.00%**
	Total Expenditure	**108,800**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**108,800**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**108,800-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000		12,750	.00%
2000		66,351	.00%
3000		29,699	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**108,800**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**108,800-**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **6770 Arts and Music (Prop 28)** Program **0000 Undesignated Funds**

Revenue	Description	Amount	Percentage of Sources
8900		89,293	100.00%
	Total Revenue	**89,293**	**100.00%**

Expenditure	Description	Amount	Percentage of Sources
1000			
1100	Teachers' Salaries	56,947	63.78%
	Total 1000	**56,947**	**63.78%**
3000			
3100		10,970	12.29%
3300		823	.92%
3500		29	.03%
3600		1,794	2.01%
3700		872	.98%
	Total 3000	**14,488**	**16.23%**
4000			
4300	Materials and Supplies	17,858	20.00%
	Total 4000	**17,858**	**20.00%**
	Total Expenditure	**89,293**	**100.00%**

Starting Balance	**0**
+ Revenues	**89,293**
- Expenditures	**89,293**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**0**

Starting Balance	**0**
+ Total Revenues	**89,293**
= Total Sources	**89,293**

Expenditure	Description	Amount	Percentage of Sources
1000		56,947	63.78%
2000			%
3000		14,488	16.23%
4000		17,858	20.00%
5000			%
6000			%
7000			%
	- Total Expenditures	**89,293**	100.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**0**	.00%

Model OB26-01 25/26 Work in Progress **Fiscal Year 2025/26**

Resource **9046 PTA/PTSA** Program **0000 Undesignated Funds**

Expenditure	Description	Amount	Percentage of Sources
2000			
2900	Other Classified Salaries	3,412	.00%
	Total 2000	**3,412**	**.00%**
3000			
3200		935	.00%
3300		262	.00%
3500		2	.00%
3600		108	.00%
3700		53	.00%
	Total 3000	**1,360**	**.00%**
	Total Expenditure	**4,772**	**.00%**

Starting Balance	**0**
+ Revenues	**0**
- Expenditures	**4,772**
- Budgeted Reserves & Fund Bal	**0**
= Unappropriated Balance	**4,772-**

Starting Balance	**0**
+ Total Revenues	**0**
= Total Sources	**0**

Expenditure	Description	Amount	Percentage of Sources
1000			.00%
2000		3,412	.00%
3000		1,360	.00%
4000			.00%
5000			.00%
6000			.00%
7000			.00%
	- Total Expenditures	**4,772**	.00%
	- Total Budgeted Reserves and Fund Balance	**0**	.00%
	= Unappropriated Balance	**4,772-**	.00%

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

2025-26 Recommendations and Assurances

(Check those that apply):

_School Advisory Committee for State Compensatory Education Programs

X English Learner Advisory Committee

_Community Advisory Committee for Special Education Programs

_Other (list)

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on: 5/13/25 .

Attested:

Jessica Lucio, School Principal — 5/13/25 Date

Meghan Ingle, SSC Chairperson — 5/13/25 Date

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

2025-26 Single Plan(s) for Student Achievement (SPSA) Featuring Alameda Science and Technology Institute (ASTI)

Kirsten Zazo, Assistant Superintendent of Educational Services
Tracy Corbally, Principal ASTI and PLC Lead Teachers
Anthony Long and Aimee Craig

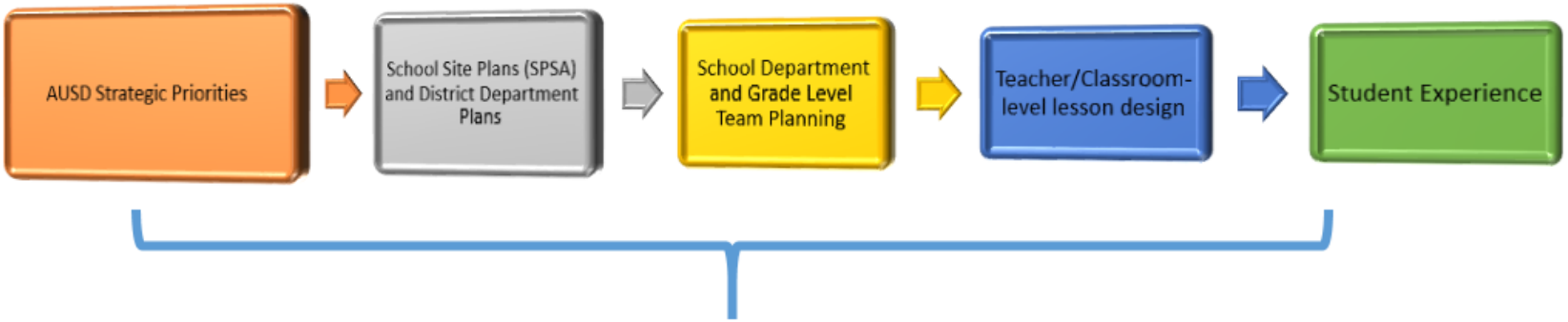
May 27, 2025

AUSD SPSA Tenants

- **Site vision and plan**, inclusive of but not limited to an explanation of how the site plans to spend monies allocated to them through state and federal funding steam.
- **Coherence** ensures the SPSA is driven by the District Wide Strategic Plan.
- **Focusing** on a few goals supports deep work on the most important improvements to teaching and learning.
- **A Continuous Improvement Approach** focuses on the system, processes and outcomes, progress monitoring, collective learning, and the expertise of the practitioner. Encourages refinements and shifts to strategies based on ongoing new learning.
- **Sustainability and Systems Change** encourages continuity of goals year after year.
- **Targeted Universalism** approach where universal goals are established for all students. Strategies developed to achieve those goals are designed based upon how different groups are situated within structures, culture, and across geographics. Strategies designed for our most historically underserved students are good for all students. For example, student discourse is a specific strategy to improve learning for English Learners, AND it improves learning for all students.

Site Vision and Coherence

1. Strategic priorities should drive and influence each subsequent level of planning district-wide.
2. Those priorities gain sharper focus and detail the closer they move to the classroom.
3. The LCAP seeks to compile and account the investments, expenditures, and initiatives that support all levels of planning.



Local Control Accountability Plan (LCAP)

State-required, locally drafted plan that describes the goals, actions, services, and expenditures to support student outcomes.

ALAMEDA UNIFIED SCHOOL DISTRICT

Excellence & Equity For All Students

PRINCIPAL

I hold our site's instructional goals and distribute leadership so we can work toward these goals together.

ALT

We create the conditions for the SLT to support focus on school wide goals and articulate them into their PLC's.

SLT

We identify how our PLCs support forward progress toward our goals.

PLC LEADERS

We design PLCs that enable teachers to learn about their students and teaching practice in relation to our goals.

TEACHERS

We inquire about our practice and make instructional moves based on data and collaborative learning conversations.

In an ideal world, information passes up, down, <u>and</u> across sites and district.

ED Services

We hold a systems view of adult learning and provide sites with appropriate resources and support to enact their site visions.

LEAD BY LEARNING

Understand learning. Improve teaching. Build leadership.

Mills College at Northeastern University

Site Vision and Coherence, *cont…*

Facilitation & Leadership: Foster a set of leadership and facilitation skills to maximize leaders' ability to support continuous data driven improvement in their grade level/department team

Collaborative Team Culture: Develop leaders' ability to build a collaborative team culture (with a focus on vulnerability-based trust) to support continuous data-driven improvement

Continuous Data Driven Improvement Cycle: Build leaders' ability to facilitate a continuous data driven improvement cycle around instruction in which teams are engaged in answering: 1) What standards-based knowledge and skills should every student acquire as a result of this unit/task/grade? Where are students now? 2) How will we know when each student has acquired the standards-based essential knowledge and skills? 3) How will we respond when some students do not learn the standards-based essential knowledge and skills?

Improved Instruction: Develop and refine our collective understanding around the AUSD vision for culturally relevant instruction in MTSS diving deeply into Tier 1

AUSD Culturally Relevant Priority Teacher Practices

If we...

AUSD Culturally Relevant Priority Teacher Practices

USE GRADE-LEVEL PRIORITY STANDARDS, TEXTS, AND TASKS FOR ALL TIER 1 INSTRUCTION

DESIGN FREQUENT STUDENT TALK OPPORTUNITIES THAT SUPPORT MEANING-MAKING, CRITICAL THINKING, WRITING, AND ACADEMIC LANGUAGE PRACTICE IN SERVICE OF GRADE-LEVEL STANDARDS

BUILD POSITIVE RELATIONSHIPS WITH AND AMONG OUR STUDENTS TO CREATE CONDITIONS FOR LEARNING

...then students will interrupt inequity, participate in experiential learning, read, think, talk, and write about complex texts every day, and establish and maintain healthy and rewarding relationships

ALT Essential Questions

How do we define our collective understanding of what culturally responsive, standards-based instruction looks like across all grade levels and content areas?	What is our collective understanding of what we would be looking for in classrooms?	How do we unapologetically prioritize the needs of our African American and Black students in this work?

Scope and Sequence

Month	Outcome	Month	Outcome
September	**Facilitation and Leadership & Collaborative Team Culture:** Clarify and build shared understanding of the sites Instructional Focus using shared meaning making protocols. Sites will also consider how to use teaming structures to build the shared understanding for the 2024-25 school year	**January**	**Facilitation and Leadership and Collaborative Culture:** What refinements can we make to our look fors based on evidence? Document 3 key learnings from work in chronic absence and Instructional Rounds. Planning for PD
October	**Improved Instruction:** Begin to articulate a collective vision for your Instructional Focus, define your problem of practice to hone into what you are looking for in the instructional core.	**February**	**Facilitation and Leadership and Collaborative Culture:** What refinements can we make to our look fors based on evidence? Document 3 key learnings from work in chronic absence and Instructional Walkthroughs
November	Share instructional focus, problem of practice and look fors with partner school - Prepare for Instructional walkthroughs	**March**	**Continuous Data Driven Improvement Cycle: Site Partner Instructional Walkthroughs and Debriefs**
December	**Continuous Data Driven Improvement Cycle:** Site Partner Instructional Rounds and Debriefs	**April**	**Facilitation and Leadership and Collaborative Culture:** What refinements can we make to our change based on evidence? Document 3 key learnings from work in chronic absence and Instructional Rounds
		May	**Facilitation and Leadership and Collaborative Culture:** End of the Year Celebrations & Reflection

ASTI's SPSA Journey

Alameda Science and Technology Institute

OUR ALT JOURNEY

2024-25

Presented for:

Alameda Board of Education

Where Did Our Thinking Start?

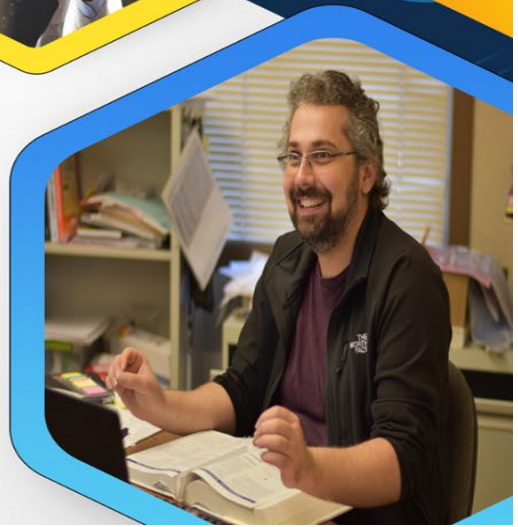
Our Hopes for this year...

Alignment

- Our goal was to effectively align PLC effort with our SPSA direction

Data Driven

- We wanted to be more data driven, develop student surveys, and finalize our instructional rounds observation tool



LCAP Goals

2024-25 LCAP Goals

1

Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.

2

We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.

3

Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

SPSA Goals

Our SPSA Goals

1. **If** we implement daily student talk routines and culturally relevant instructional practices across all content areas to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards, supported by weekly teacher collaboration and peer observations, **then** students will engage more deeply and equitably across student groups (gender, ethnicity, LGBTQ, SED, EL Status) in daily DOK level 3 and 4 thinking, as measured by quarterly instructional rounds, student perception surveys, examination of student work, and course reviews.

2. **If** we strategically enhance our current initiatives to build stronger partnerships among families, students, and staff through regular communication, consistent family-engagement events, and enriched student leadership opportunities, and continue to foster a school culture that celebrates diversity and provides multiple platforms for showcasing student achievements and collaborative learning, **then** students will benefit from a more supportive, inclusive, and safe learning environment that not only maximizes their academic and social growth but also strengthens the overall school community.

What We Did In PLC

Collective Goal Setting

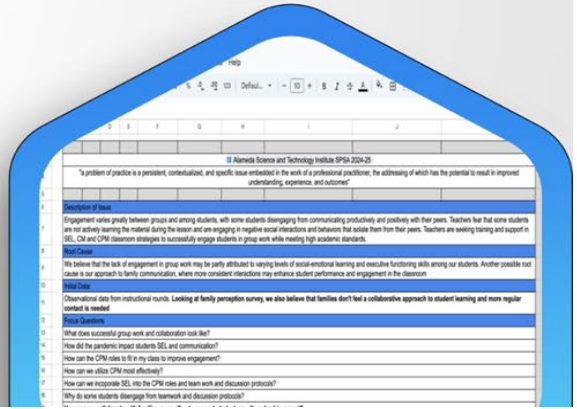
We started with [making sense of goals collectively](#) and discussed aspects of our current reality, future vision, considerations of equity, and our wonderings to build buy in towards our common aligned goal to “increase student discourse by implementing talk routines”

Looking at Data

We looked at achievement data, family trust survey data, and we investigated observational data of student talk in the classrooms using our instructional rounds tool

Organizing Documents

Based on the data, we defined two problems of practice. We believed the root cause of lack of engagement of some students during student talk protocols was the need for increased SEL in the classroom and stronger parent-teacher collaboration.



What We Did In PLC, *cont…*

Focal Students

After participating in internal instructional rounds and getting feedback from our partner school (Lincoln Middle School), we were able to identify focal students who sometimes disengage from peer discussions

	Student	Quarter 3 Observations
1	ShS	He's not engaged in the classroom, he seems disconnected from his peers in class
2	ArR	Shares issues at home with her father. Drinks a lot of energy drinks and seems overwhelmed/stress a lot
3	EtZ	Distracted by games. I checked in about his grade and he said he was "cooked" and didn't seem to want to try to improve
4	JaC	Represents a "quiet" group of my class that does his work but flies under the radar
5	PrC	Has shown improvement towards the end of the quarter, previously she would leave a lot. Gets distracted by Maddie and her phone

Social Emotional Learning

In PLC we collectively studied the fundamentals of SEL using CASEL's framework and discussed strategies for teaching SEL in the classroom. We developed student perception surveys related to SEL and discourse in the classroom.

Focal Families

Based on the family trust survey data, we decided to divide every freshman student with a teacher who called parents to conduct hopes and dreams and invite them to our family engagement event which was also a celebration of African American heritage.

What Went Well?

What went well...

Data Analysis & Focal Students

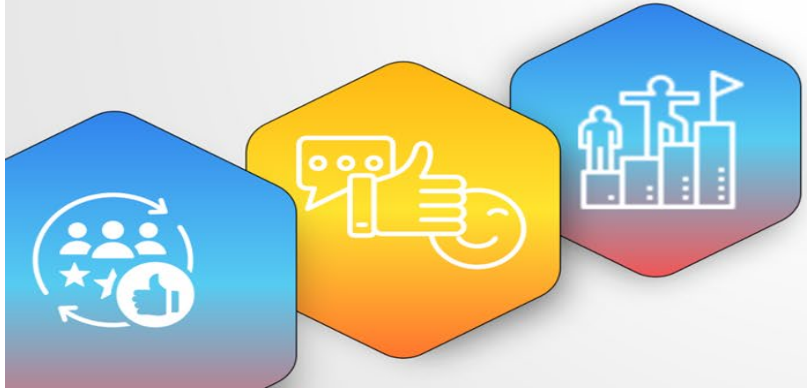
- Through the use of instructional rounds and perception surveys, we got better at gathering data on our students (especially our focal students), responding to data, and using that to improve our teaching practices

Connecting with parents

- We grew as a team and school when we responded to family survey data and decided to call all the freshman parents to discuss their goals and hopes for their child as this strengthened our parent-teacher collaboration

What Was Challenging?

What was challenging...



Selecting Focal Students

- A road bump at the beginning of the year was how to select our focal students

Supporting Focal Students

- Something we are still working on is how to best support our focal students in the classroom, particularly during structured student talk

Professional Growth

- We would like to get better at using protocols and cycles of inquiry to push each other's thinking during PLC

How Did Our Thinking Shift?

How did our thinking shift?

Family Trust Survey Data

- Our thinking changed when we looked at parent survey data which highlighted the need for increased parent-teacher communication

Connecting with Parents

- A positive development and shift in our mindset happened when we connected with parents about their hopes and dreams for their child

Feedback & Debrief

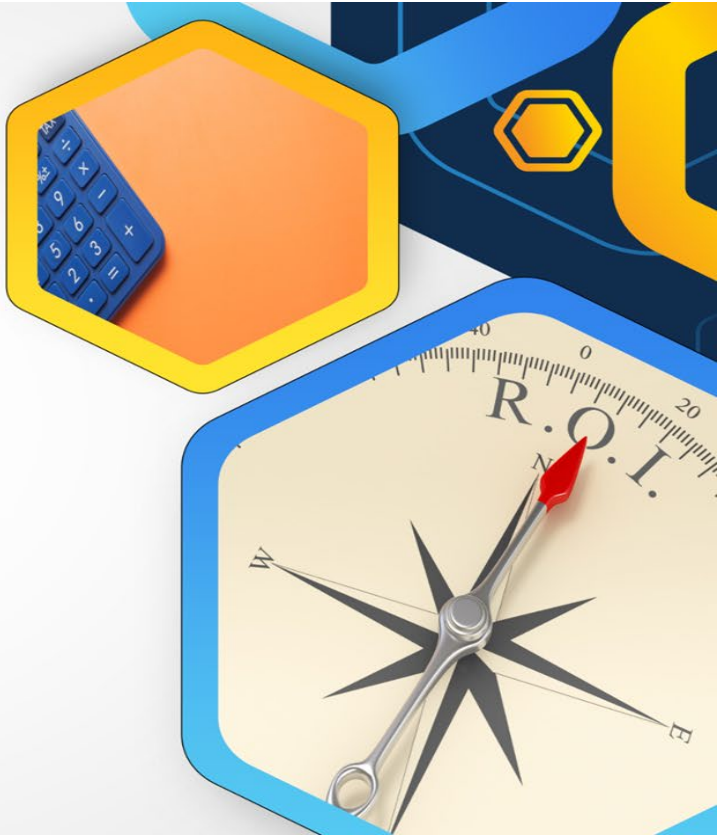
- A turning point for our school/team was using instructional rounds data and getting feedback from our partner school that helped us select focal students relevant to our SEL goal and led to discussions of how to best meet their needs

What Impact Did We Have?

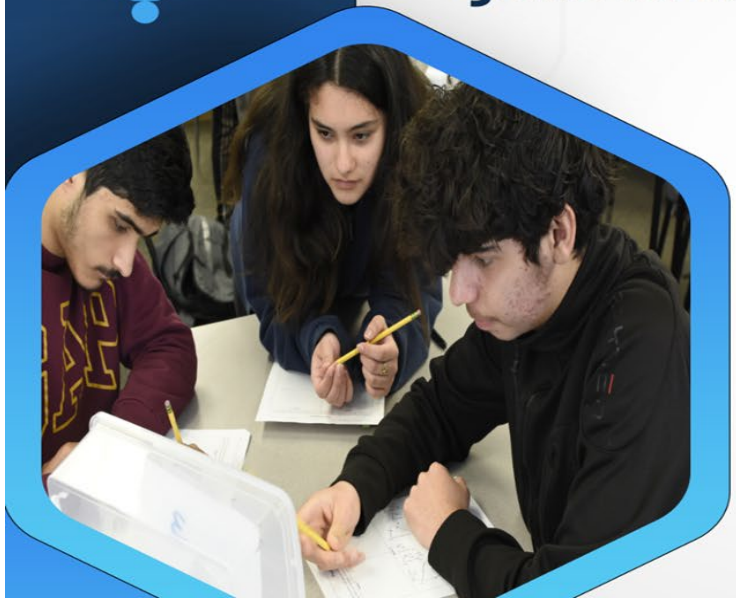
What impact did we have? How do we know?

- Our organized calls to parents & guardians built relationships that helped support students academically
- Focal students grew in their ability to collaborate with their peers and achieve academically

... as evidenced by instructional rounds observational data, discussions during PLC, increased parent-teacher collaboration, and student progress report data.



Our Essential Questions, *cont…*



How does your site define your collective understanding of what culturally responsive, standards-based instruction looks like across all grade levels and content areas?

- We have prioritized equity of voice through instructional protocols that allow students to share their experiences and value what each student brings to the classroom
- We have become more student centered by prioritizing student talk over teacher talk, including academic conversations that are standards aligned, foster critical thinking, and encourage empathy for others

Our Essential Questions, *cont…*

What are we looking for in classrooms?

- The daily implementation of CM strategies that focus on equitable access to the curriculum, discussion protocols, and communication/collaboration between students.
- Academic conversations and activities that lead students to DOK 3 and 4 thinking and engage our focal students

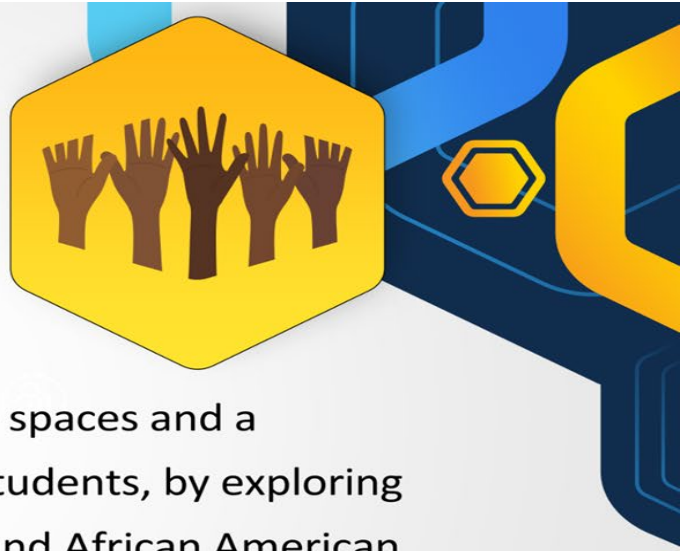
Our Essential Questions, *cont…*

How are we unapologetically prioritizing the needs of our African American and Black students in this work?

- We responded to family survey from African American parents & guardians that pushed for improved school to home communication
- We created student perception surveys to better understand the experiences and needs of our African American students
- We invited inspiring members of our community to speak during our African American Culture Celebration

What’s Next?

What’s next?



Next year

We plan to develop our capacity to provide safe spaces and a feedback loop for African American families & students, by exploring affinity groups and further surveying our Black and African American students to better understand their experiences and needs

We Want to Continue to…

Collect Data

to better understand the student experience and improve our teaching practice

Take action

on the data we gather and hold cycles of inquiry

Communicate

proactively with parents and guardians, starting at the beginning of the year

Refine

our discussion protocols with higher DOK and cultural relevance

SPSA Journey Across AUSD

- Amelia Earhart Elementary
- Bay Farm School
- Edison Elementary
- Franklin Elementary
- Love Elementary
- Maya Lin Elementary
- Otis Elementary
- Paden Elementary
- Ruby Bridges Elementary

- Lincoln Middle School
- Wood Middle School

- Alameda High School
- Alameda Science and Technology Institute
- Encinal Jr./Sr. High School
- Island Continuation High School

- Alameda Adult School

Board Review and Approval

- SPSAs must be reviewed and approved by the Board at a regularly scheduled meeting whenever there are material changes that affect the academic programs for students (Ed. Code 64001(i))

- All AUSD Schools' Single Plans for School Achievement (SPSAs) will be brought to the Board for review and approval at the June 10, 2025 Board of Education Meeting.

Board Discussion

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Staff Recommended Updates to BP and AR 3471.1: Citizens' Parcel Tax Oversight Committee, Reviewed at the May 22, 2025 Board Policy Subcommittee Meeting

Item Type: Action

Background: The policy and regulation were last updated in 2021, after the Board voted to allow Measures B1 and A to be overseen by one unified Parcel Tax Oversight Committee.

Measures B1 and A will be replaced by Measure E on July 1, 2025. As such, the language in the policy and regulation needs to reflect the new letter, name, rate, and new uses of the parcel tax.

- BP/AR 3471.1 Citizens' Parcel Tax Oversight Committee

The Policy and Regulation were presented to the Board Policy Subcommittee on May 22nd. After review and discussion, staff were directed to make some minor additions to the "exemptions" before presenting for full Board approval at a regularly scheduled public Board meeting.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Susan Davis, Senior Manager of Community Affairs

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ATTACHMENTS:

Description	Upload Date	Type
BP 3471.1_Citizens' Parcel Tax Oversight Committee	6/3/2025	Backup Material
AR 3471.1 Citizens' Parcel Tax Oversight Committee	6/3/2025	Backup Material

BP 3471.1 Citizens' Parcel Tax Oversight Committee

~~Use and Oversight of Parcel Taxes~~

~~A.~~ Use and Oversight of~~Of~~ Measure ~~B1~~ E Parcel Tax Funds

The Board of Education shall use funds generated from AUSD's ~~Preserving Local Support for Quality Local Schools Measure of 2016~~Teacher Retention & Local Academic Excellence Measure of 2024 (Measure ~~B1~~E) only for those educational programs and activities set forth in the Measure. The Board shall annually establish funding priorities and approve all allocations in accordance with the terms of the Measure.

Specifically, a~~A~~vailable r~~R~~evenues could be used ~~to~~for:

- Sustaining strong academic programs in reading, writing, math, arts, and sciences, including Advanced Placement Courses
- Attracting and retaining high-quality teachers and school employees by keeping salaries and benefits competitive
- Supporting teachers and counselors in keeping struggling students on the right track
- Providing funding for small class sizes in a manner which may not be achieved solely with support from the District's General Fund
- Preparing students for 21st-century jobs and careers
- Protecting art, music, sports, and performing arts programs
- Investing in a network of thriving TK-12 schools
-

~~The Board may fund approved programs at amounts other than the stated percentages in cases of Severe Fiscal Emergency or Changed Funding Conditions of Alameda's public schools. In no event shall revenues of the Measure be used for purposes other than those stated herein.~~

~~1. Small Class Sizes: 13-14 percent of the Available Revenues of this Measure shall be dedicated annually to maintaining manageable elementary class sizes with student to teacher ratios no greater than 25 to 1 in K-3 classrooms. Revenues from this Measure will support small class sizes in a manner which may not be achieved solely with support from the district's General Fund. In the event the State of California fully funds class size reduction to support student to teacher ratios of 20 to 1 in K-3 classrooms such that supplemental parcel tax funds are no longer required to maintain small class sizes, the Board may recommend that revenues which were allocated for small class size be reapportioned to the remaining programs supported by this Measure.~~

~~2. Neighborhood Elementary Schools: 7-8 percent of the Available Revenues of this Measure shall be dedicated annually to maintaining high quality neighborhood elementary schools. For purposes of this Measure, high quality shall be determined by external measurements, parental choice, and student outcomes. Revenues from this Measure may be used to support programs designed to maximize enrollment in neighborhood schools, such as magnet programs, and programs which improve the academic proficiency of all students through effective instruction~~

~~and implementation of a challenging and engaging curriculum as more specifically set forth in the district's Master Plan document.~~

3. ~~Secondary School Choice Initiative and AP Courses: 7-8 percent of the Available Revenues of this Measure shall be dedicated annually to maintaining Advanced Placement Courses and to supporting the secondary school choice initiative to create different educational pathways to careers and college. Revenues from this Measure may be used to create and support more personalized learning environments which are aligned with student interest and coupled with rigorous, relevant and interesting curricula to engage young learners as more specifically set forth in the Master Plan. Revenues from this Measure may also be used to sustain secondary courses with student to teacher ratios less than 35 to 1.~~

4. ~~Programs to Close the Achievement Gap: 15-16 percent of the Available Revenues of this Measure shall be dedicated annually to supporting programs which are specifically designed to close the achievement gap. Revenues from this Measure may be used to support professional development for teachers and staff to accomplish district-wide learning initiatives and to provide targeted intervention and support. Revenues from this Measure will also be used to restore the school year to 180 days of instruction for all students.~~

5. ~~High School Athletic Programs: 4 percent of the Available Revenues of this Measure shall be dedicated annually to maintaining high school athletic programs. Revenues from this Measure may be used to support stipends for athletic coaches, transportation costs for athletic events, equipment and other operational costs.~~

6. ~~Enrichment Programs: 9-10 percent of the Available Revenues of this Measure shall be dedicated annually to maintaining art, music and drama as integral subjects of the K-12 curriculum. Funds may be used to support enrichment programs such as Physical Education and Media Centers in elementary schools and to support highly qualified visual and performing arts professionals, supplies, equipment and facilities.~~

7. ~~Attract and Retain Excellent Teachers: 25-26 percent of the Available Revenues of this Measure will be dedicated annually to attracting and retaining highly qualified and excellent teachers.~~

8. ~~Counseling and Student Support Services: 6 percent of the Available Revenues of this Measure shall be dedicated annually to providing a lower and more effective ratio of students to counselors and support providers. Revenues from this Measure may be used to provide students with a range of support services, including college and career counseling.~~

9. ~~Alameda Charter Students: 3-4 percent of the Available Revenues of this Measure shall be dedicated annually to supporting Alameda students in Alameda's public charter schools in~~

existence at the approval of this Measure. This revenue shall be annually distributed to existing charter schools in proportion to each charter's enrollment of Alameda resident students.

10. Technology: 5 percent of the Available Revenues of this Measure shall be dedicated annually to providing and maintaining technology at all sites consistent with the district's technology plan as approved by the Board.

11. Adult Education: 4 percent of the Available Revenues of this Measure shall be dedicated annually to supporting the Alameda Adult School to provide lifelong educational opportunities and services for adult learners.

"*Available Revenues*" shall mean the amount of money provided by the Measure after the deduction of one and one-half to two percent of the Measure's revenues to paying for the following: the cost of the parcel tax election, authorized collection charges by the county or city for collection of the tax and , payment of necessary fees and expenses to administer the district's parcel tax, and costs to implement accountability provisions to ensure fiscal transparency through public information, translation services for the district families, and support of the Oversight Committee.

"*Severe Fiscal Emergency*" may be declared by a majority of the Board when the emergency is the result of financial events which are out of the control of the Board; and either (a) the district's Interim Financial Report is "Qualified" or "Negative" pursuant to AB 1200 and AB 2756 and the Alameda County Office of Education concurs with this determination; or (b) the Alameda County Office of Education has disapproved the district's annual budget.

"*Changed Funding Conditions*" may be declared by a majority of the Board when local, state or federal funding for programs supported by this Measure is reduced below the 2010-2011 levels of funding as of October 2010, including the receipt of the statutory cost of living adjustment, such that the changed conditions increase the cost of providing the programs supported by this Measure. Changed Funding Conditions may also be declared by a majority of the Board in the event local, state or federal funding for programs supported by this Measure is increased above the 2010-2011 levels of funding such that supplemental parcel tax funds are no longer required to maintain the program and the Board may reapportion revenues to the remaining programs supported by this Measure.

Amount and Basis of Tax

1. Definitions

   "*Available Revenues*" shall mean the amount of money provided by the Measure after paying for the following: authorized collection charges by the county or city for collection of the tax and payment of necessary fees and expenses to administer the district's parcel tax.

   "*Building*" is defined as any structure having a roof supported by columns or by walls and designed for the shelter or housing of any person or property of any kind. The word "b~~B~~uilding" includes the word "structure" and encompasses, without limitation, all residential, commercial and industrial structures.

"*Parcel of Taxable Real Property*" is any unit of real property in the district that receives a separate tax bill for property taxes from the County Treasurer-Tax collector's Office, including any parcel of public real property which is not exempt from ad valorem taxes.

"Improved Parcel" is defined as a Parcel of ~~Tazable~~Taxable Real Property on which exists any building.

~~1.~~ *"Unimproved Parcel"* is defined as a Parcel of Taxable Real Property on which no building exists.

2. Annual Rate

Taxable Real Property with buildings shall be assessed the lesser of $0.~~32~~ 585 per building square foot, not to exceed ~~or~~ $~~7,999~~15,998 per parcel. All other real property shall be assessed $~~299~~ 598 per parcel.

3. Building Square Footage Determination

In determining the building square footage of Taxable Real Property, the district shall refer to the data reported to the County Assessor's Office, except in cases of demonstrable error, in which case either the property owner may file a claim with the district for re-computation of the tax or the district will re-compute the tax and provide notice to the owner of the computation and the right to appeal in accordance with procedures set forth in the Administrative Regulation.

4. Exemptions

Any person who is 65 years of age or older and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.

Any person, regardless of age, who receives Supplemental Social Security Income for a disability and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.

~~4.~~ Any person, regardless of age, who is receiving social Security Disability Insurance, whose yearly income does not exceed 250 percent of the 2012 federal poverty guidelines, and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.

The Superintendent or his/her designee shall establish and publish procedures for the submission of senior citizen and SSI exemptions. The procedures shall not require senior citizens to submit multiple applications for an exemption on the same parcel.

Accountability Measures

1. Public Information and Fiscal Transparency

   The Superintendent or his/her designees shall ensure that ~~the use of Measure B1~~ information regarding the use of funds from this Measure is provided to the public in a timely and transparent manner through frequent communication with the Alameda community, presentation of information to the Oversight Committee, and use of the District website. All financial reports and information regarding the use of these funds shall be translated for District families upon request..~~funds are regularly reported to the Board and to the public through the website and other means of communication. All financial reports and information related to the use of Measure B1 funds shall be translated for district families upon request.~~

2. Separate Account

   Proceeds of the Measure shall be deposited into a separate account from all other accounts in the district.

3. Financial Oversight

   The Superintendent or his/her designee shall provide at least three reports each fiscal year for the duration of the Measure: a report recommending expenditures for the next fiscal year before adoption of the district's annual budget; at least one report concurrently with State-required interim reports; and an annual report on Measure ~~B1~~ E ("Annual Report"). The Annual Report will display the revenues generated by the Measure, the expenditures of the revenues, and a report on the status of the projects funded by the Measure. These reports can be combined with reports about other parcel taxes in existence in the District to create unified "AUSD Parcel Tax Program" reports, as long as the information about each individual parcel tax program is clearly demarcated.

4. Independent Auditor's Report and Audit Committee

   The Superintendent or his/her designee shall provide an annual audit by an independent auditor to determine that funds generated by Measure B1 have been allocated and expended in compliance with the provisions of the Measure. An audit of the parcel tax funds will be included in the District's annual financial audit.

5. Oversight Committee

   Pursuant to the terms of Measure ~~B1~~E, an Oversight Committee shall be formed to annually review the district's compliance with the terms of the Measure. This Oversight Committee may be merged with any other parcel tax Oversight Committee, so as to form one unified "AUSD Parcel Tax Program Oversight Committee." Members of any Unified Oversight Committee shall take into account any differences in the types and amounts of expenditures authorized by each

Measure. Appointments to the Oversight Committee shall be made annually by the Superintendent of Schools and approved by the Board of Education at a regularly scheduled meeting on or before October 31 of each year. The Committee shall consist of 11 members, all of whom must be residents of the City of Alameda. The Superintendent shall recommend a committee representing the diverse interests of parents/guardians, staff members, students, and community members from all attendance areas in the district.

The committee will adhere to all provisions of the Brown Act. Minutes, agendas and relevant communications and information will be posted to the district website.

A chair will be selected from among voting members to conduct the meetings and to serve in a representative capacity as needed.

Policy Adopted: ~~August 23, 2011~~
Revised: ~~February 26, 2019~~

~~**B. Use Of Measure A Parcel Tax Funds**~~

~~The Board of Education shall use funds generated from AUSD's Alameda Teacher/Staff Retention Measure of 2020 (Measure A) only for the purposes set forth in the Measure. The Board shall annually establish funding priorities and approve all allocations in accordance with the terms of the Measure~~

~~Specifically, Available Revenues could be used to:~~

1. ~~Retain and attract excellent teachers and school employees through increased salaries and benefits~~

2. ~~Provide high-quality teachers needed for strong instruction in core academic programs like reading, writing, math, arts and sciences~~

3. ~~Support teachers and counselors in keeping struggling students on the right track~~

4. ~~Reduce turnover among teachers and staff, which helps build instructional depth, continuity, and consistency~~

5. ~~Recruit top talent in hard-to-find subject areas, such as special education and mathematics~~

6. ~~Help teachers and counselors prepare students for 21st century jobs and careers~~

~~"*Available Revenues*" is defined as net money remaining after the deduction of the Measure's revenues to pay for the following: the cost of the parcel tax election, authorized charges by the county or city related to the tax, payment of necessary fees and expenses to administer or defend the District's parcel tax, and costs to implement accountability provisions to ensure fiscal transparency through public~~

~~information, translation services for the District families, and support of the Oversight Committee.~~

~~Amount and Basis of Tax~~

1. ~~Definitions~~

   ~~For purposes of the tax levy, the following definitions shall apply:~~

   ~~"*Parcel of Taxable Real Property*" is defined as any unit of real property in the District that receives a separate tax bill for property taxes from the County Treasurer-Tax Collector's Office. All public property that is otherwise exempt from or upon which no ad valorem property taxes are levied in any year shall also be exempt from the special tax in such year.~~

   ~~"*Building*" is defined as any structure having a roof supported by columns or by walls and designed for the shelter or housing of any person or property of any kind. The word "building" includes the word "structure" and encompasses, without limitation, all residential, commercial, and industrial structures.~~

   ~~"*Improved parcel*" is defined as a parcel on which exists any building. "Vacant parcel" is defined as a parcel on which no building exists.~~

2. ~~Annual Rate~~

   ~~Taxable Real Property with buildings shall be assessed the lesser of $.265 per building square foot or $7999 per parcel. All other real property shall be assessed $299 per parcel.~~

3. ~~Building Square Footage Determination~~

   ~~In determining the building square footage of Taxable Real Property, the District shall refer to the data reported by the County Assessor's Office, except in cases of demonstrable error, in which case either the property owner may file a claim with the District for recomputation of the tax or the District will re-compute the tax and provide notice to the owner of the recomputation and the right to appeal in accordance with the procedures set forth in the Administrative Regulation.~~

4. ~~Exemptions~~

   ~~Any person who is 65 years of age or older and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.~~

   ~~Any person, regardless of age, who receives Supplemental Social Security Income for a disability and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.~~

~~The Superintendent or his/her designee shall establish and publish procedures for the submission of senior citizen and SSI exemptions. The procedures shall not require senior citizens to submit multiple applications for an exemption on the same parcel.~~

~~Accountability Measures~~

~~1. Public Information and Fiscal Transparency~~

~~The Superintendent or his/her designees shall ensure that the use of Measure A funds are regularly reported to the Board and to the public through the website and other means of communication. All financial reports and information related to the use of Measure A funds shall be translated for district families upon request.~~

~~2. Separate Account~~

~~Proceeds of Measure shall be deposited into a separate account from all other accounts in the district.~~

~~3. Financial Oversight~~

~~The Superintendent or his/her designee shall provide at least three reports each fiscal year for the duration of the Measure: a report recommending expenditures for the next fiscal year before adoption of the district's annual budget; at least one report concurrently with State-required interim reports; and an annual report on Measure A ("Annual Report"). The Annual Report will display the revenues generated by the Measure, the expenditures of the revenues, and a report on the status of the projects funded by the Measure.~~

~~The Annual Report will also include a certification from each charter school physically located in the City of Alameda and receiving a portion of Measure A revenue, documenting that the parcel tax revenue was specifically used for employee salaries.~~

~~These reports can be combined with reports about other parcel taxes in existence in the District to create unified "AUSD Parcel Tax Program" reports, as long as the information about each individual parcel tax program is clearly demarcated.~~

~~4. Independent Auditor's Report and Audit Committee~~

~~The Superintendent or his/her designee shall provide an annual audit by an independent auditor to determine that funds generated by Measure A have been allocated and expended in compliance the provisions of the Measure.~~

~~5.~~1. ~~Oversight Committee~~

~~Pursuant to the terms of Measure A, an Oversight Committee shall be formed to annually review the district's compliance with the terms of the Measure. This Oversight Committee may be merged with any other parcel tax Oversight Committee, so as to form one unified "AUSD Parcel Tax Program Oversight Committee." Members of any Unified Oversight Committee shall take into account any differences in the types and amounts of expenditures authorized by each measure. Appointments to the Oversight Committee shall be made annually by the Superintendent of Schools and approved by the Board of Education at a regularly scheduled meeting on or before October 31 of each school year.~~

~~The Committee shall consist of 11 members, all of whom must be residents of the City of Alameda. The Superintendent shall recommend a committee representing the diverse interests of parents/guardians, staff members, students, and community members from all attendance areas in the district.~~

~~The committee will adhere to all provisions of the Brown Act. Minutes, agendas and relevant communications and information will be posted to the district website.~~

~~A chair will be selected from among voting members to conduct the meetings and to serve in a representative capacity as needed.~~

Policy Adopted: ~~October 27, 2020~~

BP 3471.1 Citizens' Parcel Tax Oversight Committee

<u>Use and Oversight of Measure E Parcel Tax Funds</u>

The Board of Education shall use funds generated from AUSD's Teacher Retention & Local Academic Excellence Measure of 2024 (Measure E) only for those educational programs and activities set forth in the Measure. The Board shall annually establish funding priorities and approve all allocations in accordance with the terms of the Measure.

Specifically, available revenues could be used for:

- Sustaining strong academic programs in reading, writing, math, arts, and sciences, including Advanced Placement Courses
- Attracting and retaining high-quality teachers and school employees by keeping salaries and benefits competitive
- Supporting teachers and counselors in keeping struggling students on the right track
- Providing funding for small class sizes in a manner which may not be achieved solely with support from the District's General Fund
- Preparing students for 21st-century jobs and careers
- Protecting art, music, sports, and performing arts programs
- Investing in a network of thriving TK-12 schools

Amount and Basis of Tax

1. Definitions
   "*Available Revenues*" shall mean the amount of money provided by the Measure after paying for the following: authorized collection charges by the county or city for collection of the tax and payment of necessary fees and expenses to administer the district's parcel tax.

   "*Building*" is defined as any structure having a roof supported by columns or by walls and designed for the shelter or housing of any person or property of any kind. The word "building" includes the word "structure" and encompasses, without limitation, all residential, commercial and industrial structures.

   "*Parcel of Taxable Real Property*" is any unit of real property in the district that receives a separate tax bill for property taxes from the County Treasurer-Tax collector's Office, including any parcel of public real property which is not exempt from ad valorem taxes.

   "Improved Parcel" is defined as a Parcel of Taxable Real Property on which exists any building.

   "*Unimproved Parcel"* is defined as a Parcel of Taxable Real Property on which no building exists.

2. Annual Rate

Taxable Real Property with buildings shall be assessed the lesser of $0.585 per building square foot, not to exceed $15,998 per parcel. All other real property shall be assessed $598 per parcel.

3. Building Square Footage Determination

   In determining the building square footage of Taxable Real Property, the district shall refer to the data reported to the County Assessor's Office, except in cases of demonstrable error, in which case either the property owner may file a claim with the district for re-computation of the tax or the district will re-compute the tax and provide notice to the owner of the computation and the right to appeal in accordance with procedures set forth in the Administrative Regulation.

4. Exemptions

   Any person who is 65 years of age or older and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.

   Any person, regardless of age, who receives Supplemental Social Security Income for a disability and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.

   Any person, regardless of age, who is receiving social Security Disability Insurance, whose yearly income does not exceed 250 percent of the 2012 federal poverty guidelines, and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.

The Superintendent or his/her designee shall establish and publish procedures for the submission of senior citizen and SSI exemptions. The procedures shall not require senior citizens to submit multiple applications for an exemption on the same parcel.

Accountability Measures

1. Public Information and Fiscal Transparency

   The Superintendent or his/her designees shall ensure that information regarding the use of funds from this Measure is provided to the public in a timely and transparent manner through frequent communication with the Alameda community, presentation of information to the Oversight Committee, and use of the District website. All financial reports and information regarding the use of these funds shall be translated for District families upon request..

2. Separate Account

   Proceeds of the Measure shall be deposited into a separate account from all other accounts in

the district.

3. Financial Oversight

The Superintendent or his/her designee shall provide at least three reports each fiscal year for the duration of the Measure: a report recommending expenditures for the next fiscal year before adoption of the district's annual budget; at least one report concurrently with State-required interim reports; and an annual report on Measure E ("Annual Report"). The Annual Report will display the revenues generated by the Measure, the expenditures of the revenues, and a report on the status of the projects funded by the Measure. These reports can be combined with reports about other parcel taxes in existence in the District to create unified "AUSD Parcel Tax Program" reports, as long as the information about each individual parcel tax program is clearly demarcated.

4. Independent Auditor's Report and Audit Committee

The Superintendent or his/her designee shall provide an annual audit by an independent auditor to determine that funds generated by Measure B1 have been allocated and expended in compliance with the provisions of the Measure. An audit of the parcel tax funds will be included in the District's annual financial audit.

5. Oversight Committee

Pursuant to the terms of Measure E, an Oversight Committee shall be formed to annually review the district's compliance with the terms of the Measure. This Oversight Committee may be merged with any other parcel tax Oversight Committee, so as to form one unified "AUSD Parcel Tax Program Oversight Committee." Members of any Unified Oversight Committee shall take into account any differences in the types and amounts of expenditures authorized by each Measure. Appointments to the Oversight Committee shall be made annually by the Superintendent of Schools and approved by the Board of Education at a regularly scheduled meeting on or before October 31 of each year. The Committee shall consist of 11 members, all of whom must be residents of the City of Alameda. The Superintendent shall recommend a committee representing the diverse interests of parents/guardians, staff members, students, and community members from all attendance areas in the district.
The committee will adhere to all provisions of the Brown Act. Minutes, agendas and relevant communications and information will be posted to the district website.

A chair will be selected from among voting members to conduct the meetings and to serve in a representative capacity as needed.

Policy Adopted: August 23, 2011
Revised: June 8, 2021

Regulation 3471.1: ^Citizens' Parcel Tax Oversight Committee

~~**Original Adopted Date:** 08/20/2012 **| Last Revised Date:** 06/08/2021 **| Last Reviewed Date:** 06/08/2021~~

~~Status: ADOPTED~~

- ~~**Use and Oversight of Parcel Taxes**~~

~~**A. Use of Measure B1 Parcel Taxes**~~

~~Alameda Unified School district (AUSD) shall use funds generated from AUSD's Preserving Local Support for Quality Local Schools Measure of 2016 (Measure B1) only for those educational programs and activities set forth in the eleven categories of Measure B1.~~

~~In cases of Severe Fiscal Emergency or Changed Funding Conditions of Alameda's public schools, the Board may fund approved programs among those eleven categories at amounts other than the beginning percentages listed in Measure B1.~~

~~Measure B1 and Board Policy 3471.01 provide for the following beginning allocations and identify the following purposes for each category:~~

~~1. Maintaining Small Class Sizes (25:1 in grades K-3): 13-14%~~

~~Funds shall be dedicated to maintaining manageable elementary class sizes with student to teacher ratios no greater than 25 to 1 in K-3 classrooms.~~

~~2. Maintaining High Quality Neighborhood Elementary Schools: 7-8%~~

~~Funds shall be dedicated to maintaining high quality neighborhood elementary schools. High quality shall be determined by external measurements, parental choice, and student outcomes.~~

~~Revenues may be used to support programs designed to maximize enrollment in neighborhood schools, such as magnet programs, and programs which improve the academic proficiency of all students through effective instruction and programs which improve the academic proficiency of all students through effective instruction and implementation of a challenging and engaging curriculum as more specifically set forth in the District's Master Plan document.~~

~~3. Secondary School Choice Initiative and AP Courses: 7-8%~~

~~Funds shall be allocated to maintaining Advanced Placement Courses and to supporting the secondary choice initiative to create different educational pathways to careers and college.~~

~~Funds may be allocated to create and support more personalized learning environments which are aligned with student interest and coupled with rigorous, relevant and interesting curricula to engage young learners as more specifically set forth in the Master Plan.~~

~~Funds may also be used to sustain secondary courses with student to teacher ratios~~

~~4. Programs to Close the Achievement Gap: 15-16%~~

~~Funds shall be dedicated to supporting programs which are specifically designed to close the achievement gap including professional development for teachers and staff to accomplish district-wide learning initiatives and to provide targeted intervention and support.~~

~~Funds will also be used to restore the school year to 180 days of instruction for all students.~~

~~5. High School Athletic Programs: 4%~~

~~Funds shall be dedicated to maintaining high school athletic programs. Revenues may be used to support stipends for athletic coaches, transportation costs for athletic events, equipment and other operational costs.~~

~~6. Enrichment Programs: 9-10%~~

~~Funds shall be dedicated to maintaining art, music and drama as integral subjects of the K-12 curriculum.~~

~~Funds may be allocated to support enrichment programs such as Physical Education and Media Centers in elementary schools and to support highly qualified visual and performing arts professionals, supplies, equipment and facilities.~~

~~7. Attract and Retain Excellent Teachers: 25-26%~~

~~Funds will be dedicated to attracting and retaining highly qualified and excellent teachers.~~

~~8. Counseling and Student Support Services: 6%~~

~~Funds shall be dedicated to providing a lower and more effective ratio of students to counselors and support providers and to provide students with a range of support services, including college and career counseling.~~

~~9. Alameda Charter Schools: 3-4%~~

~~Funds shall be dedicated to supporting Alameda students in Alameda's public charter schools in existence at the approval of this Measure. Revenue shall be annually distributed to existing charter schools in proportion to each charter's enrollment of Alameda resident student.~~

~~10. Technology: 5%~~

~~Funds shall be dedicated to providing and maintaining technology at all sites consistent with the~~

~~District's technology plan as approved by the Board of Education.~~

~~11. Adult Education: 4%~~

~~Funds shall be dedicated to supporting the Alameda Adult School to provide life-long educational opportunities and services for adult learners.~~

~~**Severe Fiscal Emergency or Changed Funding Conditions**~~

~~As set forth in Measure B1, the Board may fund approved programs among the eleven listed categories at amounts other than the beginning percentages listed above in cases of Severe Fiscal Emergency or Changed Funding Conditions of Alameda's public schools.~~

~~1. Definitions: A majority of the Board may declare a Severe Fiscal Emergency when the Alameda County Office of Education agrees that the District's Interim Financial Report is Qualified or Negative or in the event the Alameda County Office of Education disapproves the District's annual budget.~~

~~A majority of the Board may declare Changed Funding Conditions when local, state or federal funding for programs supported by Measure A is reduced below the 2010-2011 funding levels as of October 2010 or when local, state or federal funding for programs supported by Measure A is increased above the 2010-2011 levels of funding such that supplemental parcel tax funds are no longer required to maintain the program.~~

~~2. Declaration of Assumptions Tied to Funding Conditions: The funding allocations set forth in Measure B1 are based on state and federal funding as shown in the District's adopted budget for 2010/11. In addition, allocations assume the same level and type of funding as that which was provided in October 2010 for a variety of programs supported by Measure B1, including but not limited to class size reduction, adult education, professional development and technology. Allocations are based on estimates of total revenue using the best available information at the time. Due to the complexity of California's school finance system, this section does not include a comprehensive list of funding assumptions.~~

~~Before altering the allocations set forth herein, the Superintendent shall recommend the Board take action to declare a severe fiscal emergency or changed funding conditions in a noticed public meeting. Whenever possible, the Superintendent shall first inform the Parcel Tax Oversight Committee that he/she intends to seek such a declaration from the Board.~~

~~**Applicable Exemptions**~~

~~1. Senior Citizen Exemptions: Any person who is 65 years of age or older and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax for that parcel.~~

~~2. SSI Exemptions: Any person who receives Supplemental Social Security Income and who owns and~~

~~occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax for that parcel.~~

~~3. SSDI Exemptions: Any person who receives Social Security Disability Income and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax for that parcel.~~

~~As used herein, principal place of residence shall have the same definition as the ordinary definition under California tax law.~~

~~4. Exemptions for Certain Property Held in Trust: Senior Citizens and SSI recipients whose primary residence is held in a trust may apply for an exemption from the tax provided the eligible individual is a beneficiary of said trust.~~

~~Method of Collection~~

~~The special tax shall be collected by the County Tax Collector of the County of Alameda ("County Tax Collector"), at the same time, in the same manner, and subject to the same penalties as ad valorem property taxes collected by the County Tax Collector.~~

~~The parcel tax administrator, on behalf of the District, shall cause the actions required above to be undertaken for each fiscal year in a timely manner to ensure that the roll of the special tax is received by the County Tax Collector. In the event the County Tax Collector is unable to collect the tax, the parcel tax administrator shall take all reasonable and necessary steps to issue a supplemental assessment.~~

~~1. Public Property: All public real property that is otherwise exempt from or upon which no ad valorem property taxes are levied in any year shall also be exempt from Measure B1 in such year. Public property with taxable possessory interests shall be assessed whether or not ad valorem taxes are levied.~~

~~2. Exemptions Process: Exempt as is set forth herein, no Senior Citizen Exemption or SSI Exemption shall be granted for a fiscal year (July 1-June 30) unless an application has been completed and submitted before 4:30pm on June 30 of the fiscal year immediately prior to the fiscal year for which the applicant is seeking an exemption.~~

~~Eligible Property owners who were granted exemptions under Measure A will continue to be exempted from B1.~~

~~The filing of a request for an exemption does not relieve any person of the responsibility to pay the tax assessment. In order to avoid default and other negative consequences that may ensue for failure to pay this and any other tax assessments, all taxpayers should pay the full assessed amount while a request for an exemption is being processed.5. Exemption Application: A request for an exemption should be submitted to the following address: Parcel Tax Administrator, Attn: AUSD~~

~~Exemption, 4745 Mangels Blvd, Fairfield, CA 94534.~~

~~Applicants for exemptions are advised strongly to keep a copy of their application.~~

~~The "Senior" Exemption Request Form, "SSI" Exemption Request Form and "SSDI" Exemption Request Form shall be available electronically from the District's website at http://www.alameda.k12.ca.us and at the District Office at 2060 Challenger Drive, Alameda, CA 94501. Applications may also be requested by phone by calling SCI Consulting Group at (800) 273-5167.~~

~~Questions about the Exemption Request Forms should be directed to AUSD's parcel tax administrator at (800) 273.5167.~~

~~6. Term of Exemption - Renewal: Once an Application has been approved for a particular fiscal year, property owners will not be required to submit an additional Application for exemption for subsequent fiscal years, provided that the circumstances justifying the exemption have not changed. On an annual basis, the District will review existing exemptions and may take reasonable steps to confirm that the circumstances justifying the exemption have not changed.~~

~~Property owners who were granted exemptions under Measure A are automatically exempted from B1.~~

~~Appeals and Refunds~~

~~Any person seeking to appeal the amount or basis of his or her assessment under Measure B1 or seeking a refund must fill out a Measure B1 Parcel Tax Correction Application.~~

~~The Measure B1 Parcel Tax Correction Application shall be available electronically from the District's website at http://www.alamedaunified.org and at the District Office at 2060 Challenger Drive, Alameda, CA 94501. Measure B1 Parcel Tax Correction Applications may also be requested by phone by calling SCI Consulting Group at (800) 273-5167.~~

~~Questions about the Measure B1 Parcel Tax Correction Application should be directed to AUSD's parcel tax administrator at (800) 273.5167. Any completed Measure B1Parcel Tax Correction Application should be sent to the following address: Parcel Tax Administrator, Attn: AUSD Measure B1 Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.~~

~~Unless otherwise required by law, the District will only consider appeals filed in the then-current fiscal year. Refunds, when due, shall be limited to one fiscal year.~~

~~1. Appeals of Building Square Feet Determination~~

~~In determining the building square footage of Taxable Real Property, the District shall refer to the data reported by the County Office of Assessor, except in cases of demonstrable error.~~

~~Any person seeking to appeal the building square footage used to determine his or her assessment under Measure B1 must first complete and file a Property Characteristic Change Form at the County Office of Assessor. The Property Characteristic Change Form shall be available electronically from the District's website at http://www.alameda.k12.ca.us and the Administrative Assistant to the General Counsel & Senior Program Manager at 2200 Central Ave, Alameda, CA 94501 and from the County Office of Assessor.~~

~~If the Assessor grants the requested change, the person must then submit a copy of the Property Characteristic Change Form, including evidence confirming the Assessor's approval of the requested change, and a Measure B1 Parcel Tax Correction Application to the following address: Parcel Tax Administrator, Attn: AUSD Measure A Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.~~

~~2. Appeals of Exemption Determination~~

~~Any person seeking to appeal the denial of an Application for a Senior Citizen Exemption or SSI Exemption must submit a Measure B1 Parcel Tax Correction Application and must include a copy of the Application and evidence that the Application was submitted in a timely manner. Accordingly, applicants for exemptions are advised strongly to keep a copy of any application for exception they submit.~~

~~Any person seeking to appeal the denial of an Application for exemption must submit a Measure B1 Parcel Tax Correction Application to the following address: Parcel Tax Administrator, Attn: AUSD Measure B1 Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.~~

~~3. Other Appeals or Refunds~~

~~Any person seeking a correction or refund for Measure A on his or her property tax bill for any other reason must submit a Measure A Parcel Tax Correction Application to the following address: Parcel Tax Administrator, Attn: AUSD Measure B1 Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.~~

~~4. Importance of Paying All Tax Assessments While Appeal is Ongoing~~

~~The parcel tax administrator shall inform the property owner that the filing of an appeal does not relieve any person of the responsibility to pay the tax assessment. In order to avoid default and other negative consequences that may ensue for failure to pay this and any other tax assessments, all taxpayers should pay the full assessed amount pending appeal. If an appeal is granted, the District will issue a refund as soon as reasonably possible.~~

~~5. Timeline and Process for Appeals and Refunds~~

~~The District and its parcel tax administrator will make every reasonable effort to respond promptly to any appeal and to issue any refund that is due. Except in extraordinary circumstances, District staff will to respond no later than 60 days after an appeal or request for refund is submitted to the parcel~~

~~tax administrator. Following the District's response, the property owner may appeal District staff's response to the Superintendent within 21 days of receiving District staff's response. The Superintendent will issue a final and binding decision on the appeal or refund within 30 days of receiving the appeal of the District staff's response.~~

~~Independent Auditor's Report~~

~~The Superintendent or his/her designee shall provide an annual audit by an independent auditor to determine that funds generated by Measure B1 have been allocated and expended in compliance the provisions of the Measure.~~

~~The independent annual audit of Measure B1 funds will follow the District's ordinary audit cycle and will include an annual auditor's report.~~

~~Oversight Committee~~

~~Pursuant to the terms of Measure B1, an Oversight Committee shall be formed to annually review the District's compliance with the terms of the Measure. Appointments of both new and returning members to the Oversight Committee shall be made annually by the Superintendent of Schools and approved by the Board of Education at a regularly scheduled meeting on or before September 30 each school year.~~

~~The Committee shall consist of eleven (11) members, all of whom must be residents of the City of Alameda. To the extent reasonably possible while also ensuring the Committee will include members with outstanding skills and qualifications, the Superintendent shall recommend a committee representing the diverse interests of parents/guardians, staff members, students, and community members from all attendance areas in the District.~~

~~In order to help ensure continuity, stability and experience among the members of the Oversight Committee, a minority of members of the Committee shall be appointed for three year terms, while a majority of members of the Committee shall be appointed for one year terms.~~

~~In the event a member of the Committee resigns from the Committee or leaves the Committee for any other reason, the Superintendent may appoint a well-qualified candidate to serve out the remainder of the term of the Committee member who has left the Committee or may choose to keep the vacancy unfilled until the next annual appointments to the Committee.~~

~~The committee will adhere to all provisions of the Brown Act. Minutes, agendas and relevant communications and information will be posted to the District website.~~

~~A chair will be selected from among voting members to conduct the meetings and to serve in a representative capacity as needed.~~

~~Regulation Approved: August 20, 2012~~

~~Revised: February 26, 2019~~

~~B.~~ Use and Oversight of Measure ~~A~~ E Parcel Tax Funds

The Board of Education shall use funds generated from AUSD's ~~Alameda Teacher/Staff Retention~~Teacher Retention & Local Academic Excellence Measure of ~~2020~~ 2024 (Measure ~~A~~E) only for the purposes set forth in the Measure. The Board shall annually establish funding priorities and approve all allocations in accordance with the terms of the Measure.

Specifically, a~~A~~vailable r~~R~~evenues could be used ~~to~~for:

Sustaining strong academic programs in reading, writing, math, arts, and sciences, including Advanced Placement Courses

- Attracting and retaining high-quality teachers and school employees by keeping salaries and benefits competitive
- Supporting teachers and counselors in keeping struggling students on the right track
- Providing funding for small class sizes in a manner which may not be achieved solely with support from the District's General Fund
- Preparing students for 21st-century jobs and careers
- Protecting art, music, sports, and performing arts programs
- Investing in a network of thriving TK-12 schools
-

~~1. Retain and attract excellent teachers and school employees through increased salaries and benefits~~

~~2. Provide high-quality teachers needed for strong instruction in core academic programs like reading, writing, math, arts and sciences~~

~~3. Support teachers and counselors in keeping struggling students on the right track~~

~~4. Reduce turnover among teachers and staff, which helps build instructional depth, continuity, and consistency~~

~~5. Recruit top talent in hard-to-find subject areas, such as special education and mathematics~~

~~6. Help teachers and counselors prepare students for 21st-century jobs and careers~~

"Available Revenues" is defined as net money remaining after the deduction of the Measure's revenues to pay for the following: ~~the cost of the parcel tax election,~~ authorized charges by the county or city related to the tax~~,~~ and payment of necessary fees and expenses to administer or defend the District's parcel tax~~, .and costs to implement accountability provisions to ensure fiscal transparency through public information, translation services for the District families, and support of the Oversight Committee~~.

Applicable Exemptions

1. Any person who is 65 years of age or older and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.

2. Any person, regardless of age, who receives Supplemental Social Security Income for a disability and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.

3. Any person, regardless of age, who is receiving S~~s~~ocial Security Disability Insurance, whose yearly income does not exceed 250 percent of the 2012 federal poverty guidelines, and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.

The Superintendent or his/her designee shall establish and publish procedures for the submission of senior citizen and SSI exemptions. The procedures shall not require senior citizens to submit multiple applications for an exemption on the same parcel.

Method of Collection

The special tax shall be collected by the County Tax Collector of the County of Alameda ("County Tax Collector"), at the same time, in the same manner, and subject to the same penalties as ad valorem property taxes collected by the County Tax Collector.

The parcel tax administrator, on behalf of the District, shall cause the actions required above to be undertaken for each fiscal year in a timely manner to ensure that the roll of the special tax is received by the County Tax Collector. In the event the County Tax Collector is unable to collect the tax, the parcel tax administrator shall take all reasonable and necessary steps to issue a supplemental assessment.

1. Public Property: All public real property that is otherwise exempt from Measure A in such year. Public property with taxable possessory interests shall be assessed whether or not ad valorem taxes are levied.

2. Exemptions Process: Exempt as is set forth herein, no Senior Citizen Exemption or SSI Exemption shall be granted for a fiscal year (July 1-June 30) unless an application has been completed and submitted before 4:30pm on June 30 of the fiscal year immediately prior to the fiscal year for which the applicant is seeking an exemption.

Eligible Property owners who were granted exemptions under Measure B1 and/or Measure A will continue to be exempted from Measure ~~A~~E.

The filing of a request for an exemption does not relieve any person of the responsibility to pay the tax assessment. In order to avoid default and other negative consequences that may ensue for failure to pay this and any other tax assessments, all taxpayers should pay the full assessed amount while a request for an exemption is being processed.

3. Exemption Application: A request for an exemption should be submitted to the following address: Parcel Tax Administrator, Attn: AUSD Exemption, 4745 Mangels Blvd, Fairfield, CA 94534. Applicants for exemptions are advised strongly to keep a copy of their application.

The "Senior" Exemption Request Form, "SSI" Exemption Request Form and "SSDI" Exemption Request Form shall be available electronically from the District's website at http://www.alamedaunified.org and at the District Office at 2060 Challenger Drive, Alameda, CA 94501. Applications may also be requested by phone by calling SCI Consulting Group at (800) 273-5167.

Questions about the Exemption Request Forms should be directed to AUSD's parcel tax administrator at (800) 273.5167.

6. Term of Exemption - Renewal: Once an Application has been approved for a particular fiscal year, property owners will not be required to submit an additional Application for exemption for subsequent fiscal years, provided that the circumstances justifying the exemption have not changed. On an annual basis, the District will review existing exemptions and may take reasonable steps to confirm that the circumstances justifying the exemption have not changed.

Property owners who were granted exemptions under Measure B1 and/or A are automatically exempted from ~~A~~E.

Appeals and Refunds

Any person seeking to appeal the amount or basis of his or her assessment under Measure ~~A~~ E or seeking a refund must fill out a Measure ~~A~~ E Parcel Tax Correction Application.

The Measure ~~A~~ E Parcel Tax Correction Application shall be available electronically from the District's website at http://www.alamedaunified.org and at the District Office at 2060 Challenger Drive, Alameda, CA 94501. Measure ~~A~~ E Parcel Tax Correction Applications may also be requested by phone by calling SCI Consulting Group at (800) 273-5167.

Questions about the Measure ~~A~~ E Parcel Tax Correction Application should be directed to AUSD's parcel tax administrator at (800) 273.5167. Any completed Measure ~~A~~ E Parcel Tax Correction Application should be sent to the following address: Parcel Tax Administrator, Attn: AUSD Measure ~~A~~ E Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.

Unless otherwise required by law, the District will only consider appeals filed in the then-current fiscal year. Refunds, when due, shall be limited to one fiscal year.

1. Appeals of Exemption Determination

Any person seeking to appeal the denial of an Application for a Senior Citizen Exemption or SSI Exemption must submit a Measure ~~A~~ E Parcel Tax Correction Application and must include a copy of the Application and evidence that the Application was submitted in a timely manner. Accordingly, applicants

for exemptions are advised strongly to keep a copy of any application for exception they submit.

Any person seeking to appeal the denial of an Application for exemption must submit a Measure ~~A~~ E Parcel Tax Correction Application to the following address: Parcel Tax Administrator, Attn: AUSD Measure ~~A~~ E Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.

2. Other Appeals or Refunds

Any person seeking a correction or refund for Measure ~~A~~ E on his or her property tax bill for any other reason must submit a Measure ~~A~~ E Parcel Tax Correction Application to the following address: Parcel Tax Administrator, Attn: AUSD Measure ~~A~~ E Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.

3. Importance of Paying All Tax Assessments While Appeal is Ongoing

The parcel tax administrator shall inform the property owner that the filing of an appeal does not relieve any person of the responsibility to pay the tax assessment. In order to avoid default and other negative consequences that may ensue for failure to pay this and any other tax assessments, all taxpayers should pay the full assessed amount pending appeal. If an appeal is granted, the District will issue a refund as soon as reasonably possible.

4. Timeline and Process for Appeals and Refunds

The District and its parcel tax administrator will make every reasonable effort to respond promptly to any appeal and to issue any refund that is due. Except in extraordinary circumstances, District staff will to respond no later than 60 days after an appeal or request for refund is submitted to the parcel tax administrator. Following the District's response, the property owner may appeal District staff's response to the Superintendent within 21 days of receiving District staff's response. The Superintendent will issue a final and binding decision on the appeal or refund within 30 days of receiving the appeal of the District staff's response.

Independent Auditor's Report and Audit Committee

The Superintendent or his/her designee shall provide an annual audit by an independent auditor to determine that funds generated by Measure E~~A~~ have been allocated and expended in compliance the provisions of the Measure. An audit of the parcel tax funds will be included in the District's annual financial audit.

Oversight Committee

Pursuant to the terms of Measure ~~A~~E, an Oversight Committee shall be formed to annually review the district's compliance with the terms of the Measure. This Oversight Committee may be merged with any other parcel tax Oversight Committee, so as to form one unified "AUSD Parcel Tax Program Oversight Committee." Members of any Unified Oversight Committee shall take into account any differences in the types and amounts of expenditures authorized by each measure.

Appointments to the Oversight Committee shall be made annually by the Superintendent of Schools and approved by the Board of Education at a regularly scheduled meeting on or before October 31 of each school year.

The Committee shall consist of 11 members, all of whom must be residents of the City of Alameda. The Superintendent shall recommend a committee representing the diverse interests of parents/guardians, staff members, students, and community members from all attendance areas in the district.

In the event a member of the Committee resigns from the Committee or leaves the Committee for any other reason, the Superintendent may appoint a well-qualified candidate to serve out the remainder of the term of the Committee member who has left the Committee or may choose to keep the vacancy unfilled until the next annual appointments to the Committee.

The committee will adhere to all provisions of the Brown Act. Minutes, agendas and relevant communications and information will be posted to the district website.

A chair will be selected from among voting members to conduct the meetings and to serve in a representative capacity as needed.

~~*(cf. 3100 - Budget)*~~

Regulation Adopted: August 20, 2012

Revised: June 8, 2021 ~~Approved: June 8, 2021~~

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~~Version: 26.2.0.5~~

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Regulation 3471.1: ^Citizens' Parcel Tax Oversight Committee

Use and Oversight of Measure E Parcel Tax Funds

The Board of Education shall use funds generated from AUSD's Teacher Retention & Local Academic Excellence Measure of 2024 (Measure E) only for the purposes set forth in the Measure. The Board shall annually establish funding priorities and approve all allocations in accordance with the terms of the Measure.

Specifically, available revenues could be used for:

- Sustaining strong academic programs in reading, writing, math, arts, and sciences, including Advanced Placement Courses
- Attracting and retaining high-quality teachers and school employees by keeping salaries and benefits competitive
- Supporting teachers and counselors in keeping struggling students on the right track
- Providing funding for small class sizes in a manner which may not be achieved solely with support from the District's General Fund
- Preparing students for 21st-century jobs and careers
- Protecting art, music, sports, and performing arts programs
- Investing in a network of thriving TK-12 schools

"Available Revenues" is defined as net money remaining after the deduction of the Measure's revenues to pay for the following: authorized charges by the county or city related to the tax and payment of necessary fees and expenses to administer or defend the District's parcel tax..

Applicable Exemptions

1. Any person who is 65 years of age or older and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.

2. Any person, regardless of age, who receives Supplemental Social Security Income for a disability and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.

3. Any person, regardless of age, who is receiving Social Security Disability Insurance, whose yearly income does not exceed 250 percent of the 2012 federal poverty guidelines, and who owns and occupies a parcel of Taxable Real Property as his/her principal place of residence, may apply for an exemption from the tax.

The Superintendent or his/her designee shall establish and publish procedures for the submission of senior citizen and SSI exemptions. The procedures shall not require senior citizens to submit multiple applications for an exemption on the same parcel.

Method of Collection

The special tax shall be collected by the County Tax Collector of the County of Alameda ("County Tax Collector"), at the same time, in the same manner, and subject to the same penalties as ad valorem property taxes collected by the County Tax Collector.

The parcel tax administrator, on behalf of the District, shall cause the actions required above to be undertaken for each fiscal year in a timely manner to ensure that the roll of the special tax is received by the County Tax Collector. In the event the County Tax Collector is unable to collect the tax, the parcel tax administrator shall take all reasonable and necessary steps to issue a supplemental assessment.

1. Public Property: All public real property that is otherwise exempt from Measure A in such year. Public property with taxable possessory interests shall be assessed whether or not ad valorem taxes are levied.

2. Exemptions Process: Exempt as is set forth herein, no Senior Citizen Exemption or SSI Exemption shall be granted for a fiscal year (July 1-June 30) unless an application has been completed and submitted before 4:30pm on June 30 of the fiscal year immediately prior to the fiscal year for which the applicant is seeking an exemption.

Eligible Property owners who were granted exemptions under Measure B1 and/or Measure A will continue to be exempted from Measure E.

The filing of a request for an exemption does not relieve any person of the responsibility to pay the tax assessment. In order to avoid default and other negative consequences that may ensue for failure to pay this and any other tax assessments, all taxpayers should pay the full assessed amount while a request for an exemption is being processed.

3. Exemption Application: A request for an exemption should be submitted to the following address: Parcel Tax Administrator, Attn: AUSD Exemption, 4745 Mangels Blvd, Fairfield, CA 94534.
Applicants for exemptions are advised strongly to keep a copy of their application.

The "Senior" Exemption Request Form, "SSI" Exemption Request Form and "SSDI" Exemption Request Form shall be available electronically from the District's website at http://www.alamedaunified.org and at the District Office at 2060 Challenger Drive, Alameda, CA 94501. Applications may also be requested by phone by calling SCI Consulting Group at (800) 273-5167.

Questions about the Exemption Request Forms should be directed to AUSD's parcel tax administrator at (800) 273.5167.

6. Term of Exemption - Renewal: Once an Application has been approved for a particular fiscal year, property owners will not be required to submit an additional Application for exemption for subsequent fiscal years, provided that the circumstances justifying the exemption have not changed. On an annual basis, the District will review existing exemptions and may take reasonable steps to confirm that the

circumstances justifying the exemption have not changed.

Property owners who were granted exemptions under Measure B1 and/or A are automatically exempted from E.

Appeals and Refunds

Any person seeking to appeal the amount or basis of his or her assessment under Measure E or seeking a refund must fill out a Measure E Parcel Tax Correction Application.

The Measure E Parcel Tax Correction Application shall be available electronically from the District's website at http://www.alamedaunified.org and at the District Office at 2060 Challenger Drive, Alameda, CA 94501. Measure E Parcel Tax Correction Applications may also be requested by phone by calling SCI Consulting Group at (800) 273-5167.

Questions about the Measure E Parcel Tax Correction Application should be directed to AUSD's parcel tax administrator at (800) 273.5167. Any completed Measure E Parcel Tax Correction Application should be sent to the following address: Parcel Tax Administrator, Attn: AUSD Measure E Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.

Unless otherwise required by law, the District will only consider appeals filed in the then-current fiscal year. Refunds, when due, shall be limited to one fiscal year.

1. Appeals of Exemption Determination

Any person seeking to appeal the denial of an Application for a Senior Citizen Exemption or SSI Exemption must submit a Measure E Parcel Tax Correction Application and must include a copy of the Application and evidence that the Application was submitted in a timely manner. Accordingly, applicants for exemptions are advised strongly to keep a copy of any application for exception they submit.

Any person seeking to appeal the denial of an Application for exemption must submit a Measure E Parcel Tax Correction Application to the following address: Parcel Tax Administrator, Attn: AUSD Measure E Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.

2. Other Appeals or Refunds

Any person seeking a correction or refund for Measure E on his or her property tax bill for any other reason must submit a Measure E Parcel Tax Correction Application to the following address: Parcel Tax Administrator, Attn: AUSD Measure E Appeal, 4745 Mangels Blvd, Fairfield, CA 94534.

3. Importance of Paying All Tax Assessments While Appeal is Ongoing

The parcel tax administrator shall inform the property owner that the filing of an appeal does not relieve any person of the responsibility to pay the tax assessment. In order to avoid default and other negative

consequences that may ensue for failure to pay this and any other tax assessments, all taxpayers should pay the full assessed amount pending appeal. If an appeal is granted, the District will issue a refund as soon as reasonably possible.

4. Timeline and Process for Appeals and Refunds

The District and its parcel tax administrator will make every reasonable effort to respond promptly to any appeal and to issue any refund that is due. Except in extraordinary circumstances, District staff will to respond no later than 60 days after an appeal or request for refund is submitted to the parcel tax administrator. Following the District's response, the property owner may appeal District staff's response to the Superintendent within 21 days of receiving District staff's response. The Superintendent will issue a final and binding decision on the appeal or refund within 30 days of receiving the appeal of the District staff's response.

Independent Auditor's Report and Audit Committee

The Superintendent or his/her designee shall provide an annual audit by an independent auditor to determine that funds generated by Measure E have been allocated and expended in compliance the provisions of the Measure. An audit of the parcel tax funds will be included in the District's annual financial audit.

Oversight Committee

Pursuant to the terms of Measure E, an Oversight Committee shall be formed to annually review the district's compliance with the terms of the Measure. This Oversight Committee may be merged with any other parcel tax Oversight Committee, so as to form one unified "AUSD Parcel Tax Program Oversight Committee." Members of any Unified Oversight Committee shall take into account any differences in the types and amounts of expenditures authorized by each measure.

Appointments to the Oversight Committee shall be made annually by the Superintendent of Schools and approved by the Board of Education at a regularly scheduled meeting on or before October 31 of each school year.

The Committee shall consist of 11 members, all of whom must be residents of the City of Alameda. The Superintendent shall recommend a committee representing the diverse interests of parents/guardians, staff members, students, and community members from all attendance areas in the district.

In the event a member of the Committee resigns from the Committee or leaves the Committee for any other reason, the Superintendent may appoint a well-qualified candidate to serve out the remainder of the term of the Committee member who has left the Committee or may choose to keep the vacancy unfilled until the next annual appointments to the Committee.

The committee will adhere to all provisions of the Brown Act. Minutes, agendas and relevant communications and information will be posted to the district website.

A chair will be selected from among voting members to conduct the meetings and to serve in a representative capacity as needed.

Regulation Adopted: August 20, 2012

Revised: June 8, 2021

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Updated Course Outlines and CDE Approved List of Courses Offered for the 2025-26 School Year: Alameda Adult School

Item Type: Consent

Background: Adult Education Agencies funded by the Workforce Innovation and Opportunity Act (WIOA) are required to have courses offered approved by their local board.

Attached is the list of courses Alameda Adult School offers for their ESL, High School Diploma, and High School Equivalency Test (GED/HiSET) Prep programs. The California Department of Education (CDE) approved this list on April 28, 2025.

Also attached are updated High School Diploma course outlines for:

- Algebra
- Economics
- English
- English & World History
- Government
- US History
- HS Equivalency Math Test Prep
- HS Equivalency Test Prep
- ESL 1 Beginning Literacy
- ESL 2 Beginning Low
- ESL 3 Beginning High
- ESL 4 Intermediate Low
- ESL 5 Intermediate High
- ESL 6 Advanced

The ESL Level Exit Criteria List is also included.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest

academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	2025-26 SY Course Approval_Alameda Adult School	5/14/2025	Cover Memo
🗋	Algebra_HS Diploma	5/29/2025	Backup Material
🗋	Economics_HS Diploma	5/29/2025	Backup Material
🗋	English_HS Diploma	5/29/2025	Backup Material
🗋	English_World History_HS Diploma	5/29/2025	Backup Material
🗋	Government_HS Diploma	5/29/2025	Backup Material
🗋	US History_HS Diploma	5/29/2025	Backup Material
🗋	Math Test Prep_HS Equivalency	5/29/2025	Backup Material
🗋	Test Prep_HS Equivalency	5/29/2025	Backup Material
🗋	ESL 1_Beginning Literacy	5/29/2025	Backup Material
🗋	ESL 2_Beginning Low	5/29/2025	Backup Material
🗋	ESL 3_Beginning High	5/29/2025	Backup Material
🗋	ESL 4_Intermediate Low	5/29/2025	Backup Material
🗋	ESL 5_Intermediate High	5/29/2025	Backup Material
🗋	ESL 6_Advanced	5/29/2025	Backup Material
🗋	ESL Level Exit Criteria List	5/29/2025	Backup Material

California Department of Education

Date: April 28, 2025

To: Joy Chua
Principal of Adult School
Alameda Unified School District
Alameda Adult School

CDS:01 - 61119

From: Adult Education Office
Carmen Martinez-Calderon
cmartinez-calderon@cde.ca.gov
916–322-2175
Adult Education Office, California Department of Education
Education Programs Consultant

Subject: Course Approval for 2025–26

Your request for approval of the following 17 courses have been received, recorded, and approved for the 2025–26 school year.

Number	Name	Course Outline Year	Study Date
9980	Advanced ESL	2025	
2403	Algebra 1	2025	
9982	Beginning ESL	2025	
2701	Economics	2025	
2131	English 10	2025	
2132	English 11	2025	
2133	English 12	2025	
2130	English 9	2025	
9986	ESL MultiLevel	2025	
2413	Geometry	2025	
9972	Government	2025	
9981	Intermediate ESL	2025	
2621	Life Science	2025	
2610	Physical Science	2025	
9969	Test Preparation	2025	
2709	United States History	2025	
2728	World Cultures	2025	

You are authorized to expend California Adult Education Program funds for the above courses. It is recommended that you use these Course Titles with additional supporting classes listed when communicating program offerings to the public.

Course Outlines for all apportionment classes shall be on file and available for review at the adult school or the district office (5 CCR 10508).

To meet optimum educational standards, these course outlines should contain:

- Goals and purposes
- Performance objectives or competencies
- Instructional strategies
- Units of study, with approximate hours allotted for each unit
- Evaluation procedures
- Clear course completion requirements of established goals and objectives

[ED 51056; 52504; 52506; 5CCR 10508 (b)
Adult Education Handbook for California (2023)

Career Technical Education: Before establishing a career technical education training program, each member of a local adult education consortium, or the consortium as a whole, shall conduct a job market study of the labor market area in which it proposes to establish the career technical education training program or rely upon the most recent job market study of the labor market area conducted by the local workforce development board. The study shall use local labor market information and consider a supply analysis of existing career technical education training programs for adults maintained by high schools, community colleges, and other postsecondary educational institutions in the geographic area to ensure that the anticipated employment demand for adults enrolled in the proposed training program justifies the establishment of the proposed courses of instruction (EC 84906(a)(3)(A).

After completing the job market study and before establishing the career technical education training program, the governing body of a member of a local adult education consortium, or the consortium as a whole, as applicable, shall determine if the job market study justifies the proposed career technical education program (EC 84906(a)(3)(B).

Refer to the Job Market Study in 84906(a) for more information. Education Codes: 1900; 41976; 52506; 52515; 52518; 52570.

High School Diploma Algebra
Alameda Adult School Course Outline

Goals and Purpose of the Course

The primary goal of Algebra is to equip students with academic and practical understanding of foundational algebraic concepts. By the end of the course, students should be able to:

- Identify and use step-by-step strategies to solve for unknown value(s) in an equation, or to determine and execute what is necessary to answer another algebra-related question

Performance objectives or competencies

- Simplify expressions, following order of operations, applying properties such as distribution, substituting integers for variables, and/or combining like terms as needed
- Solve 1-, 2-, and multi-step equations and articulate steps and strategies involved
- Solve linear equations by graphing
- Identify the slope of a line from a graph, from 2 ordered pairs, and from manipulating a linear equation into slope-intercept form
- Practice and apply foundational math skills as needed to approach bigger and bigger challenges

.

Instructional Strategies

To achieve these goals, the course will employ a variety of instructional strategies, including:

- **Mini-lessons:** Modeling, think-alouds, and questioning strategies engage student thinking in early stages of learning an algebraic concept
- **Self-paced Practice:** Students use workbooks and online resources to explore and practice skills and strategies
- **Discussion of Classwork:** Frequent opportunities to explore, process and clarify information with teacher and other students

Evaluation Procedures

Evaluation of student progress includes a combination of formative and summative assessments:

- **Formative Assessments:** Verbal checks for understanding, frequent informal assessment of written work, informal prompting to elicit verbalization of mathematical thinking, and explicit encouragement of risk-taking, questions, and a growth mindset
- **Summative Quizzes:** End-of-unit quiz assessments, with opportunities to reflect on confusions and errors and to make corrections as needed to demonstrate evolving understanding
- **Feedback and Reflection:** Provide opportunities to process information, ask questions, and receive constructive feedback during class meetings leading up to summative assessment

Units of study: (per 30 class hours in one hexamester)

Unit 1	Variables and Expressions, Combining Like Terms	5 hours
Unit 2	One-step Equations	5 hours
Unit 3	Two-step Equations	5 hours
Unit 4	Graphing on the Coordinate Plane	5 hours
Unit 5	Linear Equations and $y=x^2$	5 hours
Unit 6	Slope and Slope-Intercept Form, Summative Assessment	5 hours

High School Diploma Economics
Alameda Adult School Course Outline

Goals and Purpose of the Course

The primary goal of Economics is to equip students with academic and practical understanding of foundational Economic concepts. By the end of the course, students should be able to:

- Understand and explain Economic concepts and Personal Finance topics using content-specific vocabulary and authentic examples

Performance objectives or competencies

- Explain and provide concrete examples of each of the Seven Principles of Economic Thinking
- Achieve certification in Everfi online Economics course modules
- Summarize key aspects of Economics and Personal Finance topics including Banking, Credit, Saving and Investing, Taxes, Cryptocurrency, etc along with authentic examples
- Write an essay proposing what young people should learn about economics, along with when, why, and how, with connections to relevant Economic Principles and commentary on their significance

.

Instructional Strategies

To achieve these goals, the course will employ a variety of instructional strategies, including:

- **Self-paced Interactive Online Activities:** Students use Everfi modules to build knowledge of self-selected Economics topics
- **Readings and Videos:** *Econ Alive!* Textbook chapter with companion video and graphic organizer, and supplemental readings and videos based on Everfi topics
- **Writing Activities:** Note-taking exercises with graphic organizers and Weekly Reflection which include opportunities to express developing ideas, connections, and questions leading up to summative essay
- **Discussion of Classwork:** Frequent opportunities to explore, process and clarify information with teacher and other students
- **Thematic Units:** Organize lessons around relevant themes like personal finance to contextualize learning.

Evaluation Procedures

Evaluation of student progress includes a combination of formative and summative assessments:

- **Formative Assessments:** Written Weekly Reflection assignments include prompts to summarize key points from classwork/modules, provide authentic examples of concepts, explain links to Principles of Economic Thinking, and propose when, how, and why to teach concepts to young people
- **Summative Essay:** Use academic and content-specific vocabulary to make connections between Economic concepts and authentic scenarios while proposing what young people should learn about economics, along with when, why, and how
- **Feedback and Reflection:** Provide opportunities to process information, ask questions, and receive constructive feedback during class meetings leading up to summative assessment

Units of study: (per 30 class hours in one hexamester)

Unit 1	Introduction and 7 Principles of Economic Thinking	5 hours
Unit 2	Saving vs Investing and choice of Everfi topics	5 hours
Unit 3	Budgeting and choice of Everfi topics	5 hours
Unit 4	Taxes and choice of Everfi topics	5 hours
Unit 5	Credit and Debt and choice of Everfi topics	5 hours
Unit 6	Summative Essay Drafting and Revision	5 hours

High School Diploma English
Alameda Adult School Course Outline

Goals and Purpose of the Course

The primary goal of this English course is to equip students with understanding of literary devices, and how writers use them to engage readers and develop themes. By the end of the course, students should be able to:

- Understand and explain how authors like Sandra Cisneros use literary devices to engage readers and develop themes in works such as *The House on Mango Street*

Performance objectives or competencies

- Identify and analyze concrete examples of a variety of literary devices in *The House on Mango Street*
- Identify themes and analyze their development throughout a story, book, poem, or song
- Write an essay exploring Sandra Cisneros' use of literary devices to develop themes

.

Instructional Strategies

To achieve these goals, the course will employ a variety of instructional strategies, including:

- **Readings and Audiobook:** *The House on Mango Street* paperback and audiobook are available to students for self-paced reading or occasional reading aloud as a group. Supplemental readings are available both online and on paper.
- **Writing Activities:** Note-taking exercises with graphic organizers and Weekly Reflection which include opportunities to express developing ideas, connections, and questions leading up to summative essay
- **Discussion of Classwork:** Frequent opportunities to explore, process and clarify information with teacher and other students

Evaluation Procedures

Evaluation of student progress includes a combination of formative and summative assessments:

- **Formative Assessments:** Written Weekly Reflection assignments include prompts to summarize key points from classwork, provide examples of literary devices from text, explain links to themes
- **Summative Essay:** Use academic and content-specific vocabulary to analyze the use of literary devices to develop one or more themes
- **Feedback and Reflection:** Provide opportunities to process information, ask questions, and receive constructive feedback during class meetings leading up to summative assessment

Units of study: (per 30 class hours in one hexamester)

Unit 1	Introduction to literary devices (read section 1)	5 hours
Unit 2	Identifying literacy devices (read section 2)	5 hours
Unit 3	Identifying themes (read section 3)	5 hours

Unit 4	Identifying devices/themes in songs/poems (read final section)	5 hours
Unit 5	Tracking and analyzing themes across vignettes	5 hours
Unit 6	Summative Essay Drafting and Revision	5 hours

High School Diploma English & World History
Alameda Adult School Course Outline

Goals and Purpose of the Course

The primary goal of English and World History is to offer a multidisciplinary perspective on *Born a Crime* by Trevor Noah, reinforcing and deepening prior knowledge about literary themes and devices using the history of South Africa and Apartheid as a case study.

Performance objectives or competencies

- Explain and provide concrete examples of the restrictions on civil rights and freedoms different government-defined racial groups faced during Apartheid
- Identify significant themes and quotations from *Born a Crime,* and comment on their significance
- Explain and analyze the personal qualities and actions of effective leaders who resisted and protested Apartheid
- Write an essay analyzing 1-3 literary and/or historical themes in *Born a Crime* or in the larger history of South Africa

.

Instructional Strategies

To achieve these goals, the course will employ a variety of instructional strategies, including:

- **Readings and Audiobook:** *Born a Crime* book and audiobook are available to students for self-paced reading or occasional reading aloud as a group. Supplemental readings including primary source documents are available both online and on paper.
- **Supplemental Videos:** the documentary *Last Grave at Dimbaza* along with shorter historical videos about key events and activists from the Apartheid era support students' reading and understanding
- **Writing Activities:** Note-taking exercises with graphic organizers, Reading Journals with quotations and commentary, and Weekly Reflection which include opportunities to express developing ideas, connections, and questions leading up to summative essay
- **Discussion of Classwork:** Frequent opportunities to explore, process and clarify information with teacher and other students

Evaluation Procedures

Evaluation of student progress includes a combination of formative and summative assessments:

- **Formative Assessments:** Written Weekly Reflection assignments include prompts to summarize key points from classwork, provide examples from texts, and explain links to larger themes
- **Summative Essay:** analyzing 1-3 literary and/or historical themes in *Born a Crime* or in the larger history of South Africa, with examples from *Born a Crime* or other resources
- **Feedback and Reflection:** Provide opportunities to process information, ask questions, and receive constructive feedback during class meetings leading up to summative assessment

Units of study: (per 30 class hours in one hexamester)

Unit 1	Intro to Apartheid and read section 1	5 hours
Unit 2	*Last Grave at Dimbaza* and read section 2	5 hours
Unit 3	Soweto uprising and read section 3	5 hours
Unit 4	Anti-Apartheid activists and read section 4	5 hours
Unit 5	Truth and Reconciliation and read section 5	5 hours
Unit 6	Summative Essay Drafting and Revision	5 hours

High School Diploma Government
Alameda Adult School Course Outline

Goals and Purpose of the Course

The primary goal of Government is to equip students with academic and practical understanding of foundational documents of the United States government, especially the constitutional amendments. By the end of the course, students should be able to:

- Understand and explain the significance of democratic concepts and freedoms expressed in the amendments to the U.S. Constitution using content-specific vocabulary and authentic examples

Performance objectives or competencies

- Explain and provide concrete examples of a majority of the 27 constitutional amendments
- Analyze historical, current, and hypothetical scenarios relevant to the individual amendments, including Supreme Court cases.
- Write an essay arguing which amendments are the most significant, with the option to highlight any flaws or room for improvement, as well as any proposed amendments that may be missing from the list so far. Include relevant historical and/or current examples of scenarios or cases that highlight the significance of a given amendment.

.

Instructional Strategies

To achieve these goals, the course will employ a variety of instructional strategies, including:

- **Self-paced Reading and Videos:** Students use the original text and modern-day "translations" of amendments, with supplemental readings and videos further exploring their meaning and significance
- **Writing Activities:** Note-taking exercises with graphic organizers and Weekly Reflection which include opportunities to express developing ideas, connections, and questions leading up to summative essay
- **Discussion of Classwork:** Frequent opportunities to explore, process and clarify information with teacher and other students

Evaluation Procedures

Evaluation of student progress includes a combination of formative and summative assessments:

- **Formative Assessments:** Written Weekly Reflection assignments include prompts to summarize key points from classwork/modules, provide authentic examples of concepts, explain links between constitutional amendments and authentic scenarios
- **Summative Essay:** Use academic and content-specific vocabulary to make connections between key amendments and authentic scenarios while arguing which amendments are most significant
- **Feedback and Reflection:** Provide opportunities to process information, ask questions, and receive constructive feedback during class meetings leading up to summative assessment

Units of study: (per 30 class hours in one hexamester)

Unit 1	Bill of Rights	5 hours
Unit 2	Amendments #11-17, spotlight on post-Civil War	5 hours
Unit 3	Amendments 18-25, spotlights on prohibition and suffrage	5 hours
Unit 4	Landmark Supreme Court cases	5 hours
Unit 5	Spotlights on current events/controversies and ERA	5 hours
Unit 6	Summative Essay Drafting and Revision	5 hours

High School Diploma US History
Alameda Adult School Course Outline

Goals and Purpose of the Course

The primary goal of US History is to support students in thinking as historians by identifying themes and considering the choices and lack of choices available to stakeholders in moments in history, within the context of the time period. This hex focuses on the history of indigenous people in the present-day United States.

Performance objectives or competencies

- Explain and provide concrete examples of the evolution of native peoples' experience in the US and their relationship with and treatment by the US government
- Identify significant themes in the evolving relationship between indigenous people/nations and the US government
- Analyze the choices individuals and nations faced, and how they opted to respond to their circumstances in various time periods
- Write an essay analyzing 1-3 historical moments in the history of indigenous people in the US.

Instructional Strategies

To achieve these goals, the course will employ a variety of instructional strategies, including:

- **Readings and Audio:** Primary and secondary sources from the past and present illuminate the indigenous experience in various time periods, accessible in reading and listening modes.
- **Supplemental Videos:** the documentaries *We Hold the Rock* and other historical videos about key events and activists from the history of indigenous people in the US support students' reading and understanding
- **Writing Activities:** Note-taking exercises with graphic organizers, Reading Journals with quotations and commentary, and Weekly Reflection which include opportunities to express developing ideas, connections, and questions leading up to summative essay
- **Discussion of Classwork:** Frequent opportunities to explore, process and clarify information with teacher and other students
- **Centering Marginalized Voices and Narratives**: An explicit effort is made to consult primary and secondary sources that center the voices, perspectives, and experiences of indigenous people

Evaluation Procedures

Evaluation of student progress includes a combination of formative and summative assessments:

- **Formative Assessments:** Written Weekly Reflection assignments include prompts to summarize key points from classwork, provide examples from texts, and explain links to larger themes
- **Summative Essay:** analyzing 1-3historical moments in the history of indigenous people in the US.

- **Feedback and Reflection:** Provide opportunities to process information, ask questions, and receive constructive feedback during class meetings leading up to summative assessment

Units of study: (per 30 class hours in one hexamester)

Unit 1	Intro: myths vs realities, *Native California*, Bay Area shellmounds	5 hours
Unit 2	US “Removal” Policies, tribal responses, and consequences	5 hours
Unit 3	The “Boarding School” Era	5 hours
Unit 4	The “Urban Relocation” Era	5 hours
Unit 5	Occupation of Alcatraz, AIM, and tribal sovereignty	5 hours
Unit 6	Summative Essay Drafting and Revision	5 hours

High School Equivalency Math Test Prep
Alameda Adult School Course Outline

Goals and Purpose of the Course

The primary goal of the HSE Math Test Prep course is to equip students with skills and strategies necessary for achieving success on High School Equivalency Math tests (HiSET or GED.) By the end of the course, students should be able to:

- Approach math learning and standardized test-taking with a growth mindset
- Leverage math skills and life experience to creatively approach challenging math topics and questions

Performance objectives or competencies

- Identify and perform number operations to solve word problems
- Understand ratios, proportions, and percentages
- Interpret graphic representations of data
- Understand and calculate mean, median, mode, and simple/compound probability
- Simplify, manipulate, and solve algebraic equations
- Use the HiSET/GED Formula sheet to solve geometry problems and/or convert units

.

Instructional Strategies

To achieve these goals, the course will employ a variety of instructional strategies, including:

- **Mini-lessons and Modeling:** Teacher demonstrates math strategies and mathematical thinking through a learning apprenticeship approach, with step-by-step modeling and think-alouds
- **Independent Practice:** Workbooks, interactive online modules, videos, test preparation book lessons, and practice tests are always available for students to work on, with classmate and teacher support

Evaluation Procedures

Evaluation of student progress will be conducted through a combination of formative and summative assessments:

- **Formative Assessments:** Regular classroom activities such as practice problem sets and official practice tests help teacher and students continually gauge progress and potential readiness for HSE exams
- **Feedback and Reflection:** Provide constructive feedback during assessments and encourage self reflection to help students identify areas for improvement and gain confidence in their language abilities
- **Summative Assessment:** The official HiSET/GED exams themselves act as summative assessments, although students are encouraged to view them like formative assessments, attempting them early and often if they choose to do so, due to the availability of re-takes

Units of study: (hours per 180 hour class in one year.)

Unit 1	Growth Mindset and Test-taking Strategies	20 hours
Unit 2	Numbers and Operations on Numbers	40 hours
Unit 3	Data Analysis, Probability, and Statistics	40 hours
Unit 4	Measurement and Geometry	40 hours
Unit 5	Algebraic Concepts	40 hours

High School Equivalency Test Prep
Alameda Adult School Course Outline

Goals and Purpose of the Course

The primary goal of the HSE Test Prep course is to equip students with skills and strategies necessary for achieving success on High School Equivalency tests (HiSET or GED) in Language Arts (Reading and Writing,) Social Studies, and Science. By the end of the course, students should be able to:

- Approach learning and standardized test-taking with a growth mindset
- Leverage literacy skills and life experience to approach challenging topics and questions

Performance objectives or competencies

- Identify main idea and supporting details in texts
- Identify and make valid inferences based on textual or graphic information
- Interpret graphic representations of data
- Infer unfamiliar word meanings from context
- Identify effective grammar and syntax in text
- Respond to writing prompts with a clear main idea and supporting details
- Understand principles of scientific inquiry and use it to evaluate the effectiveness of a scientific investigation
- Eliminate incorrect responses to multiple choice questions to help identify the most correct response

.

Instructional Strategies

To achieve these goals, the course will employ a variety of instructional strategies, including:

- **Mini-lessons and Modeling:** Teacher demonstrates reading, writing, and test-taking strategies through a learning apprenticeship approach, with step-by-step modeling and think-alouds
- **Independent Practice:** Workbooks, interactive online modules, videos, test preparation book lessons, and practice tests are always available for students to work on, with classmate and teacher support

Evaluation Procedures

Evaluation of student progress will be conducted through a combination of formative and summative assessments:

- **Formative Assessments:** Regular classroom activities such as practice reading passages, grammar activities, and official practice tests help teacher and students continually gauge progress and potential readiness for HSE exams
- **Feedback and Reflection:** Provide constructive feedback during assessments and encourage self reflection to help students identify areas for improvement and gain confidence in their language abilities
- **Summative Assessment:** The official HiSET/GED exams themselves act as summative assessments, although students are encouraged to view them like formative

assessments, attempting them early and often if they choose to do so, due to the availability of re-takes

Units of study: (hours per 180 hour class in one year.)

Unit 1	Growth Mindset and Test-taking Strategies	20 hours
Unit 2	Interpret, Apply, Analyze, Evaluate, and Generalize information related to History, Civics/Government, Economics, and Geography	40 hours
Unit 3	Reading Comprehension, Inference and Interpretation, Analysis, Synthesis and Generalization	40 hours
Unit 4	Writing Conventions, Development of Claims, Organization of Ideas, Language Facility	40 hours
Unit 5	Interpret, Apply, Analyze, Evaluate, and Generalize information related to Life, Physical, and Earth Science	40 hours

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ESL 1 Beginning Literacy
Course Outline

Goals and Purpose of the Course

The primary goal of the Level 1 ESL course is to equip students with foundational English language skills necessary for basic communication in everyday situations. By the end of the course, students should be able to:

- Understand and use simple words, phrases, and commands in both spoken and written forms.
- Respond to basic questions and engage in simple conversations.
- Recognize and write basic letters, numbers, and personal information.
- Comprehend fundamental grammar structures and vocabulary related to daily life themes.

Performance objectives or competencies

Refer to the Level 1 Exit Criteria List

.

Instructional Strategies

To achieve these goals, the course will employ a variety of instructional strategies, including:

- **Interactive Listening Activities:** Use audio resources and real life scenarios to help students recognize and understand simple words, phrases, and high frequency commands.
- **Speaking Practice:** Encourage students to practice speaking through role plays, greetings, and expressing basic needs. Use repetition and clarification exercises to build confidence.
- **Reading Exercises:** Introduce students to reading alphabets, numbers, and simple texts related to calendar dates and personal information. Utilize phonics and sight word recognition.
- **Writing Activities:** Focus on copying exercises, writing personal information, and practicing writing on the board. Provide feedback to improve legibility and comprehension.
- **Grammar Instruction:** Teach basic grammar concepts, such as the "to be" verb, singular/plural nouns, and subject pronouns, through direct instruction and practice exercises.
- **Thematic Units:** Organize lessons around relevant themes like personal information, daily activities, health, and community to contextualize learning.

Evaluation Procedures

Evaluation of student progress will be conducted through a combination of formative and summative assessments:

- **Formative Assessments:** Regular classroom activities such as oral practice, reading checks, and writing assignments will be used to monitor ongoing progress.

- **Quizzes and Tests:** Administer quizzes on listening, speaking, reading, and writing skills to evaluate comprehension and proficiency at various points in the course.
- **Project Based Assessments:** Have students create simple presentations or projects related to course themes, allowing them to demonstrate their ability to use language in context.
- **Feedback and Reflection:** Provide constructive feedback during assessments and encourage self reflection to help students identify areas for improvement and gain confidence in their language abilities.

Units of study: (hours per 384 hour class in one year.)

Unit 1	Personal information	40 hours
Unit 2	At school	40 hours
Unit 3	Friends and family	40 hours
Unit 4	Health	40 hours
Unit 5	Around town- community	40 hours
Unit 6	Time	36 hours
Unit 7	Shopping	36 hours
Unit 8	Work	36 hours
Unit 9	Daily living	40 hours
Unit 10	Money, numbers	40 hours

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ESL 2 Beginning Low
Course Outline

Goals and Purpose of the Course

The primary goal of the Level 2 ESL course is to further develop students' English language skills to enable more effective communication in everyday situations. By the end of the course, students should be able to:

- Understand and engage in structured conversations on familiar topics.
- Comprehend and utilize a wider range of vocabulary and basic grammar structures.
- Read and interpret simple texts with greater independence.
- Write coherent sentences and short paragraphs on familiar subjects.

Performance objectives or competencies

Refer to the Level 2 Exit Criteria List

.

Instructional Strategies

To achieve these goals, the course will employ a variety of instructional strategies, including:

- **Interactive Listening and Speaking Activities:** Use dialogues, role plays, and group discussions to enhance listening and speaking skills.
- **Speaking Practice:** Encourage students to practice speaking through role plays and guided conversation. Use repetition and clarification exercises to build confidence.
- **Reading Exercises:** Introduce students to diverse texts, focusing on comprehension strategies such as skimming and scanning.
- **Writing Workshops:** Guide students in drafting, revising, and editing sentences. Provide feedback to improve legibility and comprehension.
- **Grammar Instruction:** Use explicit teaching and practice exercises to reinforce grammar rules and expand vocabulary.
- **Thematic Units:** Organize lessons around relevant themes like personal information, daily activities, health, and community to contextualize learning.

Evaluation Procedures

Evaluation of student progress will be conducted through a combination of formative and summative assessments:

- **Formative Assessments:** Regular classroom activities such as oral practice, reading checks, and writing assignments will be used to monitor ongoing progress.
- **Quizzes and Tests:** Administer quizzes on listening, speaking, reading, and writing skills to evaluate comprehension and proficiency at various points in the course.
- **Project Based Assessments:** Have students create simple presentations or projects related to course themes, allowing them to demonstrate their ability to use language in context.

- **Feedback and Reflection:** Provide constructive feedback during assessments and encourage self reflection to help students identify areas for improvement and gain confidence in their language abilities.

Units of study: (hours per 384 hour class in one year.)

Unit 1	Personal information	40 hours
Unit 2	At school	40 hours
Unit 3	Friends and family	40 hours
Unit 4	Health	40 hours
Unit 5	Around town	40 hours
Unit 6	Time	36 hours
Unit 7	Shopping	36 hours
Unit 8	Work	36 hours
Unit 9	Daily living	40 hours
Unit 10	Free time	40 hours

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ESL 3 Beginning High
Course Outline

Goals and Purpose of the Course

- The primary goal of the Level 3 ESL course is to enhance students' ability to communicate effectively and independently in a variety of everyday and academic contexts. By the end of the course, students should be able to:
- Comprehend and participate in more complex conversations on a wider range of topics.
- Read and interpret longer texts with increased comprehension and fluency.
- Write complete simple sentences and simple narrative paragraphs using familiar topics.
- Use complex grammar structures accurately in both spoken and written English.

Performance objectives or competencies

Refer to the Level 3 Exit Criteria List

.

Instructional Strategies

To achieve these goals, the course will employ a variety of instructional strategies, including:

- **Interactive Listening and Speaking Activities:** Use dialogues, role plays, and group discussions to enhance listening and speaking skills.
- **Speaking Practice:** Encourage students to practice speaking through role plays and guided conversation. Use repetition and clarification exercises to build confidence.
- **Reading Exercises:** Introduce a range of texts, focusing on comprehension strategies such as predicting and summarizing.
- **Writing Workshops:** Guide students in drafting, revising, and editing sentences and short paragraphs such as a simple narrative paragraph. Provide feedback to improve legibility and comprehension.
- **Grammar Instruction:** Use explicit teaching and contextualized practice to reinforce grammar rules and expand vocabulary.
- **Thematic Units:** Organize lessons around relevant themes like personal information, daily activities, health, and community to contextualize learning.

Evaluation Procedures

Evaluation of student progress will be conducted through a combination of formative and summative assessments:

- **Formative Assessments:** Regular classroom activities such as oral practice, reading checks, and writing assignments will be used to monitor ongoing progress.

- **Quizzes and Tests:** Administer quizzes on listening, speaking, reading, and writing skills to evaluate comprehension and proficiency at various points in the course.
- **Project Based Assessments:** Have students create simple presentations or projects related to course themes, allowing them to demonstrate their ability to use language in context.
- **Feedback and Reflection:** Provide constructive feedback during assessments and encourage self reflection to help students identify areas for improvement and gain confidence in their language abilities.

Units of study: (hours per 384 hour class in one year.)

Unit 1	Personal information	40 hours
Unit 2	At school	40 hours
Unit 3	Friends and family	40 hours
Unit 4	Health	40 hours
Unit 5	Around town	40 hours
Unit 6	Time	36 hours
Unit 7	Shopping	36 hours
Unit 8	Work	36 hours
Unit 9	Daily living	40 hours
Unit 10	Free time	40 hours

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ESL 4 Intermediate Low
Course Outline

Goals and Purpose of the Course

The primary goal of the Level 4 ESL course is to enhance students' ability to communicate effectively and independently in a variety of everyday and academic contexts. By the end of the course, students should be able to:

- Comprehend and participate in more complex conversations on a wider range of topics.
- Read and interpret longer texts with increased comprehension and fluency.
- Write detailed paragraphs and short essays on familiar topics.
- Use complex grammar structures in both spoken and written English.

Performance objectives or competencies

Refer to the Level 4 Exit Criteria List

.

Instructional Strategies

To achieve these goals, the course will employ a variety of instructional strategies, including:

- **Interactive Listening and Speaking Activities:** Engage students in interviews, and group discussions to improve fluency and comprehension.
- **Speaking Practice:** Encourage students to practice speaking through role plays and guided conversation.
- **Reading Exercises:** Introduce a range of texts, focusing on comprehension strategies such as summarizing and inferring.
- **Writing Workshops:** Guide students in planning, drafting, and revising essays.
- **Grammar Instruction:** Use explicit teaching and contextualized practice to reinforce grammar rules and expand vocabulary.
- **Thematic Units:** Organize lessons around relevant themes like personal information, daily activities, health, and community to contextualize learning.

Evaluation Procedures

Evaluation of student progress will be conducted through a combination of formative and summative assessments:

- **Formative Assessments:** Regular classroom activities such as oral practice, reading checks, and writing assignments will be used to monitor ongoing progress.
- **Quizzes and Tests:** Administer quizzes on listening, speaking, reading, and writing skills to evaluate comprehension and proficiency at various points in the course.
- **Project Based Assessments:** Have students create presentations or projects related to course themes, allowing them to demonstrate their ability to use language in context.

- **Feedback and Reflection:** Provide constructive feedback during assessments and encourage self reflection to help students identify areas for improvement and gain confidence in their language abilities.

Units of study: (hours per 384 hour class in one year.)

Unit 1	Personal information	40 hours
Unit 2	At school	40 hours
Unit 3	Friends and family	40 hours
Unit 4	Health	40 hours
Unit 5	Around town	40 hours
Unit 6	Time	36 hours
Unit 7	Shopping	36 hours
Unit 8	Work	36 hours
Unit 9	Daily living	40 hours
Unit 10	Free time	40 hours

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ESL 5 Intermediate High
Course Outline

Goals and Purpose of the Course

The primary goal of the Level 5 ESL course is to refine students' language skills to enable them to communicate effectively and persuasively in both academic and professional settings. By the end of the course, students should be able to:

- Comprehend and analyze complex spoken and written English across a variety of contexts.
- Engage in detailed discussions and debates, providing well-supported arguments.
- Write well-organized essays and reports with clear thesis statements and supporting arguments.
- Utilize advanced grammar structures and vocabulary accurately in both spoken and written English.

Performance objectives or competencies

Refer to the Level 5 Exit Criteria List

.

Instructional Strategies

To achieve these goals, the course will employ a variety of instructional strategies, including:

- **Interactive Listening and Speaking Activities:** Engage students in debates, interviews, and discussions to enhance fluency and critical thinking.
- **Speaking Practice:** Encourage students to practice speaking through role plays and giving presentations.
- **Reading Exercises:** Introduce students to a variety of texts, focusing on strategies such as critical analysis and synthesis.
- **Writing Workshops:** Guide students in planning, drafting, and revising essays and reports.
- **Grammar Instruction:** Use explicit teaching and contextualized practice to reinforce grammar rules and expand vocabulary.
- **Thematic Units:** Integrate language skills with themes such as global and societal issues to enhance engagement.

Evaluation Procedures

Evaluation of student progress will be conducted through a combination of formative and summative assessments:

- **Formative Assessments:** Regular classroom activities such as oral practice, reading checks, and writing assignments will be used to monitor ongoing progress.

- **Quizzes and Tests:** Administer quizzes on listening, speaking, reading, and writing skills to evaluate comprehension and proficiency at various points in the course.
- **Project Based Assessments:** Have students create presentations or projects related to course themes, allowing them to demonstrate their ability to use language in context.
- **Feedback and Reflection:** Provide constructive feedback during assessments and encourage self reflection to help students identify areas for improvement and gain confidence in their language abilities.

Units of study: (hours per 384 hour class in one year.)

Unit 1	Personal information	40 hours
Unit 2	At school	40 hours
Unit 3	Friends and family	40 hours
Unit 4	Health	40 hours
Unit 5	Around town	40 hours
Unit 6	Time	36 hours
Unit 7	Shopping	36 hours
Unit 8	Work	36 hours
Unit 9	Daily living	40 hours
Unit 10	Free time	40 hours

Alameda Adult School
2201 Encinal Avenue
Alameda, CA 94501
http://adult.alamedaunified.org

ESL 6 Advanced
Course Outline

Goals and Purpose of the Course

The primary goal of the Level 6 ESL course is to refine students' language skills to enable them to communicate effectively and persuasively in both academic and professional settings. By the end of the course, students should be able to:

- Comprehend and analyze complex spoken and written English across a variety of contexts.
- Engage in detailed discussions and debates, providing well-supported arguments.
- Write well-organized essays and reports with clear thesis statements and supporting arguments.
- Utilize advanced grammar structures and vocabulary accurately in both spoken and written English.

Performance objectives or competencies

Refer to the Level 6 Exit Criteria List

.

Instructional Strategies

To achieve these goals, the course will employ a variety of instructional strategies, including:

- **Interactive Listening and Speaking Activities:** Engage students in debates, interviews, and discussions to enhance fluency and critical thinking.
- **Speaking Practice:** Encourage students to practice speaking through role plays and giving presentations.
- **Reading Exercises:** Introduce students to a variety of texts, focusing on strategies such as critical analysis and synthesis.
- **Writing Workshops:** Guide students in drafting, revising, and editing essays, reports, and narratives.
- **Grammar Instruction:** Use contextualized practice to reinforce advanced grammar rules and expand academic vocabulary.
- **Thematic Units: I**ntegrate language skills with themes like global challenges, innovation, and cultural diversity to enhance engagement.

Evaluation Procedures

Evaluation of student progress will be conducted through a combination of formative and summative assessments:

- **Formative Assessments:** Ongoing assessments through class participation, quizzes, and assignments to monitor progress.
- **Quizzes and Tests:** Periodic tests including written and oral exams.

- **Project Based Assessments:** Have students create presentations or projects related to course themes, allowing them to demonstrate their ability to use language in context.
- **Feedback and Reflection:** Provide constructive feedback during assessments and encourage self reflection to help students identify areas for improvement and gain confidence in their language abilities.

Units of study: (hours per 94 hour class in one year.)

Unit 1	Personal information	10 hours
Unit 2	At school	10 hours
Unit 3	Friends and family	10 hours
Unit 4	Health	10 hours
Unit 5	Around town	10 hours
Unit 6	Time	8 hours
Unit 7	Shopping	8 hours
Unit 8	Work	8 hours
Unit 9	Daily living	8 hours
Unit 10	Free time	8 hours

Alameda Adult School ESL Level Exit Criteria List

ESL 1 Beginning Literacy

Students exiting Level 1 can …			
Listening • Understand simple words and phrases • Understand simple questions • Understand high frequency commands	**Reading** • Alphabet • Numbers • Calendar: Month, day, year, birthdate. • Personal information • Discriminate upper and lower case letters • Discriminate numbers: prices, page numbers, instructions • Classroom language • Use reading tips and strategies • Recognize phonemes with letters • Recognize signs: traffic, community, school signs	**Writing** • Copy letters and numbers • Copy basic personal info. • Copy from board • Write on board. • Write letters and numbers to a standard for others to read.	**Speaking** • Answer simple yes/no questions • Standard greetings and farewells • Repeat words for clarification • Express basic needs • Time: telling, asking, replying to questions • Able to show thanks/gratitude • Able to express state of being

Students exiting Level 1 can …		Level 1 Themes and Topics
Grammar • *To be* verb • Singular and plural • Subject pronouns	**Academic Skills / Critical Thinking** • With support, recognize a few key words/phrases in written and oral texts • With support, communicate simple information or feelings about familiar topics • Understand and respond to simple questions about familiar topics • Understand and respond to some wh- questions about familiar topics • Note: Items in this section may also appear in Reading / Writing / Listening / Speaking sections	○ Personal information/dates ○ The classroom ○ Friends / family ○ Health ○ Daily activities / time ○ Food ○ Clothing ○ money/ prices ○ Jobs and skills ○ Chores/home ○ directions/community

ESL 2 Beginning Low

Students exiting Level 2 can …			
Listening • Identify a limited number of key words and phrases in oral communications. • Understand / respond to simple personal information questions. • Understand / respond to simple greetings / expressions. • Understand / respond to simple questions about a limited number of familiar topics (family, home, job). • Understand / respond to simple commands	**Reading** • Recognize basic information on familiar forms • Read simple sentences on a topic with familiar vocabulary • Recognize basic sight words/high frequency words • Recognize key words in reading passages • Interpret sentences that use previously learned words • Scan for overview of topic	**Writing** • Write letters and numerals neatly • Complete basic forms (e.g. school registration) • Understand the difference and use some simple punctuation (capitalization / periods / question marks/comma • Following a model, write a few sentences about a familiar topic • Make lists (e.g. shopping list / errands) • Write a simple note (e.g. absence note)	**Speaking** • Ask/answer simple yes/ no questions and some wh-questions • Produce simple statements in routine / familiar situations • Participate in simple exchanges about familiar topics • Produce / respond to common greetings / introductions / polite expressions • Create authentic statements that apply to self (personal information) • Identify a limited number of key words in listening passages and conversations

Students exiting Level 2 can …	Students exiting Level 2 can …
Grammar • *To be* verb • Simple present tense (statements and questions) • Present Continuous (statements and questions) • Simple yes/no questions and responses • Simple Wh- information questions (affirmative / negative) • Prepositions of time and place (in / on / at / next to) • Singular and plural nouns • Count / non-count nouns • This / That / These / Those • Questions with How much? / How many? • Statements with There is / There are • Simple present of 'have'	**Academic Skills / Critical Thinking** • Identify a few key words and phrases • Identify main topic • With support, express an opinion about a familiar topic • Produce simple sentences • Participate in limited conversations and written exchanges about familiar topics • With extended support, deliver short presentations and write simple texts about familiar topics *Note: Items in this section may also appear in Reading / Writing / Listening / Speaking sections*

ESL 3 Beginning High

Students exiting Level 3 can …			
Listening • Identify the main idea as well as a limited number of key words and phrases in oral communications. • Understand simple conversations about some familiar topics and everyday activities. • Determine the meaning of frequently occurring words, phrases, and expressions about familiar topics. • Use a limited set of strategies to indicate lack of understanding • Recognize some differences between formal / informal spoken English	**Reading** • Read short paragraphs on a single topic with familiar vocabulary. • Read and recognize the meaning of vocabulary-appropriate declarative, interrogative, exclamatory and imperative sentences. • Use predictions as a reading strategy. • Follow simple multi-step instructions (e.g. (ergo; for example) simplified prescriptions, food preparation) • Recognize information words on forms including name, date, date of birth, address, country of origin, etc.) • Read simple schedules, charts, and graphs	**Writing** • Spell sight words • Spell some words phonetically • Complete basic forms (e.g. job application, rental application) • Write dictated sentences • Write simple directions to home/apartment • Create complete sentences in present and past tense with a subject, a verb, and an object • Following a model, write a simple narrative about a familiar topic • Write short notes and messages with basic details (e.g. absence note)	**Speaking** • Ask / answer simple questions and a range of wh- questions • Participate in conversations about familiar topics and texts • Present basic information and ideas • Ask to clarify understanding with a limited set of strategies • Appropriately take turns interacting with others • Make short oral presentations on simple topics with support •

Students exiting Level 3 can …	Students exiting Level 3 can …
Grammar Six verb tenses: • Simple Present • Present Continuous • Simple Past • Past Continuous • Simple Future • Future Continuous Review There is/There are Review singular/plural (e.g., count/non-count) Future with 'going to' Modal auxiliary verbs (e.g., can / have to + verb)	Academic Skills / Critical Thinking Identify the main topic in spoken and written texts about familiar topics with a limited number of details State a brief opinion about a familiar topic. Guess the meaning of frequently-occurring words related to familiar topics Produce simple and compound sentences using commonly-occurring vocabulary. With some support, carry out short individual or shared research projects. With some support, deliver short presentations and write simple texts on familiar topics.

Common irregular verbs Subject-Verb agreement Adjective + Noun Contractions (e.g., I'm, she's, isn't, don't) Demonstrative adjectives (this/that, these/those) Indefinite articles (some/any, much/many) Possessive adjectives (e.g., my, your, her, our) Conjunctions Simple frequency adverbs (e.g., always, sometimes, never)	• Note: Items in this section may also appear in Reading / Writing / Listening / Speaking sections

Beginning High Themes and Topics
Community (Family / Friendships / Classroom) Calendar (Days / Months / Seasons / Holidays) Culture (American / International / Classroom Culture) Describing People / Places / Things / Physical States / Emotions Department Store Shopping Everyday Activities Food (Nutrition / Grocery Shopping / Eating out / Recipes / Food Warnings) Getting Around Town (Public / Private Transportation / Asking For and Giving Directions) Health (Calling in Sick / Medical Advice / Appointments / Advice) Housing (Rental Ads / Applications / Household Problems) Life Cycle Events Occupations (Job Interviews / Applications / Employment Postings) Safety (Describing an Accident, Talking with Police, Reporting a Robbery)

ESL 4 Intermediate Low

Students exiting Level 4 can …			
Listening • Identify the main idea in oral communications, retell key details, respond to questions about key details using an emerging set of strategies. • Understand conversations about a growing range of familiar topics, experiences, and events. • Determine the meaning of frequently occurring words, phrases, and expressions about familiar topics as well as some general academic and content-specific words. • Distinguish between formal / informal spoken English with some ability to use appropriately	**Reading** • Identify the main idea in written communications, retell key details, respond to questions about key details using an emerging set of strategies. • Use context clues to identify main ideas • Read and understand multi-paragraph selections from a variety of genres • Scan for specific information • Obtain and interpret information from the internet and other sources	**Writing** • Write a short paragraph about a familiar topic • Write simple and compound sentences • Write sentences with clauses (Because, when, before, after) • Write simple letters and emails (letter of complaint, cover letter) • Edit paragraphs and check for grammar and content with support • Write notes with explanatory details (e.g. absence note)	**Speaking** • Ask / answer a range of questions and add relevant information • Participate in conversations and discussions about familiar topics, experiences, and events • Present information and ideas and build on the ideas of others • Ask to clarify understanding and gain information with a growing range of strategies • Make short, oral presentations on an expanding range of topics with limited support •

Students exiting Level 4 can …	Students exiting Level 4 can …
Grammar Review six verb tenses: • Simple Present • Present Continuous • Simple Past • Past Continuous • Simple Future • Future Continuous Review of progressive / continuous verb tenses in past / present / future Past with used to.	**Academic Skills / Critical Thinking** • Identify main idea in spoken and written texts with a few supporting details. • State own opinion about a familiar topic with a few supporting details • State an author's or speaker's opinion with a few supporting details • Identify the meaning of vocabulary about familiar topics using context clues. • Write simple and compound sentences. • Recount a sequence of events with a beginning, middle, and end. • Write a paragraph about a familiar topic with some supporting details. • Express basic ideas, ask/answer relevant questions, add relevant information on familiar topics. • Deliver short presentations about familiar topics with some supporting information

Present perfect tense (with ever/never, for/since, recently, already, yet) Adverbs Adjectives Parts of speech Polite expressions (Could you….., Would you…) Gerunds and Infinitives	*Note: Items in this section may also appear in Reading / Writing / Listening / Speaking sections*

ESL 5 Intermediate High

Students exiting Level 5 can …			
Listening • Identify the main idea in oral communications, using an increasing range of strategies and citing specific details and evidence. • Understand more complex passages about familiar and unfamiliar topics. • Determine the meaning of an expanding range of academic and content-specific words and phrases in oral communications, as well as some understanding of figurative language about various topics. • Distinguish between formal / informal spoken English and use appropriately	**Reading** • Identify the main idea in written communications, using an increasing range of strategies and citing details and evidence. • Determine the meaning of an expanding range of academic and content-specific words and phrases in written communications, • Make inferences based on evidence • Draw conclusions based on evidence • Summarize / paraphrase a passage	**Writing** • Write a short informational paragraph with a topic sentence and supporting sentences.. • Use supporting details such as examples and evidence in an informational paragraph • Use transition words within a paragraph (transition words to signal reason: first, second, furthermore, etc.) • Write an email letter/cover letter/short letters of request or complaint • Authentic forms (e.g. - job application / medical history form)	**Speaking** • Ask / answer a wide range of questions, add relevant information, and clarify ideas and conclusions • Participate in conversations and discussions about a range of topics, texts, and issues • Present ideas, build on the ideas of others, and support opinions with evidence • Use multiple print and electronic sources to gather information • Summarize / paraphrase key points • Make short and more sustained presentations about research topics •

Students exiting Level 5 can …	**Students exiting Level 5 can …**
Grammar • *present perfect*	**Academic Skills / Critical Thinking**

• *past perfect* • *passive voice* • *modals* • *conditionals* • *simple adverbial clauses* • *gerunds/infinitives* • *phrasal verbs*	• Identify main idea in a variety of spoken and written informational texts with ample supporting details and examples. • State own opinion about a variety of informational topics with ample supporting details and examples. • State an author's or speaker's opinion about a variety of informational topics with ample supporting details and examples. • Identify the meaning of vocabulary about informational topics using various context clues. • Produce simple, compound, and some complex sentences. • Write paragraphs about a variety of informational topics with ample supporting details and examples. • Express ideas, ask/answer relevant questions, add relevant details on various informational topics. • Deliver presentations about informational topics using various sources with ample supporting information and details. *Note: Items in this section may also appear in Reading / Writing / Listening / Speaking sections*

ESL 6 Advanced

Students exiting Level 6 can …			
Listening	**Reading**	**Writing**	**Speaking**
• Identify the main idea in oral communications using a broad range of strategies and analyzing themes by citing specific details and evidence. • Understand complex texts in recorded academic lectures and take notes. • Determine the meaning of a wide range of academic and content-specific words and phrases, as well as an	• Determine and analyze central ideas in written texts about a variety of topics • Understand and interpret central ideas in written texts by identifying facts, details, and evidence • Use a variety of reading strategies to determine central ideas and supporting details	• Develop a well-organized informational text with relevant details / concepts / examples about a variety of topics. • Express ideas clearly and effectively using a variety of sentence patterns • Summarize a variety of informational, descriptive, and narrative texts • Write a narrative essay using standard rhetorical modes	• Participate in conversations/extended discussions about a broad range of substantive topics, texts, and issues • Present ideas clearly and persuasively, referring to relevant evidence from texts or research • Ask / answer questions that probe reasoning

expanding knowledge of figurative language about a broad scope of topics. • Recognize and respond appropriately to a variety of social cues.	• Determine the meaning of unfamiliar words in context about a variety of topics • Interpret graphs and charts • Distinguish between literal and figurative language	(Introduction / Body / Conclusion) • Prepare and present research projects in written form about a variety of texts, topics, or events • Employ formal and informal styles depending on purpose, task, and audience.	• Use a wide range of academic words and phrases in substantive discussions • Summarize key points persuasively • Make detailed, sustained presentations about a variety of research topics •

Students exiting Level 6 can …	**Students exiting Level 6 can …**
Grammar Present Perfect vs Past Perfect vs Future Perfect Perfect Modals (should have / may have / might have) Compound vs Complex sentences Adverbial clauses of Time / Reason / Concession Run-ons / Comma Splices / Fragments Phrasal verbs Idiomatic expressions	**Academic Skills / Critical Thinking** • Identify main idea in a variety of spoken and written academic/informational texts by citing and summarizing key details and specific evidence. • State own opinion about a variety of academic / informational topics with a wide range of supporting details, examples, reasons and evidence. • Summarize an author's or speaker's opinion about a variety of academic / informational topics with a wide range of supporting details, examples, reasons and evidence. • Identify the meaning of vocabulary (including figurative and idiomatic expressions) using a wide range of strategies. • Write well-constructed compound and complex sentences. • Write well-constructed texts about a wide range of academic / informational topics including relevant details, examples, and concepts. • Express clearly-constructed ideas, build on ideas of others, ask/answer relevant questions, add relevant details on a wide range of academic/informational topics. • Express and support their own points, summarize key information, and provide clear conclusions. • Deliver well-developed presentations and about a wide range of academic / informational topics with extensive details, examples, and evidence. *Note: Items in this section may also appear in Reading / Writing / Listening / Speaking sections*\

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: Juneteenth Day

Item Type: Action

Background:

Origin of Juneteenth

It all started during the Civil War. President Abraham Lincoln issued the Emancipation Proclamation on September 22, 1862 which led to the freedom of Black slaves. It was not until the first anniversary in 1865 that the observance of June 19th became a holiday commemorating the African American Emancipation Day.

Announcement

History records the announcement by Union Army General Gordon Granger proclaiming freedom from slavery in Texas. Thus, while President Abraham Lincoln's Emancipation Proclamation had officially outlawed slavery in Texas, enforcement had been slow and inconsistent before Granger's announcement

Today

Juneteenth has long been celebrated in the African American community as a day for healing and advocacy for Black Americans. However, Juneteenth has only recently come to be recognized federally. Then President Joe Biden signed the Juneteenth National Independence Day Act into law on June 17, 2021.

(Source: The Juneteenth Foundation)

AUSD LCAP Goals: 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #4 - Parental involvement and community engagement are integral to student success.

Submitted By: Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board

of Education

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Ratification of Contracts Executed Pursuant to Board Policy 3300

Item Type: Consent

Background: On January 14, 2025, the Board of Education delegated authority to enter into contracts on behalf of the Alameda Unified School District and to purchase supplies, materials, apparatus, equipment, and services up to the amounts specified in Public Contract Code 20111 and Education Code section 17604 to the Superintendent of Schools, Assistant Superintendent of Educational Services, Assistant Superintendent of Business Services, Assistant Superintendent of Human Resources, and the Purchasing Manager.

Resolution Number 2024-2025.32 further limited the delegation to expenditures of less than $114,800 and required that the Board of Education ratify the contracts within sixty (60) days of incurring the expense.

1. (Fund 01) Three-Year Annualized Agreement between AUSD and Carnegie Learning, Inc. for materials and fees totaling $252,828.54.
2. (Fund 01) Three-Year Annualized Agreement between AUSD and WorkForce Software, LLC. for services totaling $209,088.00.
3. (Fund 01) Amendment No. 2 to Professional Services Agreement between AUSD and The Education Team for an increase of $14,000 and an amended total of $69,000.00.
4. (Fund 01) Three-Year Annualized Agreement between AUSD and Great Minds PBC for materials and fees totaling $220,346.72.
4. (Fund 01) Three-Year Memorandum of Understanding for Facility Use between AUSD and the City of Alameda for annual costs estimated at $11,635.80 and a total approximate cost of $35,000.00.
5. (Fund 01) Professional Services Agreement between AUSD and RO Health for varying rates and a total not to exceed $50,000.00.
6. (Fund 01, Resource 8150) Contract for Repairs, Maintenance, or Small Construction Projects between AUSD and Robertson Industries, Inc. for a total price not to exceed $88,793.31.
7. (Fund 01) 2025-2026 Lease Agreement between AUSD and Alameda Education Foundation.
8. (Fund 01) Three- Year Annualized Service Agreement between AUSD and School Based Reimbursement Partners for annual fees estimated at $50,000 and a total estimated cost of $150,000.00.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): See attached contract(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	Carnegie Learning	6/4/2025	Backup Material
🗋	Workforce Software	6/4/2025	Backup Material
🗋	The Education Team	6/4/2025	Backup Material
🗋	Academy of Alameda	6/5/2025	Backup Material
🗋	Great Minds PBC	6/4/2025	Backup Material
🗋	City of Alameda	6/4/2025	Backup Material
🗋	Ro Health, Inc.	6/4/2025	Backup Material
🗋	Robertson Industries	6/4/2025	Backup Material
🗋	AEF	6/4/2025	Backup Material
🗋	School Based Reimbursement Partners	6/6/2025	Backup Material

CARNEGIE LEARNING

6/2/2025

Carnegie Learning Inc.
4 Smithfield Street, Floor 8, Pittsburgh PA 15222
Phone 1-888-851-7094

Use of this letter constitutes an agreement between **Alameda USD** thereafter known as CUSTOMER, and Carnegie Learning, Inc., hereafter known as SELLER, whereby the CUSTOMER agrees to purchase products per attached quotation.

The District understands that this is a legally binding contract. This quotation constitutes the CUSTOMER'S agreement to the terms and conditions as outlined in the quotation. No change to or modification of this order shall be binding unless agreed to by both parties in writing.

Over the term of the Agreement, CUSTOMER agrees to pay full amount listed below. In the event of any dispute, chargeback transaction, refusal of shipment, or unpaid balance, and CUSTOMER shall be liable for applicable collection fees, court costs, and attorney's fees to the extent the California law will cover, if not first terminated as permitted in the terms of this Agreement. This agreement shall be governed by, construed, and enforced in accordance with the laws of the State of California. Venue for any action or proceeding arising out of this agreement, or alleged breach thereof, shall be solely in California.

Customer recognizes that Seller provided payment terms as outlined below. If Customer terminates agreement before end of term, Customer is responsible to pay Seller for any materials and services rendered and not paid.

Payment Schedule:

SELLER will generate one invoice in full upon receipt of purchase order. SELLER will provide additional invoices annually reflecting payment terms listed below.

Payment 1: To be paid on or before standard Net 30 Days from date of invoice
Total Amount of Payment 1: $89,373.50

Payment 2: To be paid on or before July 31st, 2026
Total Amount of Payment 2: $81,727.52

Payment 3: To be paid on or before July 31st, 2027
Total Amount of Payment 1: $81,727.52

PURCHASE ORDER AND PAYMENT SCHEDULE:
Total Amount of Purchase: $252,828.54
(Quote # Q-60959) **Purchase Order must include the full amount of quote, including tax and freight.**

CARNEGIE LEARNING

Both customer signatures are required below.

BOARD AUTHORIZATION:

I have read and agree to be bound by the terms and conditions as outlined above.

Print Name:_____

Title:_____

Authorized Signature:_____

Date:_____

SELLER: Carnegie Learning Approvals:
Tamara Bousquet, EVP

Tamara Bousquet Date: June 2, 2025

Statement of Materials Pricing

This proposed Blended Math Partnership Plan represents a solution to continue supporting the adopted curriculum for up to 2,064 students annually over a 3-Year Term. All Carnegie Learning Partnerships are fully customized to meet your unique needs, but this represents a baseline recommendation for your consideration.

Program Course	**Every Teacher Receives:**
	• Digital Teacher materials for life of adoption
	• Print Teacher Implementation Guide
	*** Teacher Resources are being provided at no cost.*
		Every Student Receives:
		• Print Student Edition: Delivered annually for term or Adoption:
		  ○ *3 annual shipments*
		• All digital licensing for 3-Year Term:
		  ○ *Digital Course*
		  ○ *MATHia*
		  ○ *MATHstream*
		*** All print & digital resources will be transitioned to California Edition for 26-27 & 27-28 SY's*

Course 1 (Grade 6)	- 9 Course 1 Teachers	- 728 Course 1 Students
Course 2 (Grade 7)	- 9 Course 2 Teachers	- 708 Course 2 Students
Course 3 (Grade 8)	- 9 Course 3 Teachers	- 628 Course 3 Students

*** Student numbers are still being confirmed so all quantities listed herein are temporary placeholders. Should the cost exceed the current estimated quote, a new statement of materials pricing will be provided as an Amendment for the Board to approve.*

Total 3-Year Investment Summary		
Curriculum Subtotal		$306,504.00
Curriculum Discount	*** 20% Project Frontier Participation Savings*	(-$61,321.44)
Total Amount	***** Estimated annual per student curriculum cost is $39.60*	$245,182.56
Shipping	*** Included with Adoption. Delivery is estimated at 10-15 business days from the date Carnegie Learning receives a fully executed contract.*	$0.00
Taxes	CA Taxes on Shippable Items only Alameda Taxes @ 10.75% *** Based on $71,125.44 in taxable print goods*	$7,645.98
Grand Total	Quote# Q-60959	$252,828.54

** Cost Proposal Valid Through: 6/30/25

Materials will ship directly to schools as outlined below:

School	6th grade	7th grade	8th grade
Lincoln MS	360	340	280
Wood MS	230	230	210
Encinal Jr.	138	138	138
totals	728	708	628

School Shipping Locations:

- Lincoln Middle School - 1250 Fernside Blvd., Alameda, CA 94501 *(Att: Elizabeth Odom / 510-590-7512)*
- Wood Middle School - 1801 Sandcreek Way, Alameda, CA 94501 *(Att: Elizabeth Odom / 510-590-7512)*
- Encinal Jr. Sr. High School - 210 Central Avenue, Alameda, CA 94501 *(Att: Elizabeth Odom / 510-590-7512)*

Shipping Notes:

*** Our Schedule for deliveries will be from 8 am to 4:45 pm, M-F.*

*** We are closed on the following days:*

- *June 19th Juneteeth*
- *July 4th Independence Day*
- *Thank you for your patience!*

Docusign Envelope ID: 0967DE42-ADA3-425F-84D0-630413A47463

Quotation

Quote #: Q-34850-1
Date: 4/2/2025

WorkForce Software

38705 Seven Mile Road
Livonia MI 48152
United States
Phone: +1 877 493 6723

Ship To
Alameda Unified School District
2060 Challenger Drive
Alameda, CA 94501
United States

Bill To
Alameda Unified School District
2060 Challenger Drive
Alameda, CA 94501
United States

ACCOUNT EXECUTIVE	PHONE	EMAIL
Ryan Cary		rcary@workforcesoftware.com

On June 30, 2025, your WorkForce T&A and Standard Software Support Subscription with WorkForce Software will expire. This renewal shall be governed by the terms and conditions of the WorkForce Software SaaS Agreement dated May 29, 2022, by and between WorkForce Software, LLC and Alameda Unified School District (and as amended if applicable).

This renewal also extends the term dates of the WorkForce Software SaaS Services Schedule dated May 29, 2022, to include the renewal term dates listed below.

Below is a summary of fees for the upcoming term.

Term: July 1, 2025 – June 30, 2028 (3-year term)

Software

DESCRIPTION	DETAILS	NET UNIT PRICE	QTY	EXTENDED
WorkForce Time & Attendance - Base Time and Attendance, Accruals, Attendance Point Tracking & Alert Manager, FMLA, Employee Self Service, Interface Connect, Multiple Assignments, Oracle E-Business Interface Connect, Data Collection Terminal Server, Report Authoring Seat (1 Named User)	Year 1	58.08	1,200	69,696.00
WorkForce Time & Attendance - Base Time and Attendance, Accruals, Attendance Point Tracking & Alert Manager, FMLA, Employee Self Service, Interface Connect, Multiple Assignments, Oracle E-Business Interface Connect, Data Collection Terminal Server, Report Authoring Seat (1 Named User)	Year 2	58.08	1,200	69,696.00
WorkForce Time & Attendance - Base Time and Attendance, Accruals, Attendance Point Tracking & Alert Manager, FMLA, Employee Self Service, Interface Connect, Multiple Assignments, Oracle E-Business Interface Connect, Data Collection Terminal Server, Report Authoring Seat (1 Named User)	Year 3	58.08	1,200	69,696.00
			Software TOTAL:	USD 209,088.00

Environment / Setup / Miscellaneous Fees

DESCRIPTION	DETAILS	NET UNIT PRICE	QTY	EXTENDED
Standard Software Support	Year 1	0.00	1	0.00
Standard Software Support	Year 2	0.00	1	0.00

DESCRIPTION	DETAILS	NET UNIT PRICE	QTY	EXTENDED
Standard Software Support	Year 3	0.00	1	0.00
			Environment / Setup / Miscellaneous Fees TOTAL:	USD 0.00

TOTAL: USD 209,088.00

Plus Overage Fees, if any.

Customer

Signature:

Date:

Printed Name:

Title:

WorkForce Software, LLC

Signature: Signed by: 52D6A1CC7CC64D0...

Date: May 27, 2025

Printed Name: Tara Albritton

Title: SVP, HCM Services

GREAT MINDS™

every child is capable of greatness

Alameda Unified School District
Eureka Math² Renewal Order – 2025-26

District Office	$5,843.21
Bay Farm Elementary	$26,655.65
Earhart Elementary	$30,500.60
Edison Elementary	$26,038.45
Franklin Elementary	$2,710.37
Love Elementary	$26,674.80
Maya Lin Elementary	$28,412.02
Otis Elementary	$30,381.26
Paden Elementary	$16,970.91
Ruby Bridges Elementary	$26,159.45
Total Tax	**$19,527.01**
Total Shipping	**$19,173.63**
Grand Total	**$220,346.72**

Acceptance of Quote and Terms and Conditions

_____ _____

Authorized Signature Date

Gary K. Lym,
President of the Board of Education

Great Minds PBC
55 M St., SE
Suite 340
Washington, DC 20003
Phone: 202.223.1854
Fax: 202.449.9504

greatminds.org

GREAT MINDS™ every child is capable of greatness

Great Minds Quote

Date	May 23, 2025	Quote Number	00466393
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Alameda Unified School District
Bill To	2060 Challenger Drive Alameda, CA 94501	Ship To	2060 CHALLENGER DR ALAMEDA, CA 94501
		End User	Alameda Unified School District

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 1	978-1-64497-075-1	18.00	$5.84	10.00%	$94.61
Eureka Math Squared Grade K Learn: Part-Part-Total Module 2	978-1-64497-076-8	9.00	$5.84	10.00%	$47.30
Eureka Math Squared Grade K Learn: Part-Part-Total Module 3	978-1-64497-077-5	20.00	$5.84	10.00%	$105.12
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 1	978-1-64497-636-4	26.00	$3.27	10.00%	$76.52

Eureka Math Squared Grade 1 Apply: Units of Ten Module 2	978-1-64497-637-1	26.00	$3.27	10.00%	$76.52
Eureka Math Squared Grade 1 Apply: Units of Ten Module 3	978-1-64497-638-8	14.00	$3.27	10.00%	$41.20
Eureka Math Squared Grade 1 Learn: Units of Ten Module 1	978-1-64497-081-2	18.00	$5.84	10.00%	$94.61
Eureka Math Squared Grade 1 Learn: Units of Ten Module 2	978-1-64497-082-9	18.00	$5.84	10.00%	$94.61
Eureka Math Squared Grade 1 Learn: Units of Ten Module 3	978-1-64497-083-6	11.00	$5.84	10.00%	$57.82
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 1	978-1-64497-642-5	25.00	$3.27	10.00%	$73.58
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 2	978-1-64497-643-2	26.00	$3.27	10.00%	$76.52
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 3	978-1-64497-644-9	26.00	$3.27	10.00%	$76.52
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 1	978-1-64497-087-4	26.00	$5.84	10.00%	$136.66
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 2	978-1-64497-088-1	23.00	$5.84	10.00%	$120.89
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 3	978-1-64497-089-8	26.00	$5.84	10.00%	$136.66
Grade 3					
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 1	978-1-64497-648-7	13.00	$3.27	10.00%	$38.26
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 2	978-1-64497-649-4	26.00	$3.27	10.00%	$76.52
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 3	978-1-64497-650-0	16.00	$3.27	10.00%	$47.09
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 1	978-1-64497-093-5	26.00	$5.84	10.00%	$136.66
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 2	978-1-64497-094-2	26.00	$5.84	10.00%	$136.66
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 3	978-1-64497-095-9	23.00	$5.84	10.00%	$120.89

Grade 4					
Eureka Math Squared Grade 4 Apply: Fractional Units Module 3	978-1-64497-656-2	22.00	$3.27	10.00%	$64.75
Eureka Math Squared Grade 4 Learn: Fractional Units Module 1	978-1-64497-099-7	22.00	$5.84	10.00%	$115.63
Eureka Math Squared Grade 4 Learn: Fractional Units Module 3	978-1-64497-109-3	33.00	$5.84	10.00%	$173.45
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 1	978-1-64497-660-9	31.00	$3.27	10.00%	$91.23
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 2	978-1-64497-661-6	1.00	$3.27	10.00%	$2.94
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 3	978-1-64497-662-3	15.00	$3.27	10.00%	$44.15
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 1	978-1-64497-113-0	31.00	$5.84	10.00%	$162.94
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 2	978-1-64497-114-7	2.00	$5.84	10.00%	$10.51
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 3	978-1-64497-115-4	33.00	$5.84	10.00%	$173.45

Print	$3,004.69
Solution Subtotal	$3,004.69
Discount	($300.47)
Shipping	$285.45
***Pre-Tax Solution Total**	***$2,989.67***
Estimated Sales Tax	$290.77
Estimated Shipping Tax	$0.00
Total Solution:	**$3,280.44**

This Quote is governed by the Terms and Conditions at https://greatminds.org/customer-quote-terms which are hereby incorporated by reference as if fully set forth herein.

Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.

GREAT MINDS™ every child is capable of greatness

Great Minds Quote

Date	May 23, 2025	Quote Number	00466394
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Alameda Unified School District
Bill To	2060 Challenger Drive Alameda, CA 94501	Ship To	2060 CHALLENGER DR ALAMEDA, CA 94501
		End User	Alameda Unified School District

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
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Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 4	978-1-64497-078-2	11.00	$5.84	10.00%	$57.82
Eureka Math Squared Grade K Learn: Part-Part-Total Module 5	978-1-64497-079-9	3.00	$5.84	10.00%	$15.77
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 4	978-1-64497-639-5	5.00	$3.27	10.00%	$14.72
Eureka Math Squared Grade 1 Apply: Units of Ten Module 5	978-1-64497-640-1	23.00	$3.27	10.00%	$67.69

Eureka Math Squared Grade 1 Apply: Units of Ten Module 6	978-1-64497-641-8	24.00	$3.27	10.00%	$70.63
Eureka Math Squared Grade 1 Learn: Units of Ten Module 4	978-1-64497-084-3	26.00	$5.84	10.00%	$136.66
Eureka Math Squared Grade 1 Learn: Units of Ten Module 5	978-1-64497-085-0	5.00	$5.84	10.00%	$26.28
Eureka Math Squared Grade 1 Learn: Units of Ten Module 6	978-1-64497-086-7	4.00	$5.84	10.00%	$21.02
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 4	978-1-64497-645-6	25.00	$3.27	10.00%	$73.58
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 5	978-1-64497-646-3	23.00	$3.27	10.00%	$67.69
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 6	978-1-64497-647-0	2.00	$3.27	10.00%	$5.89
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 4	978-1-64497-090-4	26.00	$5.84	10.00%	$136.66
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 5	978-1-64497-091-1	26.00	$5.84	10.00%	$136.66
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 6	978-1-64497-092-8	26.00	$5.84	10.00%	$136.66
Grade 3					
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 4	978-1-64497-651-7	8.00	$3.27	10.00%	$23.54
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 5	978-1-64497-652-4	9.00	$3.27	10.00%	$26.49
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 6	978-1-64497-653-1	4.00	$3.27	10.00%	$11.77
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 4	978-1-64497-096-6	7.00	$5.84	10.00%	$36.79
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 5	978-1-64497-097-3	26.00	$5.84	10.00%	$136.66
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 6	978-1-64497-098-0	18.00	$5.84	10.00%	$94.61
Grade 4					

Eureka Math Squared Grade 4 Apply: Fractional Units Module 5	978-1-64497-658-6	7.00	$3.27	10.00%	$20.60
Eureka Math Squared Grade 4 Learn: Fractional Units Module 4	978-1-64497-110-9	31.00	$5.84	10.00%	$162.94
Eureka Math Squared Grade 4 Learn: Fractional Units Module 5	978-1-64497-111-6	33.00	$5.84	10.00%	$173.45
Eureka Math Squared Grade 4 Learn: Fractional Units Module 6	978-1-64497-112-3	4.00	$5.84	10.00%	$21.02
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 4	978-1-64497-663-0	33.00	$3.27	10.00%	$97.12
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 5	978-1-64497-664-7	28.00	$3.27	10.00%	$82.40
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 4	978-1-64497-116-1	18.00	$5.84	10.00%	$94.61
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 5	978-1-64497-117-8	31.00	$5.84	10.00%	$162.94

Print	$2,347.37
Solution Subtotal	$2,347.37
Discount	($234.74)
Shipping	$223.00
***Pre-Tax Solution Total**	***$2,335.63***
Estimated Sales Tax	$227.14
Estimated Shipping Tax	$0.00
Total Solution:	**$2,562.77**

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Great Minds Quote

Date	May 23, 2025	Quote Number	00466338
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Bay Farm Elementary
Bill To	200 Aughinbaugh Way Alameda, CA 94502	Ship To	200 AUGHINBAUGH WAY ALAMEDA, CA 94502
		End User	Bay Farm Elementary

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Digital	ISBN	Quantity	List Price	Discounts	Total Price
Grade Multiple					
Eureka Math Squared - Great Minds Platform License: Service End Date (6/30 of School Year 2025 - 2026 unless noted otherwise)	GM-01998	457.00	$10.00	100.00%	$0.00

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 1	978-1-64497-075-1	78.00	$5.84	10.00%	$409.97

Eureka Math Squared Grade K Learn: Part-Part-Total Module 2	978-1-64497-076-8	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 3	978-1-64497-077-5	78.00	$5.84	10.00%	$409.97
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 1	978-1-64497-636-4	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 1 Apply: Units of Ten Module 2	978-1-64497-637-1	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 1 Apply: Units of Ten Module 3	978-1-64497-638-8	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 1 Learn: Units of Ten Module 1	978-1-64497-081-2	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 1 Learn: Units of Ten Module 2	978-1-64497-082-9	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 1 Learn: Units of Ten Module 3	978-1-64497-083-6	78.00	$5.84	10.00%	$409.97
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 1	978-1-64497-642-5	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 2	978-1-64497-643-2	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 3	978-1-64497-644-9	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 1	978-1-64497-087-4	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 2	978-1-64497-088-1	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 3	978-1-64497-089-8	78.00	$5.84	10.00%	$409.97
Grade 3					
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 1	978-1-64497-648-7	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 2	978-1-64497-649-4	78.00	$3.27	10.00%	$229.55

Eureka Math Squared Grade 3 Apply: Units of Any Number Module 3	978-1-64497-650-0	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 1	978-1-64497-093-5	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 2	978-1-64497-094-2	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 3	978-1-64497-095-9	78.00	$5.84	10.00%	$409.97
Grade 4					
Eureka Math Squared Grade 4 Apply: Fractional Units Module 1	978-1-64497-654-8	81.00	$3.27	10.00%	$238.38
Eureka Math Squared Grade 4 Apply: Fractional Units Module 2	978-1-64497-655-5	81.00	$3.27	10.00%	$238.38
Eureka Math Squared Grade 4 Apply: Fractional Units Module 3	978-1-64497-656-2	81.00	$3.27	10.00%	$238.38
Eureka Math Squared Grade 4 Learn: Fractional Units Module 1	978-1-64497-099-7	81.00	$5.84	10.00%	$425.74
Eureka Math Squared Grade 4 Learn: Fractional Units Module 2	978-1-64497-108-6	81.00	$5.84	10.00%	$425.74
Eureka Math Squared Grade 4 Learn: Fractional Units Module 3	978-1-64497-109-3	81.00	$5.84	10.00%	$425.74
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 1	978-1-64497-660-9	82.00	$3.27	10.00%	$241.33
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 2	978-1-64497-661-6	82.00	$3.27	10.00%	$241.33
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 3	978-1-64497-662-3	82.00	$3.27	10.00%	$241.33
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 1	978-1-64497-113-0	82.00	$5.84	10.00%	$430.99
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 2	978-1-64497-114-7	82.00	$5.84	10.00%	$430.99
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 3	978-1-64497-115-4	82.00	$5.84	10.00%	$430.99

Print	$12,216.57
Digital	$4,570.00
Solution Subtotal	$16,786.57
Discount	($5,791.66)
Shipping	$1,160.57
***Pre-Tax Solution Total**	***$12,155.49***
Estimated Sales Tax	$1,181.91
Estimated Shipping Tax	$0.00
Total Solution:	**$13,337.40**

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Great Minds Quote

Date	May 27, 2025	Quote Number	00466399
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Bay Farm Elementary
Bill To	200 Aughinbaugh Way Alameda, CA 94502	Ship To	200 AUGHINBAUGH WAY ALAMEDA, CA 94502
		End User	Bay Farm Elementary

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Eureka Math Squared Grade 1 Apply: Units of Ten Module 6	978-1-64497-641-8	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 1 Learn: Units of Ten Module 4	978-1-64497-084-3	78.00	$5.84	10.00%	$409.97
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Eureka Math Squared Grade 1 Learn: Units of Ten Module 6	978-1-64497-086-7	78.00	$5.84	10.00%	$409.97
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Eureka Math Squared Grade 2 Apply: Ten Tens, Module 5	978-1-64497-646-3	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 6	978-1-64497-647-0	78.00	$3.27	10.00%	$229.55
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Eureka Math Squared Grade 3 Apply: Units of Any Number Module 5	978-1-64497-652-4	78.00	$3.27	10.00%	$229.55
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Eureka Math Squared Grade 3 Learn: Units of Any Number Module 6	978-1-64497-098-0	78.00	$5.84	10.00%	$409.97

Grade 4					
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Eureka Math Squared Grade 4 Apply: Fractional Units Module 5	978-1-64497-658-6	81.00	$3.27	10.00%	$238.38
Eureka Math Squared Grade 4 Apply: Fractional Units Module 6	978-1-64497-659-3	81.00	$3.27	10.00%	$238.38
Eureka Math Squared Grade 4 Learn: Fractional Units Module 4	978-1-64497-110-9	81.00	$5.84	10.00%	$425.74
Eureka Math Squared Grade 4 Learn: Fractional Units Module 5	978-1-64497-111-6	81.00	$5.84	10.00%	$425.74
Eureka Math Squared Grade 4 Learn: Fractional Units Module 6	978-1-64497-112-3	81.00	$5.84	10.00%	$425.74
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Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 5	978-1-64497-664-7	82.00	$3.27	10.00%	$241.33
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 6	978-1-64497-665-4	82.00	$3.27	10.00%	$241.33
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 4	978-1-64497-116-1	82.00	$5.84	10.00%	$430.99
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 5	978-1-64497-117-8	82.00	$5.84	10.00%	$430.99
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 6	978-1-64497-118-5	82.00	$5.84	10.00%	$430.99

Print	$12,199.05
Solution Subtotal	$12,199.05
Discount	($1,219.91)
Shipping	$1,158.91
***Pre-Tax Solution Total**	***$12,138.05***
Estimated Sales Tax	$1,180.20
Estimated Shipping Tax	$0.00
Total Solution:	**$13,318.25**

This Quote is governed by the Terms and Conditions at https://greatminds.org/customer-quote-terms which are hereby incorporated by reference as if fully set forth herein.

Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.

GREAT MINDS™ every child is capable of greatness

Great Minds Quote

Date	May 27, 2025	Quote Number	00466379
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Earhart Elementary
Bill To	400 Packet Landing Rd Alameda, CA 94502	Ship To	400 PACKET LANDING RD ALAMEDA, CA 94502
		End User	Earhart Elementary

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Digital	ISBN	Quantity	List Price	Discounts	Total Price
Grade Multiple					
Eureka Math Squared - Great Minds Platform License: Service End Date (6/30 of School Year 2025 - 2026 unless noted otherwise)	GM-01998	517.00	$10.00	100.00%	$0.00

Eureka Math 2 - Kit	ISBN	Quantity	List Price	Discounts	Total Price
Grade 1					
Eureka Math Squared Grade 1 Teacher Edition	978-1-64929-037-3	1.00	$170.00	10.00%	$153.00

Set: Units of Ten Modules 1-6					

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 1	978-1-64497-075-1	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 2	978-1-64497-076-8	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 3	978-1-64497-077-5	78.00	$5.84	10.00%	$409.97
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 1	978-1-64497-636-4	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 1 Apply: Units of Ten Module 2	978-1-64497-637-1	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 1 Apply: Units of Ten Module 3	978-1-64497-638-8	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 1 Learn: Units of Ten Module 1	978-1-64497-081-2	104.00	$5.84	10.00%	$546.62
Eureka Math Squared Grade 1 Learn: Units of Ten Module 2	978-1-64497-082-9	104.00	$5.84	10.00%	$546.62
Eureka Math Squared Grade 1 Learn: Units of Ten Module 3	978-1-64497-083-6	104.00	$5.84	10.00%	$546.62
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 1	978-1-64497-642-5	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 2	978-1-64497-643-2	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 3	978-1-64497-644-9	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 1	978-1-64497-087-4	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 2	978-1-64497-088-1	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 3	978-1-64497-089-8	78.00	$5.84	10.00%	$409.97

Grade 3					
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 1	978-1-64497-648-7	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 2	978-1-64497-649-4	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 3	978-1-64497-650-0	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 1	978-1-64497-093-5	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 2	978-1-64497-094-2	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 3	978-1-64497-095-9	78.00	$5.84	10.00%	$409.97
Grade 4					
Eureka Math Squared Grade 4 Apply: Fractional Units Module 1	978-1-64497-654-8	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 4 Apply: Fractional Units Module 2	978-1-64497-655-5	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 4 Apply: Fractional Units Module 3	978-1-64497-656-2	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 4 Learn: Fractional Units Module 1	978-1-64497-099-7	99.00	$5.84	10.00%	$520.34
Eureka Math Squared Grade 4 Learn: Fractional Units Module 2	978-1-64497-108-6	99.00	$5.84	10.00%	$520.34
Eureka Math Squared Grade 4 Learn: Fractional Units Module 3	978-1-64497-109-3	99.00	$5.84	10.00%	$520.34
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 1	978-1-64497-660-9	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 2	978-1-64497-661-6	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 3	978-1-64497-662-3	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 1	978-1-64497-113-0	99.00	$5.84	10.00%	$520.34

Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 2	978-1-64497-114-7	99.00	$5.84	10.00%	$520.34
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 3	978-1-64497-115-4	99.00	$5.84	10.00%	$520.34

Print	$13,883.70
Kit	$170.00
Digital	$5,170.00
Solution Subtotal	$19,223.70
Discount	($6,575.37)
Shipping	$1,335.10
Pre-Tax Solution Total	***$13,983.43***
Estimated Sales Tax	$1,359.67
Estimated Shipping Tax	$0.00
Total Solution:	**$15,343.10**

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Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.

GREAT MINDS™ every child is capable of greatness

Great Minds Quote

Date	May 23, 2025	Quote Number	00466380
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Earhart Elementary
Bill To	400 Packet Landing Rd Alameda, CA 94502	Ship To	400 PACKET LANDING RD ALAMEDA, CA 94502
		End User	Earhart Elementary

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 4	978-1-64497-078-2	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 5	978-1-64497-079-9	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 6	978-1-64497-080-5	78.00	$5.84	10.00%	$409.97
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 4	978-1-64497-639-5	104.00	$3.27	10.00%	$306.07

Eureka Math Squared Grade 1 Apply: Units of Ten Module 5	978-1-64497-640-1	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 1 Apply: Units of Ten Module 6	978-1-64497-641-8	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 1 Learn: Units of Ten Module 4	978-1-64497-084-3	104.00	$5.84	10.00%	$546.62
Eureka Math Squared Grade 1 Learn: Units of Ten Module 5	978-1-64497-085-0	104.00	$5.84	10.00%	$546.62
Eureka Math Squared Grade 1 Learn: Units of Ten Module 6	978-1-64497-086-7	104.00	$5.84	10.00%	$546.62
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 4	978-1-64497-645-6	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 5	978-1-64497-646-3	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 6	978-1-64497-647-0	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 4	978-1-64497-090-4	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 5	978-1-64497-091-1	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 6	978-1-64497-092-8	78.00	$5.84	10.00%	$409.97
Grade 3					
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 4	978-1-64497-651-7	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 5	978-1-64497-652-4	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 6	978-1-64497-653-1	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 4	978-1-64497-096-6	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 5	978-1-64497-097-3	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 6	978-1-64497-098-0	78.00	$5.84	10.00%	$409.97

Grade 4					
Eureka Math Squared Grade 4 Apply: Fractional Units Module 4	978-1-64497-657-9	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 4 Apply: Fractional Units Module 5	978-1-64497-658-6	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 4 Apply: Fractional Units Module 6	978-1-64497-659-3	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 4 Learn: Fractional Units Module 4	978-1-64497-110-9	99.00	$5.84	10.00%	$520.34
Eureka Math Squared Grade 4 Learn: Fractional Units Module 5	978-1-64497-111-6	99.00	$5.84	10.00%	$520.34
Eureka Math Squared Grade 4 Learn: Fractional Units Module 6	978-1-64497-112-3	99.00	$5.84	10.00%	$520.34
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 4	978-1-64497-663-0	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 5	978-1-64497-664-7	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 6	978-1-64497-665-4	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 4	978-1-64497-116-1	99.00	$5.84	10.00%	$520.34
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 5	978-1-64497-117-8	99.00	$5.84	10.00%	$520.34
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 6	978-1-64497-118-5	99.00	$5.84	10.00%	$520.34

Print	$13,883.70
Solution Subtotal	$13,883.70
Discount	($1,388.37)
Shipping	$1,318.95
***Pre-Tax Solution Total**	***$13,814.28***
Estimated Sales Tax	$1,343.22
Estimated Shipping Tax	$0.00
Total Solution:	**$15,157.50**

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Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.

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Great Minds Quote

Date	May 27, 2025	Quote Number	00466381
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Edison Elementary
Bill To	2700 Buena Vista Ave Alameda, CA 94501	Ship To	2700 BUENA VISTA AVE ALAMEDA, CA 94501
		End User	Edison Elementary

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Digital	ISBN	Quantity	List Price	Discounts	Total Price
Grade Multiple					
Eureka Math Squared - Great Minds Platform License: Service End Date (6/30 of School Year 2025 - 2026 unless noted otherwise)	GM-01998	457.00	$10.00	100.00%	$0.00

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 1	978-1-64497-075-1	78.00	$5.84	10.00%	$409.97

Eureka Math Squared Grade K Learn: Part-Part-Total Module 2	978-1-64497-076-8	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 3	978-1-64497-077-5	78.00	$5.84	10.00%	$409.97
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 1	978-1-64497-636-4	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 1 Apply: Units of Ten Module 2	978-1-64497-637-1	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 1 Apply: Units of Ten Module 3	978-1-64497-638-8	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 1 Learn: Units of Ten Module 1	978-1-64497-081-2	77.00	$5.84	10.00%	$404.71
Eureka Math Squared Grade 1 Learn: Units of Ten Module 2	978-1-64497-082-9	77.00	$5.84	10.00%	$404.71
Eureka Math Squared Grade 1 Learn: Units of Ten Module 3	978-1-64497-083-6	77.00	$5.84	10.00%	$404.71
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 1	978-1-64497-642-5	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 2	978-1-64497-643-2	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 3	978-1-64497-644-9	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 1	978-1-64497-087-4	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 2	978-1-64497-088-1	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 3	978-1-64497-089-8	78.00	$5.84	10.00%	$409.97
Grade 3					
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 1	978-1-64497-648-7	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 2	978-1-64497-649-4	78.00	$3.27	10.00%	$229.55

Eureka Math Squared Grade 3 Apply: Units of Any Number Module 3	978-1-64497-650-0	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 1	978-1-64497-093-5	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 2	978-1-64497-094-2	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 3	978-1-64497-095-9	78.00	$5.84	10.00%	$409.97
Grade 4					
Eureka Math Squared Grade 4 Apply: Fractional Units Module 1	978-1-64497-654-8	83.00	$3.27	10.00%	$244.27
Eureka Math Squared Grade 4 Apply: Fractional Units Module 2	978-1-64497-655-5	83.00	$3.27	10.00%	$244.27
Eureka Math Squared Grade 4 Apply: Fractional Units Module 3	978-1-64497-656-2	83.00	$3.27	10.00%	$244.27
Eureka Math Squared Grade 4 Learn: Fractional Units Module 1	978-1-64497-099-7	83.00	$5.84	10.00%	$436.25
Eureka Math Squared Grade 4 Learn: Fractional Units Module 2	978-1-64497-108-6	83.00	$5.84	10.00%	$436.25
Eureka Math Squared Grade 4 Learn: Fractional Units Module 3	978-1-64497-109-3	83.00	$5.84	10.00%	$436.25
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 1	978-1-64497-660-9	79.00	$3.27	10.00%	$232.50
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 2	978-1-64497-661-6	79.00	$3.27	10.00%	$232.50
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 3	978-1-64497-662-3	79.00	$3.27	10.00%	$232.50
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 1	978-1-64497-113-0	79.00	$5.84	10.00%	$415.22
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 2	978-1-64497-114-7	79.00	$5.84	10.00%	$415.22
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 3	978-1-64497-115-4	79.00	$5.84	10.00%	$415.22

Print	$12,161.91
Digital	$4,570.00
Solution Subtotal	$16,731.91
Discount	($5,786.19)
Shipping	$1,155.38
***Pre-Tax Solution Total**	***$12,101.10***
Estimated Sales Tax	$1,176.72
Estimated Shipping Tax	$0.00
Total Solution:	**$13,277.82**

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Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.

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Great Minds Quote

Date	May 23, 2025	Quote Number	00466395
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Edison Elementary
Bill To	2700 Buena Vista Ave Alameda, CA 94501	Ship To	2700 BUENA VISTA AVE ALAMEDA, CA 94501
		End User	Edison Elementary

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 4	978-1-64497-078-2	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 5	978-1-64497-079-9	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 6	978-1-64497-080-5	78.00	$5.84	10.00%	$409.97
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 4	978-1-64497-639-5	77.00	$3.27	10.00%	$226.61

Eureka Math Squared Grade 1 Apply: Units of Ten Module 5	978-1-64497-640-1	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 1 Apply: Units of Ten Module 6	978-1-64497-641-8	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 1 Learn: Units of Ten Module 4	978-1-64497-084-3	77.00	$5.84	10.00%	$404.71
Eureka Math Squared Grade 1 Learn: Units of Ten Module 5	978-1-64497-085-0	77.00	$5.84	10.00%	$404.71
Eureka Math Squared Grade 1 Learn: Units of Ten Module 6	978-1-64497-086-7	77.00	$5.84	10.00%	$404.71
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 4	978-1-64497-645-6	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 5	978-1-64497-646-3	78.00	$3.27	10.00%	$229.55
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Eureka Math Squared Grade 2 Learn: Ten Tens, Module 6	978-1-64497-092-8	78.00	$5.84	10.00%	$409.97
Grade 3					
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 4	978-1-64497-651-7	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 5	978-1-64497-652-4	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 6	978-1-64497-653-1	58.00	$3.27	10.00%	$170.69
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 4	978-1-64497-096-6	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 5	978-1-64497-097-3	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 6	978-1-64497-098-0	58.00	$5.84	10.00%	$304.85

Grade 4					
Eureka Math Squared Grade 4 Apply: Fractional Units Module 4	978-1-64497-657-9	83.00	$3.27	10.00%	$244.27
Eureka Math Squared Grade 4 Apply: Fractional Units Module 5	978-1-64497-658-6	83.00	$3.27	10.00%	$244.27
Eureka Math Squared Grade 4 Apply: Fractional Units Module 6	978-1-64497-659-3	83.00	$3.27	10.00%	$244.27
Eureka Math Squared Grade 4 Learn: Fractional Units Module 4	978-1-64497-110-9	83.00	$5.84	10.00%	$436.25
Eureka Math Squared Grade 4 Learn: Fractional Units Module 5	978-1-64497-111-6	83.00	$5.84	10.00%	$436.25
Eureka Math Squared Grade 4 Learn: Fractional Units Module 6	978-1-64497-112-3	83.00	$5.84	10.00%	$436.25
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 4	978-1-64497-663-0	79.00	$3.27	10.00%	$232.50
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 5	978-1-64497-664-7	79.00	$3.27	10.00%	$232.50
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 6	978-1-64497-665-4	47.00	$3.27	10.00%	$138.32
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 4	978-1-64497-116-1	79.00	$5.84	10.00%	$415.22
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 5	978-1-64497-117-8	79.00	$5.84	10.00%	$415.22
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 6	978-1-64497-118-5	47.00	$5.84	10.00%	$247.03

Print	$11,688.19
Solution Subtotal	$11,688.19
Discount	($1,168.82)
Shipping	$1,110.38
***Pre-Tax Solution Total**	***$11,629.75***
Estimated Sales Tax	$1,130.88
Estimated Shipping Tax	$0.00
Total Solution:	**$12,760.63**

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Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.

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Great Minds Quote

Date	May 28, 2025	Quote Number	00466383
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Franklin Elementary
Bill To	2060 Challenger Drive Alameda, CA 94501	Ship To	1433 SAN ANTONIO AVE ALAMEDA, CA 94501
		End User	Franklin Elementary

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Digital	ISBN	Quantity	List Price	Discounts	Total Price
Grade Multiple					
Eureka Math Squared - Great Minds Platform License: Service End Date (6/30 of School Year 2025 - 2026 unless noted otherwise)	GM-01998	298.00	$10.00	100.00%	$0.00

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 1	978-1-64497-075-1	2.00	$5.84	10.00%	$10.51

Eureka Math Squared Grade K Learn: Part-Part-Total Module 2	978-1-64497-076-8	2.00	$5.84	10.00%	$10.51
Eureka Math Squared Grade K Learn: Part-Part-Total Module 3	978-1-64497-077-5	2.00	$5.84	10.00%	$10.51
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 1	978-1-64497-636-4	25.00	$3.27	10.00%	$73.58
Eureka Math Squared Grade 1 Apply: Units of Ten Module 2	978-1-64497-637-1	27.00	$3.27	10.00%	$79.46
Eureka Math Squared Grade 1 Apply: Units of Ten Module 3	978-1-64497-638-8	2.00	$3.27	10.00%	$5.89
Eureka Math Squared Grade 1 Learn: Units of Ten Module 1	978-1-64497-081-2	2.00	$5.84	10.00%	$10.51
Eureka Math Squared Grade 1 Learn: Units of Ten Module 2	978-1-64497-082-9	2.00	$5.84	10.00%	$10.51
Eureka Math Squared Grade 1 Learn: Units of Ten Module 3	978-1-64497-083-6	2.00	$5.84	10.00%	$10.51
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 1	978-1-64497-642-5	2.00	$3.27	10.00%	$5.89
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 2	978-1-64497-643-2	10.00	$3.27	10.00%	$29.43
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 3	978-1-64497-644-9	24.00	$3.27	10.00%	$70.63
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 1	978-1-64497-087-4	29.00	$5.84	10.00%	$152.42
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 2	978-1-64497-088-1	52.00	$5.84	10.00%	$273.31
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 3	978-1-64497-089-8	37.00	$5.84	10.00%	$194.47
Grade 3					
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 1	978-1-64497-093-5	2.00	$5.84	10.00%	$10.51
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 3	978-1-64497-095-9	2.00	$5.84	10.00%	$10.51
Grade 4					

Eureka Math Squared Grade 4 Apply: Fractional Units Module 1	978-1-64497-654-8	1.00	$3.27	10.00%	$2.94
Eureka Math Squared Grade 4 Apply: Fractional Units Module 2	978-1-64497-655-5	1.00	$3.27	10.00%	$2.94
Eureka Math Squared Grade 4 Apply: Fractional Units Module 3	978-1-64497-656-2	1.00	$3.27	10.00%	$2.94
Eureka Math Squared Grade 4 Learn: Fractional Units Module 1	978-1-64497-099-7	17.00	$5.84	10.00%	$89.35
Eureka Math Squared Grade 4 Learn: Fractional Units Module 2	978-1-64497-108-6	1.00	$5.84	10.00%	$5.26
Eureka Math Squared Grade 4 Learn: Fractional Units Module 3	978-1-64497-109-3	6.00	$5.84	10.00%	$31.54
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 2	978-1-64497-661-6	1.00	$3.27	10.00%	$2.94
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 1	978-1-64497-113-0	32.00	$5.84	10.00%	$168.19
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 2	978-1-64497-114-7	1.00	$5.84	10.00%	$5.26
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 3	978-1-64497-115-4	2.00	$5.84	10.00%	$10.51

Print	$1,434.50
Digital	$2,980.00
Solution Subtotal	$4,414.50
Discount	($3,123.45)
Shipping	$136.28
***Pre-Tax Solution Total**	***$1,427.33***
Estimated Sales Tax	$138.89
Estimated Shipping Tax	$0.00
Total Solution:	**$1,566.22**

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Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.

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Great Minds Quote

Date	May 23, 2025	Quote Number	00466384
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Franklin Elementary
Bill To	1433 San Antonio Ave Alameda, CA 94501	Ship To	1433 SAN ANTONIO AVE ALAMEDA, CA 94501
		End User	Franklin Elementary

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 4	978-1-64497-078-2	2.00	$5.84	10.00%	$10.51
Eureka Math Squared Grade K Learn: Part-Part-Total Module 5	978-1-64497-079-9	2.00	$5.84	10.00%	$10.51
Eureka Math Squared Grade K Learn: Part-Part-Total Module 6	978-1-64497-080-5	2.00	$5.84	10.00%	$10.51
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 4	978-1-64497-639-5	2.00	$3.27	10.00%	$5.89

Eureka Math Squared Grade 1 Apply: Units of Ten Module 5	978-1-64497-640-1	2.00	$3.27	10.00%	$5.89
Eureka Math Squared Grade 1 Apply: Units of Ten Module 6	978-1-64497-641-8	2.00	$3.27	10.00%	$5.89
Eureka Math Squared Grade 1 Learn: Units of Ten Module 4	978-1-64497-084-3	15.00	$5.84	10.00%	$78.84
Eureka Math Squared Grade 1 Learn: Units of Ten Module 5	978-1-64497-085-0	2.00	$5.84	10.00%	$10.51
Eureka Math Squared Grade 1 Learn: Units of Ten Module 6	978-1-64497-086-7	2.00	$5.84	10.00%	$10.51
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 4	978-1-64497-645-6	12.00	$3.27	10.00%	$35.32
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 5	978-1-64497-646-3	2.00	$3.27	10.00%	$5.89
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 6	978-1-64497-647-0	21.00	$3.27	10.00%	$61.80
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 4	978-1-64497-090-4	52.00	$5.84	10.00%	$273.31
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 5	978-1-64497-091-1	27.00	$5.84	10.00%	$141.91
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 6	978-1-64497-092-8	32.00	$5.84	10.00%	$168.19
Grade 3					
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 5	978-1-64497-652-4	2.00	$3.27	10.00%	$5.89
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 4	978-1-64497-096-6	2.00	$5.84	10.00%	$10.51
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 5	978-1-64497-097-3	1.00	$5.84	10.00%	$5.26
Grade 4					
Eureka Math Squared Grade 4 Apply: Fractional Units Module 4	978-1-64497-657-9	1.00	$3.27	10.00%	$2.94
Eureka Math Squared Grade 4 Apply: Fractional Units Module 5	978-1-64497-658-6	1.00	$3.27	10.00%	$2.94

Eureka Math Squared Grade 4 Apply: Fractional Units Module 6	978-1-64497-659-3	1.00	$3.27	10.00%	$2.94
Eureka Math Squared Grade 4 Learn: Fractional Units Module 4	978-1-64497-110-9	1.00	$5.84	10.00%	$5.26
Eureka Math Squared Grade 4 Learn: Fractional Units Module 5	978-1-64497-111-6	1.00	$5.84	10.00%	$5.26
Eureka Math Squared Grade 4 Learn: Fractional Units Module 6	978-1-64497-112-3	1.00	$5.84	10.00%	$5.26
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 4	978-1-64497-663-0	6.00	$3.27	10.00%	$17.66
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 6	978-1-64497-665-4	1.00	$3.27	10.00%	$2.94
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 5	978-1-64497-117-8	6.00	$5.84	10.00%	$31.54
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 6	978-1-64497-118-5	1.00	$5.84	10.00%	$5.26

Print	$1,043.47
Solution Subtotal	$1,043.47
Discount	($104.35)
Shipping	$99.13
***Pre-Tax Solution Total**	***$1,038.25***
Estimated Sales Tax	$101.05
Estimated Shipping Tax	$0.00
Total Solution:	**$1,139.30**

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Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.

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Great Minds Quote

Date	May 23, 2025	Quote Number	00466385
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Love Elementary
Bill To	2025 Santa Clara Avenue Alameda, CA 94501	Ship To	2025 SANTA CLARA AVE ALAMEDA, CA 94501
		End User	Love Elementary

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Digital	ISBN	Quantity	List Price	Discounts	Total Price
Grade Multiple					
Eureka Math Squared - Great Minds Platform License: Service End Date (6/30 of School Year 2025 - 2026 unless noted otherwise)	GM-01998	457.00	$10.00	100.00%	$0.00

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 1	978-1-64497-075-1	78.00	$5.84	10.00%	$409.97

Eureka Math Squared Grade K Learn: Part-Part-Total Module 2	978-1-64497-076-8	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 3	978-1-64497-077-5	78.00	$5.84	10.00%	$409.97
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 1	978-1-64497-636-4	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 1 Apply: Units of Ten Module 2	978-1-64497-637-1	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 1 Apply: Units of Ten Module 3	978-1-64497-638-8	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 1 Learn: Units of Ten Module 1	978-1-64497-081-2	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 1 Learn: Units of Ten Module 2	978-1-64497-082-9	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 1 Learn: Units of Ten Module 3	978-1-64497-083-6	78.00	$5.84	10.00%	$409.97
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 1	978-1-64497-642-5	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 2	978-1-64497-643-2	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 3	978-1-64497-644-9	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 1	978-1-64497-087-4	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 2	978-1-64497-088-1	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 3	978-1-64497-089-8	78.00	$5.84	10.00%	$409.97
Grade 3					
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 1	978-1-64497-648-7	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 2	978-1-64497-649-4	78.00	$3.27	10.00%	$229.55

Eureka Math Squared Grade 3 Apply: Units of Any Number Module 3	978-1-64497-650-0	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 1	978-1-64497-093-5	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 2	978-1-64497-094-2	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 3	978-1-64497-095-9	78.00	$5.84	10.00%	$409.97
Grade 4					
Eureka Math Squared Grade 4 Apply: Fractional Units Module 1	978-1-64497-654-8	81.00	$3.27	10.00%	$238.38
Eureka Math Squared Grade 4 Apply: Fractional Units Module 2	978-1-64497-655-5	81.00	$3.27	10.00%	$238.38
Eureka Math Squared Grade 4 Apply: Fractional Units Module 3	978-1-64497-656-2	81.00	$3.27	10.00%	$238.38
Eureka Math Squared Grade 4 Learn: Fractional Units Module 1	978-1-64497-099-7	81.00	$5.84	10.00%	$425.74
Eureka Math Squared Grade 4 Learn: Fractional Units Module 2	978-1-64497-108-6	81.00	$5.84	10.00%	$425.74
Eureka Math Squared Grade 4 Learn: Fractional Units Module 3	978-1-64497-109-3	81.00	$5.84	10.00%	$425.74
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 1	978-1-64497-660-9	82.00	$3.27	10.00%	$241.33
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 2	978-1-64497-661-6	82.00	$3.27	10.00%	$241.33
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 3	978-1-64497-662-3	82.00	$3.27	10.00%	$241.33
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 1	978-1-64497-113-0	82.00	$5.84	10.00%	$430.99
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 2	978-1-64497-114-7	82.00	$5.84	10.00%	$430.99
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 3	978-1-64497-115-4	82.00	$5.84	10.00%	$430.99

Print	$12,216.57
Digital	$4,570.00
Solution Subtotal	$16,786.57
Discount	($5,791.66)
Shipping	$1,160.57
***Pre-Tax Solution Total**	***$12,155.49***
Estimated Sales Tax	$1,181.91
Estimated Shipping Tax	$0.00
Total Solution:	**$13,337.40**

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Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.

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Great Minds Quote

Date	May 23, 2025	Quote Number	00466386
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Love Elementary
Bill To	2025 Santa Clara Avenue Alameda, CA 94501	Ship To	2025 SANTA CLARA AVE ALAMEDA, CA 94501
		End User	Love Elementary

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 4	978-1-64497-078-2	78.00	$5.84	10.00%	$409.97
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Eureka Math Squared Grade K Learn: Part-Part-Total Module 6	978-1-64497-080-5	78.00	$5.84	10.00%	$409.97
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 4	978-1-64497-639-5	78.00	$3.27	10.00%	$229.55

Eureka Math Squared Grade 1 Apply: Units of Ten Module 5	978-1-64497-640-1	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 1 Apply: Units of Ten Module 6	978-1-64497-641-8	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 1 Learn: Units of Ten Module 4	978-1-64497-084-3	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 1 Learn: Units of Ten Module 5	978-1-64497-085-0	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 1 Learn: Units of Ten Module 6	978-1-64497-086-7	78.00	$5.84	10.00%	$409.97
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 4	978-1-64497-645-6	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 5	978-1-64497-646-3	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 6	978-1-64497-647-0	78.00	$3.27	10.00%	$229.55
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Eureka Math Squared Grade 2 Learn: Ten Tens, Module 6	978-1-64497-092-8	78.00	$5.84	10.00%	$409.97
Grade 3					
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 4	978-1-64497-651-7	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 5	978-1-64497-652-4	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 6	978-1-64497-653-1	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 4	978-1-64497-096-6	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 5	978-1-64497-097-3	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 6	978-1-64497-098-0	78.00	$5.84	10.00%	$409.97

Grade 4					
Eureka Math Squared Grade 4 Apply: Fractional Units Module 4	978-1-64497-657-9	81.00	$3.27	10.00%	$238.38
Eureka Math Squared Grade 4 Apply: Fractional Units Module 5	978-1-64497-658-6	81.00	$3.27	10.00%	$238.38
Eureka Math Squared Grade 4 Apply: Fractional Units Module 6	978-1-64497-659-3	81.00	$3.27	10.00%	$238.38
Eureka Math Squared Grade 4 Learn: Fractional Units Module 4	978-1-64497-110-9	81.00	$5.84	10.00%	$425.74
Eureka Math Squared Grade 4 Learn: Fractional Units Module 5	978-1-64497-111-6	81.00	$5.84	10.00%	$425.74
Eureka Math Squared Grade 4 Learn: Fractional Units Module 6	978-1-64497-112-3	81.00	$5.84	10.00%	$425.74
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 4	978-1-64497-663-0	82.00	$3.27	10.00%	$241.33
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 5	978-1-64497-664-7	82.00	$3.27	10.00%	$241.33
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 6	978-1-64497-665-4	82.00	$3.27	10.00%	$241.33
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 4	978-1-64497-116-1	82.00	$5.84	10.00%	$430.99
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 5	978-1-64497-117-8	82.00	$5.84	10.00%	$430.99
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 6	978-1-64497-118-5	82.00	$5.84	10.00%	$430.99

Print	$12,216.57
Solution Subtotal	$12,216.57
Discount	($1,221.66)
Shipping	$1,160.57
***Pre-Tax Solution Total**	***$12,155.49***
Estimated Sales Tax	$1,181.91
Estimated Shipping Tax	$0.00
Total Solution:	**$13,337.40**

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Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.

GREAT MINDS

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Great Minds Quote

Date	May 23, 2025	Quote Number	00466387
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Maya Lin Elementary
Bill To	2060 Challenger Dr Alameda, CA 94501	Ship To	825 TAYLOR AVE ALAMEDA, CA 94501
		End User	Maya Lin Elementary

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Digital	ISBN	Quantity	List Price	Discounts	Total Price
Grade Multiple					
Eureka Math Squared - Great Minds Platform License: Service End Date (6/30 of School Year 2025 - 2026 unless noted otherwise)	GM-01998	482.00	$10.00	100.00%	$0.00

Eureka Math 2 - Kit	ISBN	Quantity	List Price	Discounts	Total Price
Grade 2					
Eureka Math Squared Grade 2 Teacher Edition Set: Ten Tens, Modules 1-6	978-1-64929-038-0	1.00	$170.00	10.00%	$153.00

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 1	978-1-64497-075-1	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 2	978-1-64497-076-8	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 3	978-1-64497-077-5	78.00	$5.84	10.00%	$409.97
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 1	978-1-64497-636-4	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 1 Apply: Units of Ten Module 2	978-1-64497-637-1	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 1 Apply: Units of Ten Module 3	978-1-64497-638-8	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 1 Learn: Units of Ten Module 1	978-1-64497-081-2	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 1 Learn: Units of Ten Module 2	978-1-64497-082-9	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 1 Learn: Units of Ten Module 3	978-1-64497-083-6	78.00	$5.84	10.00%	$409.97
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 1	978-1-64497-642-5	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 2	978-1-64497-643-2	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 3	978-1-64497-644-9	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 1	978-1-64497-087-4	104.00	$5.84	10.00%	$546.62
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 2	978-1-64497-088-1	104.00	$5.84	10.00%	$546.62
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 3	978-1-64497-089-8	104.00	$5.84	10.00%	$546.62
Grade 3					

Eureka Math Squared Grade 3 Apply: Units of Any Number Module 1	978-1-64497-648-7	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 2	978-1-64497-649-4	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 3	978-1-64497-650-0	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 1	978-1-64497-093-5	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 2	978-1-64497-094-2	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 3	978-1-64497-095-9	78.00	$5.84	10.00%	$409.97
Grade 4					
Eureka Math Squared Grade 4 Apply: Fractional Units Module 1	978-1-64497-654-8	83.00	$3.27	10.00%	$244.27
Eureka Math Squared Grade 4 Apply: Fractional Units Module 2	978-1-64497-655-5	83.00	$3.27	10.00%	$244.27
Eureka Math Squared Grade 4 Apply: Fractional Units Module 3	978-1-64497-656-2	83.00	$3.27	10.00%	$244.27
Eureka Math Squared Grade 4 Learn: Fractional Units Module 1	978-1-64497-099-7	83.00	$5.84	10.00%	$436.25
Eureka Math Squared Grade 4 Learn: Fractional Units Module 2	978-1-64497-108-6	83.00	$5.84	10.00%	$436.25
Eureka Math Squared Grade 4 Learn: Fractional Units Module 3	978-1-64497-109-3	83.00	$5.84	10.00%	$436.25
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 1	978-1-64497-660-9	80.00	$3.27	10.00%	$235.44
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 2	978-1-64497-661-6	80.00	$3.27	10.00%	$235.44
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 3	978-1-64497-662-3	80.00	$3.27	10.00%	$235.44
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 1	978-1-64497-113-0	80.00	$5.84	10.00%	$420.48
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 2	978-1-64497-114-7	80.00	$5.84	10.00%	$420.48

Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 3	978-1-64497-115-4	80.00	$5.84	10.00%	$420.48

Print	$12,927.15
Kit	$170.00
Digital	$4,820.00
Solution Subtotal	$17,917.15
Discount	($6,129.72)
Shipping	$1,244.23
Pre-Tax Solution Total	***$13,031.66***
Estimated Sales Tax	$1,267.15
Estimated Shipping Tax	$0.00
Total Solution:	**$14,298.81**

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GREAT MINDS

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Great Minds Quote

Date	May 23, 2025	Quote Number	00466388
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Maya Lin Elementary
Bill To	2060 Challenger Dr Alameda, CA 94501	Ship To	825 TAYLOR AVE ALAMEDA, CA 94501
		End User	Maya Lin Elementary

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Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 4	978-1-64497-078-2	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 5	978-1-64497-079-9	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 6	978-1-64497-080-5	78.00	$5.84	10.00%	$409.97
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 4	978-1-64497-639-5	78.00	$3.27	10.00%	$229.55

Eureka Math Squared Grade 1 Apply: Units of Ten Module 5	978-1-64497-640-1	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 1 Apply: Units of Ten Module 6	978-1-64497-641-8	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 1 Learn: Units of Ten Module 4	978-1-64497-084-3	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 1 Learn: Units of Ten Module 5	978-1-64497-085-0	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 1 Learn: Units of Ten Module 6	978-1-64497-086-7	78.00	$5.84	10.00%	$409.97
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 4	978-1-64497-645-6	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 5	978-1-64497-646-3	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 6	978-1-64497-647-0	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 4	978-1-64497-090-4	104.00	$5.84	10.00%	$546.62
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 5	978-1-64497-091-1	104.00	$5.84	10.00%	$546.62
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 6	978-1-64497-092-8	104.00	$5.84	10.00%	$546.62
Grade 3					
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 4	978-1-64497-651-7	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 5	978-1-64497-652-4	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 6	978-1-64497-653-1	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 4	978-1-64497-096-6	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 5	978-1-64497-097-3	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 6	978-1-64497-098-0	78.00	$5.84	10.00%	$409.97

Grade 4					
Eureka Math Squared Grade 4 Apply: Fractional Units Module 4	978-1-64497-657-9	83.00	$3.27	10.00%	$244.27
Eureka Math Squared Grade 4 Apply: Fractional Units Module 5	978-1-64497-658-6	83.00	$3.27	10.00%	$244.27
Eureka Math Squared Grade 4 Apply: Fractional Units Module 6	978-1-64497-659-3	83.00	$3.27	10.00%	$244.27
Eureka Math Squared Grade 4 Learn: Fractional Units Module 4	978-1-64497-110-9	83.00	$5.84	10.00%	$436.25
Eureka Math Squared Grade 4 Learn: Fractional Units Module 5	978-1-64497-111-6	83.00	$5.84	10.00%	$436.25
Eureka Math Squared Grade 4 Learn: Fractional Units Module 6	978-1-64497-112-3	83.00	$5.84	10.00%	$436.25
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 4	978-1-64497-663-0	80.00	$3.27	10.00%	$235.44
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 5	978-1-64497-664-7	80.00	$3.27	10.00%	$235.44
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 6	978-1-64497-665-4	80.00	$3.27	10.00%	$235.44
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 4	978-1-64497-116-1	80.00	$5.84	10.00%	$420.48
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 5	978-1-64497-117-8	80.00	$5.84	10.00%	$420.48
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 6	978-1-64497-118-5	80.00	$5.84	10.00%	$420.48

Print	$12,927.15
Solution Subtotal	$12,927.15
Discount	($1,292.72)
Shipping	$1,228.08
***Pre-Tax Solution Total**	***$12,862.51***
Estimated Sales Tax	$1,250.70
Estimated ShippingTax	$0.00
Total Solution:	**$14,113.21**

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Great Minds Quote

Date	May 23, 2025	Quote Number	00466397
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Otis Elementary
Bill To	3010 Fillmore St Alameda, CA 94501	Ship To	3010 FILLMORE ST ALAMEDA, CA 94501
		End User	Otis Elementary

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
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Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Digital	ISBN	Quantity	List Price	Discounts	Total Price
Grade Multiple					
Eureka Math Squared - Great Minds Platform License: Service End Date (6/30 of School Year 2025 - 2026 unless noted otherwise)	GM-01998	517.00	$10.00	100.00%	$0.00

Eureka Math 2 - Kit	ISBN	Quantity	List Price	Discounts	Total Price
Grade 1					
Eureka Math Squared Grade 1 Teacher Edition	978-1-64929-037-3	1.00	$170.00	10.00%	$153.00

Set: Units of Ten Modules 1-6					

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 1	978-1-64497-075-1	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 2	978-1-64497-076-8	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 3	978-1-64497-077-5	78.00	$5.84	10.00%	$409.97
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 1	978-1-64497-636-4	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 1 Apply: Units of Ten Module 2	978-1-64497-637-1	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 1 Apply: Units of Ten Module 3	978-1-64497-638-8	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 1 Learn: Units of Ten Module 1	978-1-64497-081-2	104.00	$5.84	10.00%	$546.62
Eureka Math Squared Grade 1 Learn: Units of Ten Module 2	978-1-64497-082-9	104.00	$5.84	10.00%	$546.62
Eureka Math Squared Grade 1 Learn: Units of Ten Module 3	978-1-64497-083-6	104.00	$5.84	10.00%	$546.62
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 1	978-1-64497-642-5	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 2	978-1-64497-643-2	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 3	978-1-64497-644-9	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 1	978-1-64497-087-4	77.00	$5.84	10.00%	$404.71
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 2	978-1-64497-088-1	77.00	$5.84	10.00%	$404.71
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 3	978-1-64497-089-8	77.00	$5.84	10.00%	$404.71

Grade 3					
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 1	978-1-64497-648-7	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 2	978-1-64497-649-4	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 3	978-1-64497-650-0	78.00	$3.27	10.00%	$229.55
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Eureka Math Squared Grade 3 Learn: Units of Any Number Module 3	978-1-64497-095-9	78.00	$5.84	10.00%	$409.97
Grade 4					
Eureka Math Squared Grade 4 Apply: Fractional Units Module 1	978-1-64497-654-8	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 4 Apply: Fractional Units Module 2	978-1-64497-655-5	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 4 Apply: Fractional Units Module 3	978-1-64497-656-2	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 4 Learn: Fractional Units Module 1	978-1-64497-099-7	99.00	$5.84	10.00%	$520.34
Eureka Math Squared Grade 4 Learn: Fractional Units Module 2	978-1-64497-108-6	99.00	$5.84	10.00%	$520.34
Eureka Math Squared Grade 4 Learn: Fractional Units Module 3	978-1-64497-109-3	99.00	$5.84	10.00%	$520.34
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 1	978-1-64497-660-9	98.00	$3.27	10.00%	$288.41
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 2	978-1-64497-661-6	98.00	$3.27	10.00%	$288.41
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 3	978-1-64497-662-3	98.00	$3.27	10.00%	$288.41
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 1	978-1-64497-113-0	98.00	$5.84	10.00%	$515.09

Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 2	978-1-64497-114-7	98.00	$5.84	10.00%	$515.09
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 3	978-1-64497-115-4	98.00	$5.84	10.00%	$515.09

Print	$13,829.04
Kit	$170.00
Digital	$5,170.00
Solution Subtotal	$19,169.04
Discount	($6,569.90)
Shipping	$1,329.91
Pre-Tax Solution Total	***$13,929.04***
Estimated Sales Tax	$1,354.39
Estimated Shipping Tax	$0.00
Total Solution:	**$15,283.43**

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Date	May 23, 2025	Quote Number	00466398
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Otis Elementary
Bill To	3010 Fillmore St Alameda, CA 94501	Ship To	3010 FILLMORE ST ALAMEDA, CA 94501
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Phone: 202.223.1854
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Eureka Math Squared Grade K Learn: Part-Part-Total Module 4	978-1-64497-078-2	78.00	$5.84	10.00%	$409.97
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Eureka Math Squared Grade K Learn: Part-Part-Total Module 6	978-1-64497-080-5	78.00	$5.84	10.00%	$409.97
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 4	978-1-64497-639-5	104.00	$3.27	10.00%	$306.07

Eureka Math Squared Grade 1 Apply: Units of Ten Module 5	978-1-64497-640-1	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 1 Apply: Units of Ten Module 6	978-1-64497-641-8	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 1 Learn: Units of Ten Module 4	978-1-64497-084-3	104.00	$5.84	10.00%	$546.62
Eureka Math Squared Grade 1 Learn: Units of Ten Module 5	978-1-64497-085-0	104.00	$5.84	10.00%	$546.62
Eureka Math Squared Grade 1 Learn: Units of Ten Module 6	978-1-64497-086-7	104.00	$5.84	10.00%	$546.62
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 4	978-1-64497-645-6	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 5	978-1-64497-646-3	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 6	978-1-64497-647-0	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 4	978-1-64497-090-4	77.00	$5.84	10.00%	$404.71
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 5	978-1-64497-091-1	77.00	$5.84	10.00%	$404.71
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 6	978-1-64497-092-8	77.00	$5.84	10.00%	$404.71
Grade 3					
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 4	978-1-64497-651-7	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 5	978-1-64497-652-4	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 6	978-1-64497-653-1	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 4	978-1-64497-096-6	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 5	978-1-64497-097-3	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 6	978-1-64497-098-0	78.00	$5.84	10.00%	$409.97

Grade 4					
Eureka Math Squared Grade 4 Apply: Fractional Units Module 4	978-1-64497-657-9	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 4 Apply: Fractional Units Module 5	978-1-64497-658-6	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 4 Apply: Fractional Units Module 6	978-1-64497-659-3	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 4 Learn: Fractional Units Module 4	978-1-64497-110-9	99.00	$5.84	10.00%	$520.34
Eureka Math Squared Grade 4 Learn: Fractional Units Module 5	978-1-64497-111-6	99.00	$5.84	10.00%	$520.34
Eureka Math Squared Grade 4 Learn: Fractional Units Module 6	978-1-64497-112-3	99.00	$5.84	10.00%	$520.34
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 4	978-1-64497-663-0	98.00	$3.27	10.00%	$288.41
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 5	978-1-64497-664-7	98.00	$3.27	10.00%	$288.41
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 6	978-1-64497-665-4	98.00	$3.27	10.00%	$288.41
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 4	978-1-64497-116-1	98.00	$5.84	10.00%	$515.09
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 5	978-1-64497-117-8	98.00	$5.84	10.00%	$515.09
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 6	978-1-64497-118-5	98.00	$5.84	10.00%	$515.09

Print	$13,829.04
Solution Subtotal	$13,829.04
Discount	($1,382.90)
Shipping	$1,313.76
***Pre-Tax Solution Total**	***$13,759.89***
Estimated Sales Tax	$1,337.94
Estimated Shipping Tax	$0.00
Total Solution:	**$15,097.83**

This Quote is governed by the Terms and Conditions at https://greatminds.org/customer-quote-terms which are hereby incorporated by reference as if fully set forth herein.

Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.

GREAT MINDS

every child is capable of greatness

Great Minds Quote

Date	May 27, 2025	Quote Number	00466389
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Paden Elementary
Bill To	444 Central Ave Alameda, CA 94501	Ship To	444 CENTRAL AVE ALAMEDA, CA 94501
		End User	Paden Elementary

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Digital	ISBN	Quantity	List Price	Discounts	Total Price
Grade Multiple					
Eureka Math Squared - Great Minds Platform License: Service End Date (6/30 of School Year 2025 - 2026 unless noted otherwise)	GM-01998	360.00	$10.00	100.00%	$0.00

Eureka Math 2 - Kit	ISBN	Quantity	List Price	Discounts	Total Price
Grade 5					
Eureka Math Squared Grade 5 Teacher Edition	978-1-64929-041-0	1.00	$170.00	10.00%	$153.00

Set: Fractions are Numbers Modules 1-6					

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 1	978-1-64497-075-1	52.00	$5.84	10.00%	$273.31
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 1	978-1-64497-636-4	52.00	$3.27	10.00%	$153.04
Eureka Math Squared Grade 1 Apply: Units of Ten Module 2	978-1-64497-637-1	52.00	$3.27	10.00%	$153.04
Eureka Math Squared Grade 1 Apply: Units of Ten Module 3	978-1-64497-638-8	52.00	$3.27	10.00%	$153.04
Eureka Math Squared Grade 1 Learn: Units of Ten Module 1	978-1-64497-081-2	52.00	$5.84	10.00%	$273.31
Eureka Math Squared Grade 1 Learn: Units of Ten Module 2	978-1-64497-082-9	26.00	$5.84	10.00%	$136.66
Eureka Math Squared Grade 1 Learn: Units of Ten Module 3	978-1-64497-083-6	52.00	$5.84	10.00%	$273.31
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 1	978-1-64497-642-5	52.00	$3.27	10.00%	$153.04
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 2	978-1-64497-643-2	52.00	$3.27	10.00%	$153.04
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 3	978-1-64497-644-9	52.00	$3.27	10.00%	$153.04
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 1	978-1-64497-087-4	52.00	$5.84	10.00%	$273.31
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 2	978-1-64497-088-1	52.00	$5.84	10.00%	$273.31
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 3	978-1-64497-089-8	52.00	$5.84	10.00%	$273.31
Grade 3					
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 1	978-1-64497-648-7	52.00	$3.27	10.00%	$153.04

Eureka Math Squared Grade 3 Apply: Units of Any Number Module 2	978-1-64497-649-4	52.00	$3.27	10.00%	$153.04
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 3	978-1-64497-650-0	52.00	$3.27	10.00%	$153.04
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 1	978-1-64497-093-5	52.00	$5.84	10.00%	$273.31
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 2	978-1-64497-094-2	52.00	$5.84	10.00%	$273.31
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 3	978-1-64497-095-9	26.00	$5.84	10.00%	$136.66
Grade 4					
Eureka Math Squared Grade 4 Apply: Fractional Units Module 1	978-1-64497-654-8	33.00	$3.27	10.00%	$97.12
Eureka Math Squared Grade 4 Apply: Fractional Units Module 2	978-1-64497-655-5	33.00	$3.27	10.00%	$97.12
Eureka Math Squared Grade 4 Apply: Fractional Units Module 3	978-1-64497-656-2	33.00	$3.27	10.00%	$97.12
Eureka Math Squared Grade 4 Learn: Fractional Units Module 1	978-1-64497-099-7	66.00	$5.84	10.00%	$346.90
Eureka Math Squared Grade 4 Learn: Fractional Units Module 2	978-1-64497-108-6	33.00	$5.84	10.00%	$173.45
Eureka Math Squared Grade 4 Learn: Fractional Units Module 3	978-1-64497-109-3	66.00	$5.84	10.00%	$346.90
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 1	978-1-64497-660-9	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 2	978-1-64497-661-6	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 3	978-1-64497-662-3	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 1	978-1-64497-113-0	99.00	$5.84	10.00%	$520.34
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 2	978-1-64497-114-7	99.00	$5.84	10.00%	$520.34
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 3	978-1-64497-115-4	99.00	$5.84	10.00%	$520.34

Print	$8,256.48
Kit	$170.00
Digital	$3,600.00
Solution Subtotal	$12,026.48
Discount	($4,442.65)
Shipping	$800.52
Pre-Tax Solution Total	***$8,384.35***
Estimated Sales Tax	$815.21
Estimated Shipping Tax	$0.00
Total Solution:	**$9,199.56**

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Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.

GREAT MINDS™ every child is capable of greatness

Great Minds Quote

Date	May 23, 2025	Quote Number	00466390
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Paden Elementary
Bill To	444 Central Ave Alameda, CA 94501	Ship To	444 CENTRAL AVE ALAMEDA, CA 94501
		End User	Paden Elementary

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 4	978-1-64497-078-2	52.00	$5.84	10.00%	$273.31
Eureka Math Squared Grade K Learn: Part-Part-Total Module 5	978-1-64497-079-9	52.00	$5.84	10.00%	$273.31
Eureka Math Squared Grade K Learn: Part-Part-Total Module 6	978-1-64497-080-5	1.00	$5.84	10.00%	$5.26
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 4	978-1-64497-639-5	52.00	$3.27	10.00%	$153.04

Eureka Math Squared Grade 1 Apply: Units of Ten Module 5	978-1-64497-640-1	26.00	$3.27	10.00%	$76.52
Eureka Math Squared Grade 1 Apply: Units of Ten Module 6	978-1-64497-641-8	26.00	$3.27	10.00%	$76.52
Eureka Math Squared Grade 1 Learn: Units of Ten Module 4	978-1-64497-084-3	52.00	$5.84	10.00%	$273.31
Eureka Math Squared Grade 1 Learn: Units of Ten Module 5	978-1-64497-085-0	52.00	$5.84	10.00%	$273.31
Eureka Math Squared Grade 1 Learn: Units of Ten Module 6	978-1-64497-086-7	26.00	$5.84	10.00%	$136.66
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 4	978-1-64497-645-6	52.00	$3.27	10.00%	$153.04
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 6	978-1-64497-647-0	52.00	$3.27	10.00%	$153.04
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 4	978-1-64497-090-4	52.00	$5.84	10.00%	$273.31
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 5	978-1-64497-091-1	52.00	$5.84	10.00%	$273.31
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 6	978-1-64497-092-8	52.00	$5.84	10.00%	$273.31
Grade 3					
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 4	978-1-64497-651-7	52.00	$3.27	10.00%	$153.04
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 4	978-1-64497-096-6	52.00	$5.84	10.00%	$273.31
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 5	978-1-64497-097-3	52.00	$5.84	10.00%	$273.31
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 6	978-1-64497-098-0	26.00	$5.84	10.00%	$136.66
Grade 4					
Eureka Math Squared Grade 4 Apply: Fractional Units Module 4	978-1-64497-657-9	33.00	$3.27	10.00%	$97.12
Eureka Math Squared Grade 4 Apply: Fractional Units Module 5	978-1-64497-658-6	33.00	$3.27	10.00%	$97.12

Eureka Math Squared Grade 4 Apply: Fractional Units Module 6	978-1-64497-659-3	33.00	$3.27	10.00%	$97.12
Eureka Math Squared Grade 4 Learn: Fractional Units Module 4	978-1-64497-110-9	66.00	$5.84	10.00%	$346.90
Eureka Math Squared Grade 4 Learn: Fractional Units Module 5	978-1-64497-111-6	66.00	$5.84	10.00%	$346.90
Eureka Math Squared Grade 4 Learn: Fractional Units Module 6	978-1-64497-112-3	66.00	$5.84	10.00%	$346.90
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 4	978-1-64497-663-0	99.00	$3.27	10.00%	$291.36
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 5	978-1-64497-664-7	66.00	$3.27	10.00%	$194.24
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 6	978-1-64497-665-4	33.00	$3.27	10.00%	$97.12
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 4	978-1-64497-116-1	99.00	$5.84	10.00%	$520.34
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 5	978-1-64497-117-8	66.00	$5.84	10.00%	$346.90
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 6	978-1-64497-118-5	23.00	$5.84	10.00%	$120.89

Print	$7,118.27
Solution Subtotal	$7,118.27
Discount	($711.83)
Shipping	$676.24
***Pre-Tax Solution Total**	***$7,082.68***
Estimated Sales Tax	$688.67
Estimated Shipping Tax	$0.00
Total Solution:	**$7,771.35**

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Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.

GREAT MINDS

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Great Minds Quote

Date	May 27, 2025	Quote Number	00466391
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Ruby Bridges Elementary
Bill To	351 Jack London Ave Alameda, CA 94501	Ship To	351 JACK LONDON AVE ALAMEDA, CA 94501
		End User	Ruby Bridges Elementary

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Digital	ISBN	Quantity	List Price	Discounts	Total Price
Grade Multiple					
Eureka Math Squared - Great Minds Platform License: Service End Date (6/30 of School Year 2025 - 2026 unless noted otherwise)	GM-01998	464.00	$10.00	100.00%	$0.00

Eureka Math 2 - Kit	ISBN	Quantity	List Price	Discounts	Total Price
Grade 2					
Eureka Math Squared Grade 2 Teacher Edition Set: Ten Tens, Modules 1-6	978-1-64929-038-0	1.00	$170.00	10.00%	$153.00

Grade 4					
Eureka Math Squared Grade 4 Teacher Edition Set: Fractional Units Modules 1-6	978-1-64929-040-3	1.00	$170.00	10.00%	$153.00

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 1	978-1-64497-075-1	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 2	978-1-64497-076-8	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 3	978-1-64497-077-5	78.00	$5.84	10.00%	$409.97
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 1	978-1-64497-636-4	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 1 Apply: Units of Ten Module 2	978-1-64497-637-1	102.00	$3.27	10.00%	$300.19
Eureka Math Squared Grade 1 Apply: Units of Ten Module 3	978-1-64497-638-8	102.00	$3.27	10.00%	$300.19
Eureka Math Squared Grade 1 Learn: Units of Ten Module 1	978-1-64497-081-2	104.00	$5.84	10.00%	$546.62
Eureka Math Squared Grade 1 Learn: Units of Ten Module 2	978-1-64497-082-9	102.00	$5.84	10.00%	$536.11
Eureka Math Squared Grade 1 Learn: Units of Ten Module 3	978-1-64497-083-6	102.00	$5.84	10.00%	$536.11
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 1	978-1-64497-642-5	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 2	978-1-64497-643-2	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 3	978-1-64497-644-9	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 1	978-1-64497-087-4	77.00	$5.84	10.00%	$404.71

Eureka Math Squared Grade 2 Learn: Ten Tens, Module 2	978-1-64497-088-1	77.00	$5.84	10.00%	$404.71
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 3	978-1-64497-089-8	77.00	$5.84	10.00%	$404.71
Grade 3					
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 1	978-1-64497-648-7	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 2	978-1-64497-649-4	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 3	978-1-64497-650-0	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 1	978-1-64497-093-5	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 2	978-1-64497-094-2	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 3	978-1-64497-095-9	78.00	$5.84	10.00%	$409.97
Grade 4					
Eureka Math Squared Grade 4 Apply: Fractional Units Module 1	978-1-64497-654-8	12.00	$3.27	10.00%	$35.32
Eureka Math Squared Grade 4 Apply: Fractional Units Module 2	978-1-64497-655-5	31.00	$3.27	10.00%	$91.23
Eureka Math Squared Grade 4 Apply: Fractional Units Module 3	978-1-64497-656-2	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 4 Learn: Fractional Units Module 1	978-1-64497-099-7	77.00	$5.84	10.00%	$404.71
Eureka Math Squared Grade 4 Learn: Fractional Units Module 2	978-1-64497-108-6	52.00	$5.84	10.00%	$273.31
Eureka Math Squared Grade 4 Learn: Fractional Units Module 3	978-1-64497-109-3	77.00	$5.84	10.00%	$404.71
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 1	978-1-64497-660-9	66.00	$3.27	10.00%	$194.24
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 2	978-1-64497-661-6	66.00	$3.27	10.00%	$194.24

Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 3	978-1-64497-662-3	66.00	$3.27	10.00%	$194.24
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 1	978-1-64497-113-0	66.00	$5.84	10.00%	$346.90
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 2	978-1-64497-114-7	66.00	$5.84	10.00%	$346.90
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 3	978-1-64497-115-4	66.00	$5.84	10.00%	$346.90

Print	$11,807.81
Kit	$340.00
Digital	$4,640.00
Solution Subtotal	$16,787.81
Discount	($5,854.78)
Shipping	$1,154.04
***Pre-Tax Solution Total**	***$12,087.07***
Estimated Sales Tax	$1,175.31
Estimated Shipping Tax	$0.00
Total Solution:	**$13,262.38**

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Great Minds Quote

Date	May 27, 2025	Quote Number	00466392
Expiration Date	August 20, 2025		
Prepared By	Jessica Lee	Contact Name	Elizabeth Odom
Email	jessica.lee@greatminds.org	Phone	5103377076
		Email	eodom@alamedaunified.org
Bill to Name	AP Alameda USD	Ship to Name	Ruby Bridges Elementary
Bill To	351 Jack London Ave Alameda, CA 94501	Ship To	351 JACK LONDON AVE ALAMEDA, CA 94501
		End User	Ruby Bridges Elementary

Make Payment to:
Great Minds PBC Tax ID: 84-3785772
Mail payment to:
Great Minds PBC
P.O. Box 200283
Pittsburgh, PA 15251-0283

Phone: 202.223.1854
Email: ordertracking@greatminds.org

Wire/ACH details are available by visiting this link: https://digitalsupport.greatminds.org/s/ach-instructions

Eureka Math 2 - Print	ISBN	Quantity	List Price	Discounts	Total Price
Grade K					
Eureka Math Squared Grade K Learn: Part-Part-Total Module 4	978-1-64497-078-2	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 5	978-1-64497-079-9	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade K Learn: Part-Part-Total Module 6	978-1-64497-080-5	78.00	$5.84	10.00%	$409.97
Grade 1					
Eureka Math Squared Grade 1 Apply: Units of Ten Module 4	978-1-64497-639-5	100.00	$3.27	10.00%	$294.30

Eureka Math Squared Grade 1 Apply: Units of Ten Module 5	978-1-64497-640-1	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 1 Apply: Units of Ten Module 6	978-1-64497-641-8	104.00	$3.27	10.00%	$306.07
Eureka Math Squared Grade 1 Learn: Units of Ten Module 4	978-1-64497-084-3	100.00	$5.84	10.00%	$525.60
Eureka Math Squared Grade 1 Learn: Units of Ten Module 5	978-1-64497-085-0	104.00	$5.84	10.00%	$546.62
Eureka Math Squared Grade 1 Learn: Units of Ten Module 6	978-1-64497-086-7	104.00	$5.84	10.00%	$546.62
Grade 2					
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 4	978-1-64497-645-6	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 2 Apply: Ten Tens, Module 6	978-1-64497-647-0	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 4	978-1-64497-090-4	77.00	$5.84	10.00%	$404.71
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 5	978-1-64497-091-1	77.00	$5.84	10.00%	$404.71
Eureka Math Squared Grade 2 Learn: Ten Tens, Module 6	978-1-64497-092-8	77.00	$5.84	10.00%	$404.71
Grade 3					
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 4	978-1-64497-651-7	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 5	978-1-64497-652-4	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Apply: Units of Any Number Module 6	978-1-64497-653-1	78.00	$3.27	10.00%	$229.55
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 4	978-1-64497-096-6	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 5	978-1-64497-097-3	78.00	$5.84	10.00%	$409.97
Eureka Math Squared Grade 3 Learn: Units of Any Number Module 6	978-1-64497-098-0	78.00	$5.84	10.00%	$409.97
Grade 4					

Eureka Math Squared Grade 4 Apply: Fractional Units Module 4	978-1-64497-657-9	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 4 Apply: Fractional Units Module 5	978-1-64497-658-6	77.00	$3.27	10.00%	$226.61
Eureka Math Squared Grade 4 Learn: Fractional Units Module 4	978-1-64497-110-9	77.00	$5.84	10.00%	$404.71
Eureka Math Squared Grade 4 Learn: Fractional Units Module 5	978-1-64497-111-6	77.00	$5.84	10.00%	$404.71
Eureka Math Squared Grade 4 Learn: Fractional Units Module 6	978-1-64497-112-3	77.00	$5.84	10.00%	$404.71
Grade 5					
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 4	978-1-64497-663-0	66.00	$3.27	10.00%	$194.24
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 5	978-1-64497-664-7	66.00	$3.27	10.00%	$194.24
Eureka Math Squared Grade 5 Apply: Fractions are Numbers Module 6	978-1-64497-665-4	66.00	$3.27	10.00%	$194.24
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 4	978-1-64497-116-1	66.00	$5.84	10.00%	$346.90
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 5	978-1-64497-117-8	66.00	$5.84	10.00%	$346.90
Eureka Math Squared Grade 5 Learn: Fractions are Numbers Module 6	978-1-64497-118-5	66.00	$5.84	10.00%	$346.90

Print	$11,813.20
Solution Subtotal	$11,813.20
Discount	($1,181.32)
Shipping	$1,122.25
***Pre-Tax Solution Total**	***$11,754.13***
Estimated Sales Tax	$1,142.94
Estimated Shipping Tax	$0.00
Total Solution:	**$12,897.07**

This Quote is governed by the Terms and Conditions at https://greatminds.org/customer-quote-terms which are hereby incorporated by reference as if fully set forth herein.

Tax Exemption: If Customer is exempt from paying any or all taxes, customer shall provide written evidence of such tax exemption issued by the applicable taxing authority.

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MEMORANDUM OF UNDERSTANDING BETWEEN THE CITY OF ALAMEDA AND ALAMEDA UNIFIED SCHOOL DISTRICT FOR THE USE OF THE CITY HALL COUNCIL CHAMBERS AND CONFERENCE ROOM 391

This Memorandum of Understanding (hereinafter known as "MOU") entered into this 28th of May, 2025, by and between the City of Alameda (hereinafter known as "City") of the City of Alameda, a Charter City and Municipal Corporation and the Alameda Unified School District (hereinafter known as "School District") of Alameda County, State of California.

RECITALS

Whereas, the City and School District work collaboratively on many programs and projects; and

Whereas, historically, the City has allowed the School District to utilize the Council Chambers and Conference Room 391 at City Hall, 2263 Santa Clara Avenue, Alameda, CA 94501 ("City Facilities") in order for the Board of Education to conduct its meetings; and

Whereas, the School District would like to continue to use City Facilities for its Board of Education meetings and the City is agreeable to such continued use of City Facilities for that purpose; and

Whereas, the Parties are formalizing this arrangement as provided in the terms and fees related to such use.

NOW, THEREFORE, IN CONSIDERATION of the mutual covenants and conditions contained in this MOU, City and School District agree as follows:

1. Board of Education Meeting Dates
   Once set, the School District will provide the City with a list of Board of Education meetings which will be held in City Facilities. The City will advise the School District if the City Facilities are not available for any scheduled meeting dates.

2. Notice if City Facilities are not Available
   With 72 hours' written notice, the City will inform the School District that the City Facilities are not available for a Board meeting.

3. Reimbursement for Staff Costs
   The School District will be invoiced quarterly for reimbursement of City staff costs only. City staff time is estimated at 15 hours per month at a current hourly rate of $35.26 per employee with at least two employees working each meeting, with expected annual increases. The estimated annual total cost for 2025-2026 is approximately $11,635.80, and the cost for the term of this agreement is estimated to total approximately $35,000 dependent upon employee pay rate increases.

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4. No Charge for Use of City Facilities and Equipment
   The City will not charge the School District for the use of City Facilities or the equipment within the City Facilities, including the equipment necessary for recording meetings.

5. Payment
   The City shall provide quarterly invoices to the School District showing the actual hours provided by City staff. Payment is due within 45 days of School District's receiving an invoice. All back payments are due within 45 days of the execution of this MOU.

6. Term of MOU
   This agreement is effective upon the approval of both parties and will remain in effect through June 30, 2028. Either party may terminate this MOU at any time with 90-days written notice to the other party.

7. Insurance
   a. the School District shall furnish City's Risk Manager with certificates showing the type, amount, class of operations covered, effective dates and dates of expiration of insurance coverage in compliance with paragraph 7.b.
   The School District shall maintain in force at all times during the term of this MOU all appropriate coverage of insurance required by this MOU with an insurance company licensed to offer insurance business in the State of California with a current A.M. Best's rating of no less than A:VII or Standard & Poor's Rating (if rated) of at least BBB unless otherwise acceptable to the City. Endorsements naming the City, its City Council, boards, commissions, officials, employees, agents and volunteers as additional insured shall be submitted with the insurance certificates.

   b. Coverage:
   The School District shall maintain insurance coverage and limits at least as broad as:
   (1) Workers' Compensation:
   Statutory coverage as required by the State of California.
   (2) Liability:
   Commercial general liability coverage in the following minimum limits:

Bodily Injury:	$1,000,000 each occurrence
	$2,000,000 aggregate - all other
Property Damage:	$1,000,000 each occurrence
	$2,000,000 aggregate

   If submitted, a combined single limit policy with per occurrence limits in the amounts of $2,000,000 and aggregate limits in the amounts of $4,000,000 will be considered equivalent to the required minimum limits shown above. Additional Insured Endorsement naming the City, its City Council, boards, commissions, officials, employees, agents, and volunteers is required.

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The City shall furnish the School District with certificates of insurance showing coverage for premises liability and Workers' Compensation with statutory coverage as required by the State of California.

8. Indemnification

8.1 City shall indemnify, reimburse, hold harmless, and defend School District, its trustees, officers, employees and agents against any and all claims, causes of action, demands, suits, losses, judgments, obligations, costs, or liabilities, and all reasonable expenses incurred in investigating or resisting the same (including reasonable attorneys' fees), arising out of, directly or indirectly, in whole or in part, any injury, death or damage to any person or property under this MOU as a result of City's negligence or willful misconduct; unless due in whole or in part, directly or indirectly, from the negligence or willful misconduct of District, its employees or agents. This indemnification shall not apply in those instances where District had actual knowledge and failed to inform City of the actual dangerous condition of the City Facilities.

8.2 School District shall indemnify, reimburse, hold harmless, and defend City, its officers, employees and agents against any and all claims, causes of action, demands, suits, losses, judgments, obligations, costs, or liabilities, and all reasonable expenses incurred in investigating or resisting the same (including reasonable attorneys' fees), arising out of, directly or indirectly, in whole or in part, any injury, death or damage to any person or property under this MOU as a result of School District's negligence or willful misconduct; unless due in whole or in part, directly or indirectly, from the negligence or willful misconduct of City, its employees or agents. This indemnification shall not apply in those instances where City had actual knowledge and failed to inform School District of an actual dangerous condition of the City Facilities.

9. Notice

When written notice is required under this MOU it shall.be made by registered mail to the City at:

City Clerk
City of Alameda
2263 Santa Clara Avenue, Room 380
Alameda, CA 94501

and to the School District at:

School Superintendent
2060 Challenger Drive
Alameda, CA 9450

Notice regarding scheduling matters shall be written. Reasonable prior notice as used in this MOU shall under no circumstances be less than 72 hours prior notice.

10. No Third-Party Beneficiary

This MOU is by and between the parties named herein and no third party is

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intended either by expression or implication to be benefited by this MOU.

11. Attorney's Fees
In the event of any controversy, claim or dispute between the parties arising out of or relating to this MOU or the breach, interpretation or enforcement of same, no party shall be entitled to recover from the other party reasonable expenses, attorney's fees and costs, even if that party is deemed a prevailing party.

12. Health and Safety Requirements
The School District acknowledges that the City shall have the right to impose, at the City's sole discretion, requirements that it deems are necessary to protect the health and safety of the City employees, residents, and visitors. The School District shall comply with all such requirements, including, but not limited to, mandatory vaccinations, the use of personal protective equipment (e.g. masks), physical distancing, and health screenings. The School District also shall make available to the City, at the City's request, records to demonstrate compliance with this Section.

13. Modification
This MOU may only be modified in writing by mutual agreement of the parties.

14. Invalid Term
In the event that any provision of this MOU shall in any respect be declared invalid, illegal, or unenforceable, such invalidity, legality or unenforceability shall not effect any other term or condition of this MOU, and this MOU shall be interpreted as though should illegal, unenforceable or invalid term or condition was not a part hereof.

15. Assignment
Neither party to this MOU shall assign the MOU as a whole without the written consent of the other.

16. Entire MOU
This MOU constitutes the entire agreement between the parties. There are no understandings, agreements, representations, or warranties, express or implied, not specified in this MOU.

17. Authorization
Each person executing this MOU represents that the party on whose behalf the person is executing the MOU has duly authorized the execution of this MOU and that such person is authorized to execute the MOU on behalf of such party.

IN WITNESS WHEREOF, the parties hereto have caused this MOU to be executed on its behalf as of the Effective Date.

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ALAMEDA UNIFIED SCHOOL DISTRICT

Pasquale Scuderi, Superintendent

CITY OF ALAMEDA

Signed by:
Jennifer Ott
6455D87E45D243E...
Jennifer Ott, City Manager

APPROVED AS TO FORM:

Signed by:
Michael Roush, Assistant City Attorney
7CE53AF1DAA84DE...
Michael Roush
Special Counsel

SERVICE AGREEMENT

This Service Agreement ("Agreement") is made and entered into as of 5/27/2025 between School Based Reimbursement Partners, LLC, a California Corporation doing business as School Based Reimbursement Partners ("SBR") and Alameda Unified School District a Local Education Agency ("CLIENT"), collectively the "Parties".

TERMS

1. **Retention**.

   CLIENT hereby retains SBR to perform the services required, as described below and subject to the terms and conditions set forth in this Agreement, to submit CLIENT healthcare claims under California's Department of Healthcare Services ("DHCS") program, Medi-Cal LEA Billing Option ("LEA").

2. **Term and Termination.**

   a. This Agreement shall be effective for thirty six (36) consecutive months commencing on **July 1, 2025 through June 30, 2028** for preparing claims for CLIENT. Claims will be submitted on a monthly basis.

   b. Either party may terminate this agreement, with or without cause, upon sixty (60) days written notice of such termination to the other. Upon such notice of termination, CLIENT agrees to:

      (i). Pay SBR all fees for services provided by SBR through the date of termination; and

      (ii). Submit for LEA reimbursement all claims arising from healthcare services provided by CLIENT during the Term of this Agreement, provided that such claims are documented and submitted to SBR for reimbursement within six (6) months after the earlier of expiration or termination of this Agreement; and

      (iii). CLIENT shall, upon request, return or destroy, at SBR's option; all Confidential Information received from SBR and shall certify to SBR its compliance with this provision.

   c. The phrase "Fiscal Year" as used in this Agreement shall refer to the period July I though June. 30. The Agreement will govern activities required to be performed by either party to complete obligations undertaken under this Agreement, regardless whether those activities, are to be performed during or after the term of the Agreement.

3. **SBR agrees to provide CLIENT with the following LEA Services:**

   a. **Program Knowledge**. Maintain knowledge of current billing procedures, rules, and laws for California's LEA program. Maintain knowledge of the Centers of Medicare and Medicaid Services ("CMS") guidelines as they pertain to the provision of services under this agreement

   b. **Account Management.** Assign an account manager to provide technical assistance to CLIENT with gathering and maintaining data. The account manager will provide all program support to CLIENT and will direct other SBR resources to CLIENT as required. The account manager will coordinate all training and on-site support activities for CLIENT.

   c. **Review/Assessment.** Conduct ongoing reviews and assessments of the CLIENT's LEA results and internal procedures with the intent of maximizing LEA reimbursement to the CLIENT.

   d. **Legacy Data.** Upload electronic data from CLIENT's prior LEA system, at CLIENT's request and as available, into SBR's LEA-WEB application. Make the data available for read only access and reporting.

   e. **Eligibility**. Determine Medi-Cal eligibility and identify Medi-Cal numbers within limits imposed by DHCS upon commencement of CLIENT's billing services and monthly thereafter. Eligibility match information will be retained by SBR and will be used to provide Services hereunder.

   f. **Training**. Provide a minimum of fifteen to twenty (15-20) hours of initial training of CLIENT health managers, and designated CLIENT staff, through training classes to help CLIENT carry out their responsibilities for submitting information. Classes will be offered at the beginning of each academic year followed up with on-site support and additional training sessions [estimated at five (5) hours per month] as requested by the CLIENT. The CLIENT may send designated personnel to as many of the classes offered as it chooses. In addition, the CLIENT will have access to online training materials. SBR shall provide training on dates, times and at locations as mutually agreed upon between both Parties. SBR provides all training and training materials at no additional charge to the CLIENT.

   g. **Electronic Claims**. Make available a WEB based application (LEA-WEB) for claims submission.

   h. **Paper Claims**. Make available paper forms with pre-printed claim's data as defined in SBR's LEA training

documentation~~s~~. SBR shall also make available to the CLIENT online access to print these same forms.

i. **Claims Submittal**. Submit each LEA paper claim to DHCS for payment within thirty (30) days of receipt from CLIENT of all information necessary for processing each received claim. Claims entered into SBR's LEA-WEB billing system will be transmitted to DHCS for adjudication on the tenth of each month. SBR will also make reasonable efforts to bill retroactive claims existing at the commencement of this Agreement so as to minimize revenue lost due to Medi-Cal's one (1) year billing limit.

j. **Accuracy.** SBR shall make reasonable efforts to verify the completeness and accuracy of information underlying the claims it submits on CLIENT's behalf.

k. **Data/Document Storage**. Scan all received paper claims and make them available for CLIENT's review or recreation.

l. **Audit File and Review**. Assist the CLIENT with setting up and maintaining an LEA audit file, and conduct quarterly internal audit reviews.

m. **Reports**. SBR will provide CLIENT with management reports using provider, procedure, and/or site parameters, the character and frequency of which will be determined by mutual agreement of SBR and CLIENT and will be based on CLIENT's use of CLIENT's Billing Services.

n. **Invoice**. SBR shall invoice CLIENT each month that LEA payments are received by CLIENT. SBR shall provide a report indicating which services were paid to CLIENT and the corresponding service fee charged by SBR. CLIENT is not obligated to pay SBR until the CLIENT has received funds related to each invoice submitted for LEA reimbursement.

o. **CRCS**. SBR will prepare the annual Cost and Reimbursement Comparison Schedule (CRCS) Workbook in accordance with the claim guidelines approved by DHCS based on information supplied by CLIENT for this fiscal year in accordance with the term of this Agreement. CLIENT will have final approval over the CRCS Workbook submission prepared by SBR.

4. **CLIENT's Billing Service Obligations.**

a. **LEA Coordinator**. Appoint a contact person who shall serve as coordinator for all CLIENT activities and work directly with SBR's account manager.

b. **Verification**. Provide annual verification of licensure and credentials for LEA Practitioners to SBR.

c. **Coordination.** Arrange for CLIENT staff to attend training sessions related to LEA documentation and oversee the completion of forms by staff.

d. **Provider logs**. Document its healthcare services on SBR's LEA-WEB system, or a mutually agreed to paper log. SBR will supply CLIENT with specially designed monthly provider logs for use by the CLIENT's LEA providers, at no extra charge to CLIENT. CLIENT will submit only copies of original paper forms to SBR; the originals will remain with the CLIENT's LEA audit file.

e. **Audit File**. Maintain a LEA audit file as per DHCS audit requirements.

f. **Preparation**. Provide forms and documentation on a timely basis and as required for the successful preparation and submission of claims.

g. **Accuracy**. Use its best efforts to insure that the information supplied to SBR hereunder shall be true, complete, and accurate in all respects. CLIENT assumes sole responsibility, and SBR shall have no liability, for the truth, completeness and accuracy of all information supplied to SBR by Client.

h. **Errors/Omissions**. Notify SBR of any errors and/or omissions in student data, provider data, or billing logs sent to SBR so that SBR may update its systems and if necessary submit a claim adjustment.

i. **CRCS.** Submit to SBR all elements needed to complete the CRCS Workbook for each provider for whom reimbursement is sought. Documentation will be submitted to SBR no later than sixty (60) days after the year-end process of the Fiscal Year for which the claim is to be submitted.

j. **Acknowledgement.** Acknowledge that SBR is not providing CLIENT legal, medical or healthcare information or

services and that any software, and other materials supplied to CLIENT hereunder are not intended to provide legal, medical, or healthcare advice.

k. **Other**. In addition to the specific obligations set forth above, CLIENT will take such other reasonable actions as SBR may request to facilitate SBR's provision of services under this Agreement.

5. Fee and Payment Terms.

Fees for LEA Services. The following fees are transaction based on a **per unit fee** for all fully adjudicated (paid) claims. **SBR's fee will not exceed 8% of LEA reimbursement** and applies to LEA claims entered by CLIENT staff into SBR's WEB-LEA system and LEA claims submitted by CLIENT staff on paper forms.

Service Billed	Fee	Increment
Individual Treatment	1.45	15 minutes
Group Treatment	0.85	15 minutes
Trained Healthcare Aide	0.60	15 minutes
Transportation	2.00	One Way
Initial/Triennial	17.00	Assessment
Amended/Annual Assessment	9.15	Assessment
TCM	1.50	15 minutes

SBR estimates the CLIENT's annual fee at approximately $50,000, with the service agreement estimated total costs of $150,000.00. SBR's actual fee will vary according to changing LEA Billing Program policies as established by the California Department of Health Care Service and the Client's level of program participation.

For purposes of computing the DHCS Reimbursement for any Fiscal Year, all payments will be deemed to fall within the Fiscal Year (July 1 through June 30) in which payment is received by CLIENT, regardless of when the claim originated or is submitted to DHCS for payment. Nothing in this Section shall constitute a limitation or waiver of SBR's entitlement to receive fees based on the above schedule even after termination of the Agreement. SBR will invoice CLIENT monthly based on payment received by CLIENT from DHCS.

Invoices must reflect all costs incurred in sufficient detail, and SBR shall submit to CLIENT any documentation necessary to substantiate the full and satisfactory performance of the Services of which payment is requested. Such invoices shall reflect the Purchase Order Number provided by CLIENT and be submitted to Accounts Payable, Alameda Unified School District.

6. Protection of Confidential Information.

a. **Definition**. The parties agree that, because of the sensitive nature of data and in view of the proprietary nature of business information, it is essential that all information, data and materials, whether transmitted in hard copy or in electronic media form, be maintained in each party's confidence. Each party agrees for itself, its employees, agents and independent contractors, that all information and/or data and/or materials received from the other party shall be held in confidence and each party agrees not to reproduce, disclose, or relinquish any data, information or materials to any party other than an authorized representative of the other party.

The parties agree that, because of the unique nature of the data and/or information and/or materials to be transmitted that money damages for breach of the foregoing provision shall be wholly inadequate to fully compensate the aggrieved party and therefore the aggrieved party shall be entitled to full temporary and/or permanent injunctive relief against any breach or threat of breach of the foregoing provisions.

SBR, as both a Covered Entity and Business Associate of CLIENT, agrees to adhere to all Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), Family Educational Rights and Privacy Act ("FERPA"), California Education Code section 49073 and Assembly Bill 1584 (AB1584) requirements related to the electronic transmission and storage of data, privacy and security:

- SBR shall not use the student data provided, for an unauthorized purpose, transfer the student data to an unauthorized third party, or sell said data.
- SBR shall delete or otherwise dispose of student data in its possession after the termination of services under this Agreement.
- SBR shall undertake reasonable precautions to protect the student data and shall promptly report to the District any unauthorized access to the student data.

b. **Retention of Confidential Information.** CLIENT authorizes SBR in its discretion to dispose of service documentation (including but not limited to paper-based documentation such as provider logs) in a manner that preserves the confidentiality of such documentation, under federal and state law. All CLIENT's LEA claims submitted to SBR on paper or the LEA-WEB application will be stored electronically for a minimum of five years after the service date. Client shall provide SBR with any and all guidelines it feels are appropriate to the preservation or destruction of private data.

7. Limitation of Liability.

SBR shall not be liable or deemed to be in default for any delays or failure in performance or non-performance or interruption of service under this agreement resulting from any cause beyond the reasonable control of SBR. SBR's liability, under this agreement, is limited to the amount paid by client for the services under this agreement. SBR shall not be liable for any indirect, consequential, or incidental damages arising out of this Agreement.

In the event CLIENT elects not to utilize SBR's services to prepare its annual CRCS Workbook, or fails to make available information necessary to timely complete the Workbook, SBR will not be liable in any manner for resulting termination of CLIENT from participation in the LEA program or for any resulting disallowances of CLIENT claims.

8. Licenses and Permits.

CLIENT represents and warrants that: (a) it has all licenses and permits necessary or appropriate to render the medical services it currently provides to its students, and to be eligible for reimbursement from Medi-Cal (b) CLIENT will maintain such licenses in full force and effect during the term and all renewal terms of this Agreement; and (c) CLIENT has all necessary authority, including approval by the Board of Education if necessary, to enter into this Agreement and to perform all of its obligations hereunder.

9. Indemnification.

SBR agrees to indemnify and hold CLIENT, its officers, agents, and employees harmless from any and all claims, losses, actions, damages, expenses or liabilities arising out of the negligent acts or omissions of SBR, its officers, agents, or employees by reason of the operation of this Agreement.

SBR shall assume full responsibility for payments of Federal, State, and local taxes or contributions imposed or required under the Social Security, Workers' Compensation and/or income tax laws, or any disability or unemployment law, or retirement contributions of any sort whatsoever, concerning SBR or any employee or agent thereof, and shall further indemnify and hold harmless CLIENT from any such payment or liability arising out of or in any manner connected with SBR's performance under this Agreement.

CLIENT agrees to indemnify and hold SBR harmless from any damage, liability, or cost to the extent caused by the CLIENT's negligent acts, errors, or omissions or anyone for whom the CLIENT is legally liable and within the scope of his/her employment, and arising from the service that is the subject of this Agreement.

10. Anti-Fraud and Abuse.

Notwithstanding anything to the contrary herein this Agreement shall be subject to all applicable federal, state and local laws, regulations and directives concerning the Medical/Medicaid and other medical reimbursement fraud and abuse limitations. To the extent anything contained herein purportedly or actually violates or is challenged as violating any of the above laws, statutes, regulations or interpretations, then the provision in question or this entire Agreement, if necessary, shall be automatically void and of no effect whatsoever.

11. **SBR Proprietary Rights.**

All computer hardware, operating system software, application software, programs, documentation, specifications,

tapes, instruction manuals and similar material utilized and/or developed by SBR in connection with its systems and all patents, trade secrets, copyrights, trademarks, and other intellectual property rights are, as between SBR and CLIENT, the sole and exclusive property of SBR. CLIENT agrees to make no unauthorized use of these materials and systems and to preserve these materials and maintain the confidentiality of any and all of these materials in its possession. Neither this Agreement nor SBR's performance of LEA Services shall give CLIENT any ownership interest in or license to any of SBR's intellectual or other property.

12. Notices

All notices, claims, correspondence, reports and/or statements authorized or required to be given under this Agreement shall be in writing and may be delivered in person, by overnight courier, or by facsimile if confirmed by first class mail, or sent by certified or registered mail, addressed to the other party at the addresses set forth below. Notices will be effective as of the date personally delivered, or if by facsimile, when confirmed electronically by the sending facsimile machine, or otherwise when actually received.

SBR: School Based Reimbursement Partners LLC
31915 Rancho California Road, Suite 200-286
Temecula, CA 92591
Attn: Partner

CLIENT: Alameda Unified School District
2060 Challenger
Alameda, CA 94501-1037
Attn: Special Education Director

All notices shall be deemed effective when they are made in writing, addressed as indicated above, and deposited in the United States mail. Any notices, correspondence, reports, and/or statements authorized or required by the Agreement addressed in any other fashion will not be acceptable, **except invoices and other financial documents, which shall be addressed as indicated under the Section above entitled Fee and Payment Terms.**

13. **Miscellaneous.**

a. **Independent Consultant.** It is expressly understood and agreed to by the Parties that SBR, in the performance of this Agreement, is an independent contractor and is not an officer, agent, or employee of the CLIENT. SBR and all of SBR's employees are not entitled to benefits of any kind or nature normally provided employees of the CLIENT and/or to which CLIENT's employees are normally entitled, including, but not limited to, State Unemployment Insurance Compensation or Workers' Compensation. SBR shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes for the respective SBR's employees.

b. **Governing Law and Venue**. This Agreement shall be governed by and construed in accordance with the laws of the State of California. Jurisdiction and venue shall be agreed upon in the appropriate courts in the County of Alameda, State of California.

c. **Severability**. If any provision of this Agreement is held by a court or arbitrator to be invalid or unenforceable, the remaining portions of this Agreement shall remain in full force and effect, and such court or arbitrator shall be empowered to substitute provisions similar to said provision, or other provisions, so as to provide the parties the benefits intended by said provision, to the fullest extent permitted by applicable law.

d. **Dispute Resolution.** Open communication and cooperation of the Parties is vital to the success of the work described in this Agreement and to the settlement of disputes if they arise. The Parties agree to make a good faith effort to resolve informally any and all differences arising between them in the interpretation or performance of, or payment or nonpayment for, work performed or not performed under the terms of this Agreement. If a dispute persists, either party may suggest an executive meeting for review and resolution. The party suggesting the meeting should identify the issues in dispute and coordinate a face-to-face meeting at CLIENT's site to review the issues and solution options. The executive officer for each party who has full authority to discuss the issues and commit to effective solutions shall attend and participate in the meeting. Also, those persons with firsthand knowledge of the issues must be available for the meeting.

Pending resolution of this dispute, SBR agrees to continue the work diligently to completion. If the dispute is not resolved, SBR agrees it will neither rescind the Agreement nor stop the progress of the work. No dispute under this

Agreement shall be subject to litigation proceedings prior to completing the meeting, except for an action to seek injunctive relief.

e. **Other Remedies.** The parties acknowledge and agree that any actual or threatened misappropriation or infringement of intellectual property or breach of the confidentiality provisions of this Agreement will cause irreparable harm for which there is no adequate remedy at law, and accordingly, in addition to any other available remedies, a party may seek to enforce its rights with respect to the protection of confidential information or intellectual property hereunder through injunctive relief in any court of competent jurisdiction. In the event that any party has been unable to resolve a dispute in good faith as identified in Section 13 (d), and is required to commence an action to interpret or enforce any of the terms of this Agreement, each party shall pay their own attorney's fees.

f. **Force Majeure**. Neither party shall be liable for any delay or failure to perform its obligations hereunder resulting from any cause beyond its reasonable control, including but not limited to acts of God, terrorism, weather, fire, explosions, floods, strikes, work stoppages, slowdowns, industrial disputes, accidents, riots, civil disturbances, or acts of government.

g. **Assignment**. The CLIENT and SBR, respectively, bind themselves, their partners, officers, successors, assigns and legal representatives to the other party to this Agreement with respect to the terms of this Agreement. SBR shall not assign the whole or any part of this Agreement without the written consent of the CLIENT.

h. **Binding Effect**. This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their successors, assignees and legal representatives. It creates no rights in any third parties including any individual in connection with which reimbursement is sought by CLIENT.

i. **Counterparts**. This Agreement may be executed in any number of faxed or original counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument.

14. **Entire Agreement/Modifications.** This Agreement and the separately executed CSDPA constitute the entire Agreement between the Parties with respect to the subject matter hereof, and supersedes all prior negotiations, understandings or agreements, either written or oral. All exhibits referenced herein and attached hereto shall be deemed incorporated into and made a part of this Agreement by each reference as though fully set forth in each instance in the text hereof. This Agreement may only be modified by written agreement signed by both Parties.

    Any purchase order issued by CLIENT in connection with this Agreement is deemed to be issued for CLIENT's administrative or billing identification purposes only. The terms and conditions contained herein shall exclusively govern the Services to be provided hereunder.

15. Survival. Sections 2, 5, 6, 7, 8, 9, 10, 11, 12, 13(b) and this Section 15 shall survive termination or expiration of this Agreement.

IN WITNESS WHEREOF, the undersigned have caused this Agreement to be executed by duly authorized persons to be effective as set forth herein.

School Based Reimbursement Partners LLC	**Alameda Unified School District**
Signed Name	**Signed Name**
Sheila deAnda	
Name – Printed	**Name – Printed**
Partner	
Title	**Title**
6/5//2025	
Date:	**Date:**

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2024-2025.73 Annual Signature Authorization for the State of California Department of Rehabilitation Grant Documentation for FY 2025-2026

Item Type: Consent

Background: A resolution must be passed in order to submit the signature authorization page to the State of California Department of Rehabilitation for any and all documentation regarding the "We Can Work" work experience grant.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

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ATTACHMENTS:

	Description	Upload Date	Type
	Resolution_2024-2025.73_Signature Authorization for the State of California Rehabilitation Grant Documentation for FY 25-26	5/22/2025	Resolution Letter

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California

June 10, 2025 Resolution No. 2024-2025.73

Signature Authorization for the State of California Department of Rehabilitation Grant Documentation for FY 2025-2026

WHEREAS, the Board of Directors or Board of Trustees of the above-named corporation or public agency has read the proposed agreement between State of California, Department of Rehabilitation, and above-named corporation or public agency and said Board of Directors or Board of Trustees acknowledges the benefits and responsibilities to be shared by both parties to said agreement,

NOW, THEREFORE, BE IT RESOLVED that said Board of Directors or Board of Trustees does hereby authorize the following person:

TITLE	SIGNATURE
Asst. Superintendent of Educational Services	_____
Asst. Superintendent of Business Services	_____

of the above-named corporation or public agency on behalf of the corporation or public agency to sign and execute said agreement and all amendments there to, except to increase the financial liability of said corporation or public agency.

PASSED AND ADOPTED this day of June 10, 2025, by the governing board of the Alameda Unified School District of Alameda County, State of California by the following called vote:

AYES: Members: _____

NOES: Members: _____

ABSENT: Members: _____

_____
Gary K. Lym
President, Board of Education
Alameda Unified School District
Alameda County, State of California

CERTIFICATE:
I hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said board at a regular meeting thereof held at a regular public place of meeting and that the resolution is on file in the office of said board.

_____
Pasquale Scuderi
Secretary, Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2024-2025.74 Approval of Budget Transfers, Increases, Decreases

Item Type: Consent

Background: After adopting the fiscal year budget, it is often necessary to make budgetary transfers and revisions. Budget transfers allow budget managers to redistribute funds as needs and plans change, and budget revisions allow the district to increase or decrease funds based on entitlements and grants received.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): Will increase revenues and expenditures in the District in the amount of $116,772.39.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.| #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

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ATTACHMENTS:

Description	Upload Date	Type
Attachment A	6/4/2025	Backup Material
Resolution No. 2024-2025.74	6/4/2025	Resolution Letter

6/2/25
Attachment A

BUDGET REVISIONS
(Budget Revisions affect Fund Balance;
Amounts are either added or subtracted from Fund Balance)

School/Dept	Description	Amount
Alameda High School	Donations	$ 417.00
ASTI	Donations	$ 366.40
Bay Farm Elementary	Donations	$ 1,409.00
Earhart Elementary	Donations	$ 86,000.00
Edison Elementary	Donations	$ 30.00
Encinal Jr./Sr. High School	Donations	$ 6,106.57
Island High School	Donations	$ 77.73
Lincoln Middle School	Donations	$ 9,899.00
Otis Elementary	Donations	$ 6,563.00
Paden Elementary	Donations	$ 2,782.89
Wood Middle School	Donations	$ 3,120.80
	Total Donations	**$ 116,772.39**

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

June 10, 2025

Resolution No. 2024-2025.74

Approval of Budget Transfers, Increases, Decreases

WHEREAS, the state statute require budget appropriations to be adopted by the Board of Education in the following object codes:

1000 Certificated Salaries
2000 Classified Salaries
3000 Employee Benefits
4000 Books and Supplies
5000 Services and Other Operating Expense
6000 Capital Outlay
7000 Other Sources and Uses

AND, WHEREAS, the Board of Education desires to change the adopted appropriations;

NOW, THEREFORE, BE IT RESOLVED that the changes be made to the adopted appropriations as per Attachment A

PASSED AND ADOPTED by the following vote this 10th day of June, 2025:

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

_____
Gary K. Lym, President
Board of Education
Alameda Unified School District

ATTEST:

By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2024-2025.75 Authorization to Dispose of Surplus Property

Item Type: Consent

Background: Education Code Sections 17545 and 17546 permit the Board of Education, through its designated agent, to legally dispose of surplus equipment that is either obsolete or in disrepair, and thus should be removed from district inventory.

Exhibits A and B list items that are either damaged, obsolete, or no longer needed by the district, as well as materials that should be stored or transferred and are not currently required at the site.

Approval of Resolution No. 2024-2025.75 will authorize staff to transfer or dispose of these items in the most appropriate manner, in accordance with Administrative Regulation 3270: Sale and Disposal of Books, Equipment, and Supplies.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	Resolution No. 2024-2025.75	6/4/2025	Resolution Letter
🗋	Exhibit A	6/4/2025	Exhibit
🗋	Exhibit B	6/4/2025	Exhibit

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

June 10, 2025 Resolution No. 2024-2025.75

Authorization to Dispose of Surplus Property

WHEREAS, the state requires a resolution to be adopted by the Board of Education for the property transfer or retirement of used and obsolete equipment used in Maintenance, Operations, and Facilities, Food Services, or Technology as listed in:

Exhibits A & B- Property Transfer or Retirement Form

AND WHEREAS, the Board of Education desires to change the adopted appropriations,

NOW, THEREFORE, BE IT RESOLVED that the changes be made to the adopted appropriations as per the Exhibit.

PASSED AND ADOPTED by the following vote this 10th day of June, 2025:

AYES:_____ MEMBERS: _____

NOES:_____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

_____
Gary K. Lym, President
Board of Education
Alameda Unified School District

ATTEST:

By:_____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District

Exhibit A

Property Transfer/Retirement Form

Type of request:

○ Transfer ◉ Waste ○ Recycle

Current Location

District Office- Maintenance Operations and Facilities

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
1	Upright piano	N/A	24-020	2 - Fair

Submitter Signature

Becca Gimlett

Approvals

Site Admin Signature

Brian D. Addicott

Director Signature

Brian D. Addicott

Asst. Superintendent Signature

Shariq Khan

Submitted By: Gimlett, Becca

Date Submitted: 6/3/2025

Form #: 71797

Exhibit B

Property Transfer/Retirement Form

Type of request:

○ Transfer ○ Waste ◉ Recycle

Current Location

Amelia Earhart Elementary

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
1	Keyboard	Unknown	101712	3 - Retire/Poor

Submitter Signature

Susan Bonino Solis

Approvals

Site Admin Signature

Bryan Dunn-Ruiz

Director Signature

Brian D. Addicott

Asst. Superintendent Signature

Shariq Khan

Submitted By: Bonino, Susan

Date Submitted: 6/3/2025

Form #: 71791

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Food and Nutrition Services Program Overview (10 Mins/Information)

Item Type: General Business

Background: This evening, James Assia, Director of the district's Food and Nutrition Services Department, will provide an overview of the department and its programs. The presentation will cover key topics such as daily operations, adherence to state and federal regulations, current challenges, and recent enhancements in meal quality and service efficiency.
The goal of this presentation is to inform the Board about the department's contributions to student health and academic performance, as well as its alignment with the district's broader strategic objectives.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	Presentation	6/4/2025	Presentation

Alameda Unified School District Food & Nutrition Services

Program Overview

June 10, 2025

James Assia, Director

Agenda

- Program overview
- Funding
- Compliance
- Operations
  - Menu & procurement
  - Move to organics and reusables
- Challenges
- Program assessment and ongoing improvements

Food and Nutrition Services

55

Team Members

Dedicated staff ensuring nutritious meals reach students daily

23

Schools Served

Elementary, middle, high schools and preschool programs

9,200

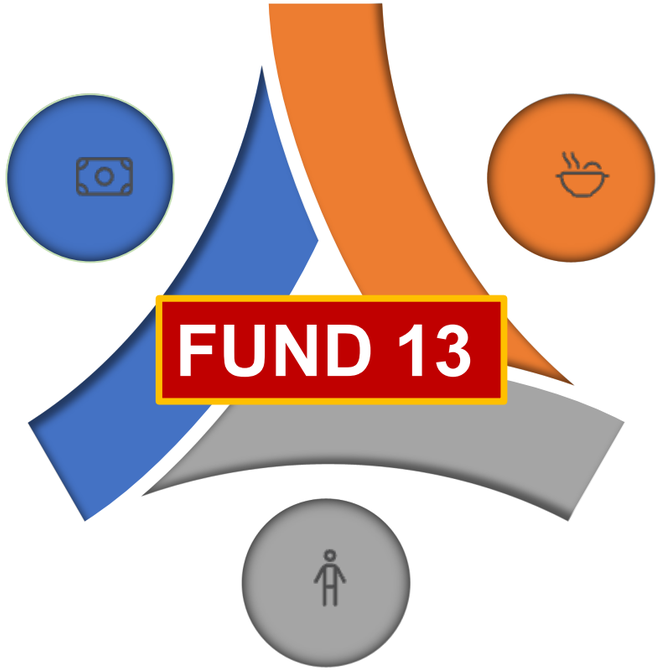
Daily Meals

Breakfast, lunch, and supper supporting growing minds

Funding

Self-Sustaining Program

Operates without general fund support (contribution)



Funds all food, supplies, equipment, and Maintenance expenses

Funds all salaries and benefits of department employees

Revenue

Revenue is dependent upon participation and eligibility status.

Federal Reimbursement

Paid Meals/à la Carte

Grants

5

Program Compliance

Federal Program Participation

Meeting NSLP, SBP, SSO, and CACFP requirements

Strategic Purchasing

Using historical data to plan meals and reduce waste

Buy American Provision

Sourcing domestically produced commodities and products

Approved Vendors

Working with suppliers that meet or exceed NSLP guidelines

Bringing Organics to AUSD

Local Partnerships

Working with organic farms in Northern California

Seasonal Highlights

Featuring different organic Harvest of the Month items

Economic Impact

Supporting local farmers by expanding their market opportunities.

Menu Planning

Student Input

Taste tests and surveys guide our menu development process.

Plant-Based Options

New weekly vegan meals include tamales and falafel.

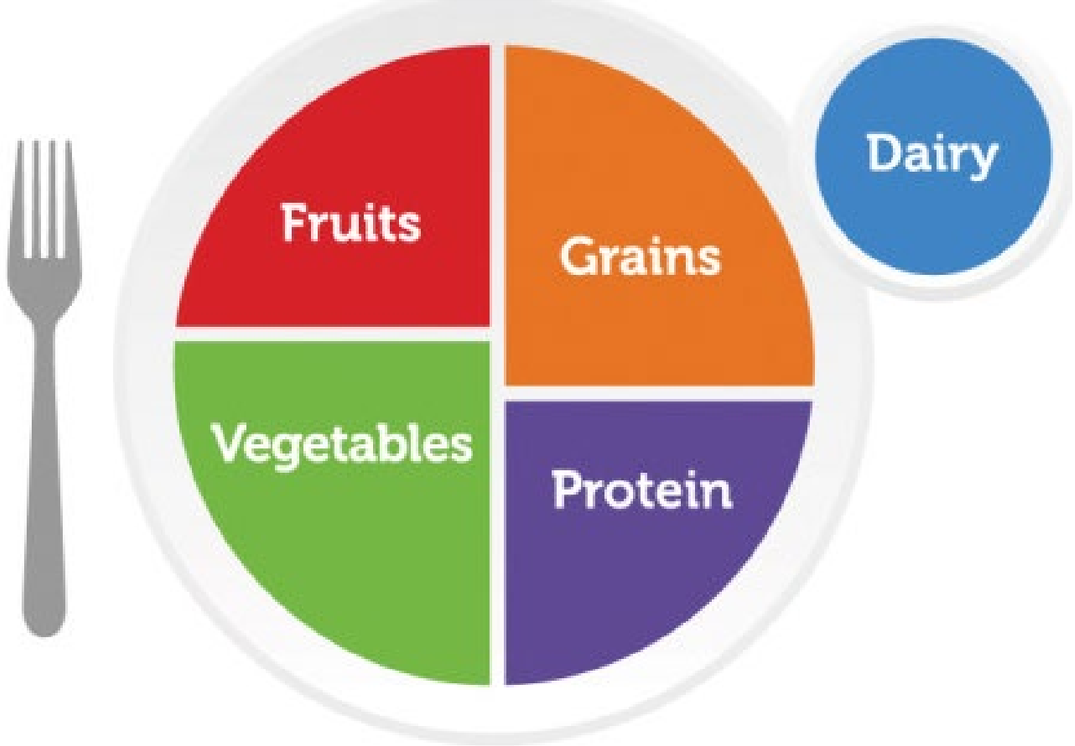
Vegetarian Daily

Nutritious meat-free options are available at all schools.

Fresh & Local

Daily salad bars feature locally sourced and organic produce.

Nutritional Standards



Breakfast: Three Required Components

1. 100% Whole Grain Rich items
2. Fruit or vegetable portion
3. 1% or non-fat milk options

Lunch: Five Required Components

1. Meat or meat alternate protein
2. 100% Whole Grain Rich items
3. Fruit portion
4. Vegetable serving
5. 1% or non-fat milk options

California Universal Free Meals Program

Enacted by the State in 2022-2023, with funding continuing in the 2025-2026 school year.

374%

Breakfast Increase

District-wide participation growth

70%

Lunch Increase

District-wide participation growth

800%

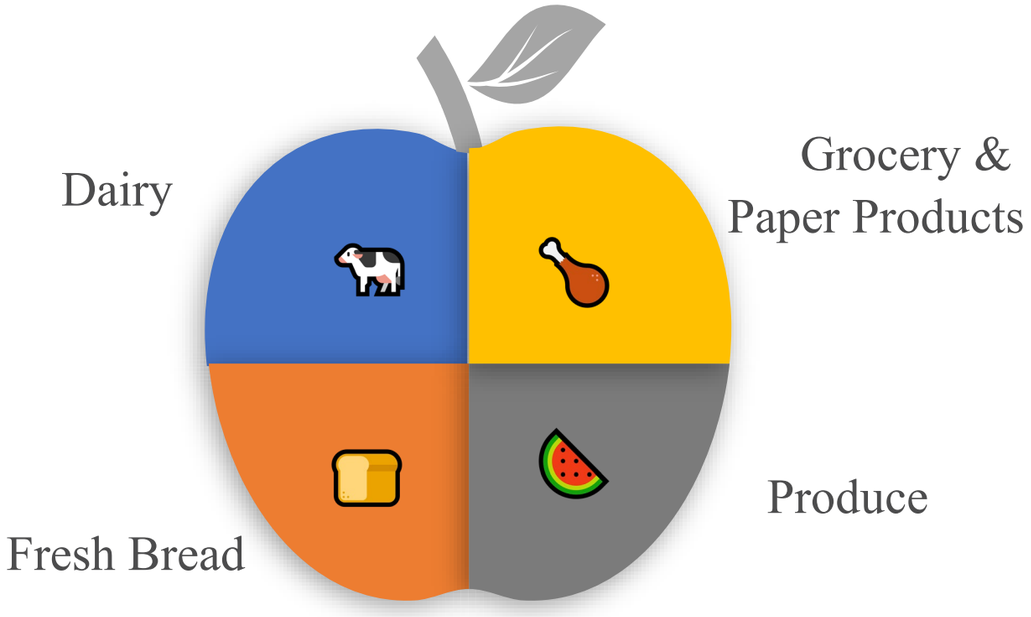
Lincoln Breakfast

Highest single-school increase

Food Procurement Partners

Member district of the Alameda County Team in Ordering Nutrition Coop (ACTION) together focusing on:

- Food costs
- Food quality
- Distribution



Reusable Program

Current Implementation

Four elementary schools using reusables

Expanding Fall 2025

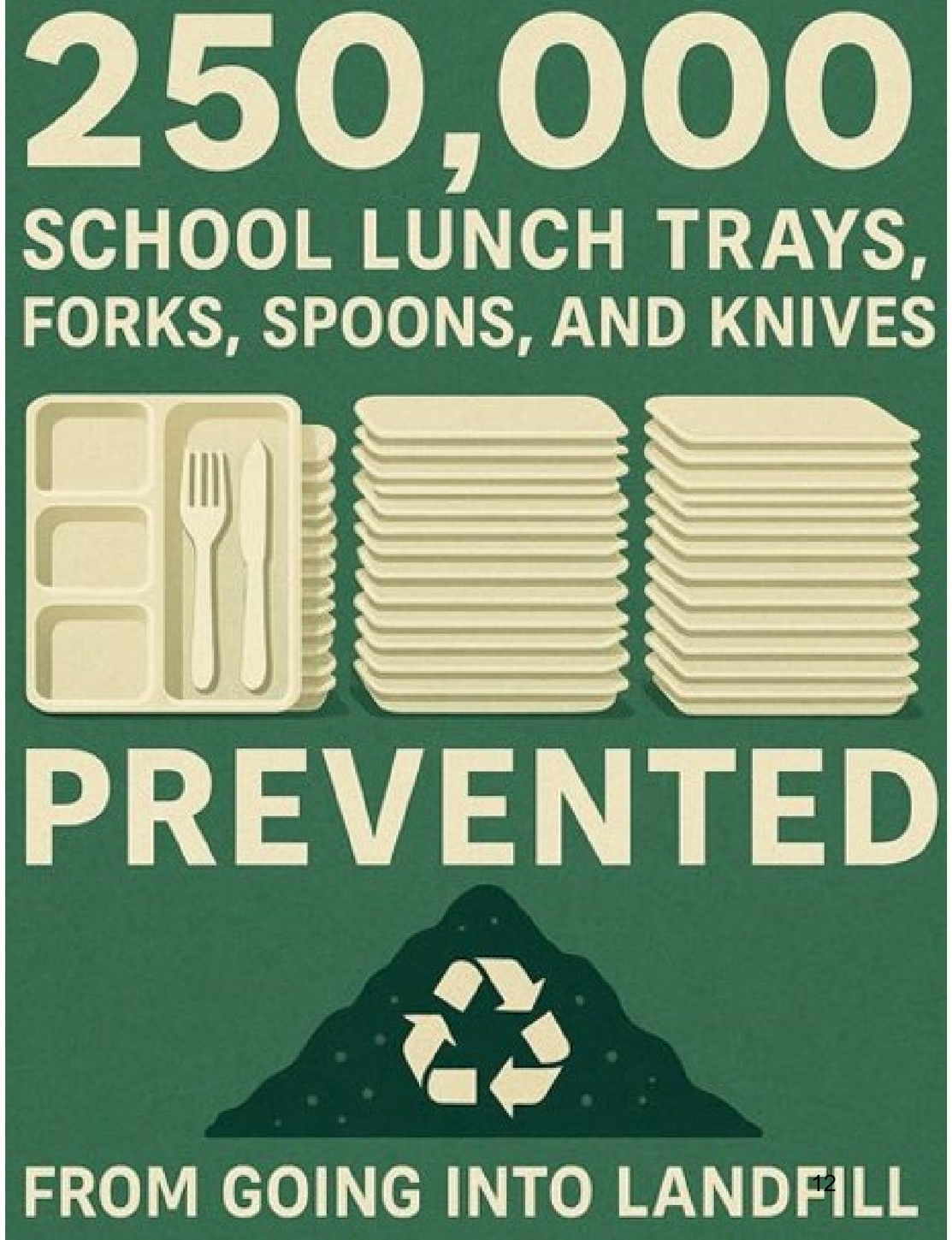
Lincoln Middle School joining program

Environmental Impact

250,000 disposables prevented from landfill

Future Goal

100% reusable at all AUSD sites



Organic Food Transition

- Pilot Program in 2024-25
  Edison and Bay Farm participated
- Organic Cereals
  Nature's Path replaces sugary options
- Milk Dispensers
  Bulk organic milk replacing cartons

* District-Wide implementation in 2025-2026

Kitchen Facility Challenges

Wood Middle School kitchen

Elementary Schools

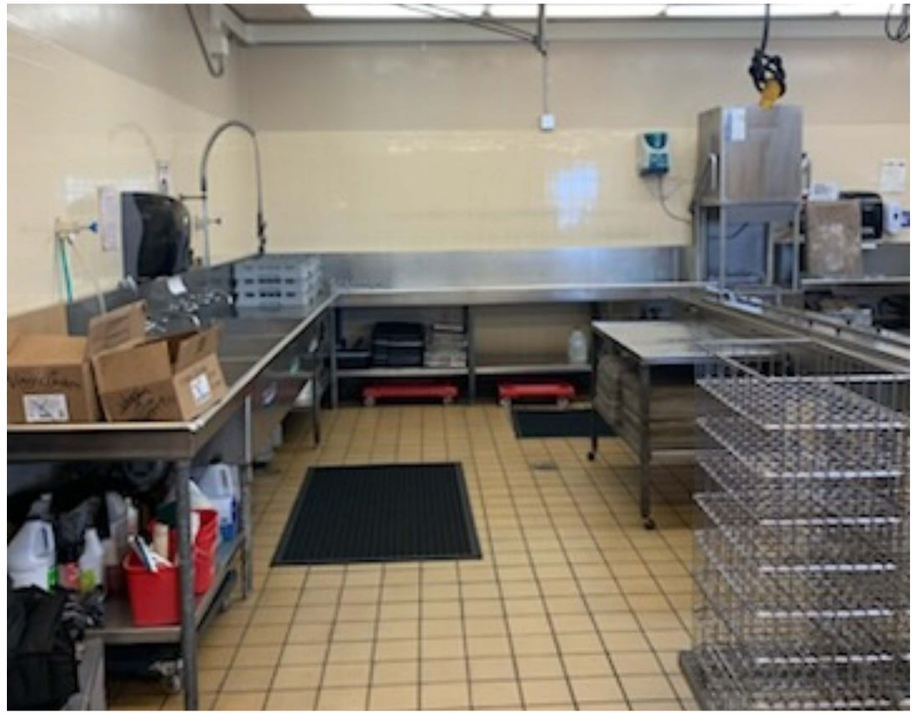
- Warming kitchens at Elementary Schools
- All elementary meals prepared at Wood Middle School
- Multimillion-dollar investment (per school) needed to upgrade to a cooking kitchen

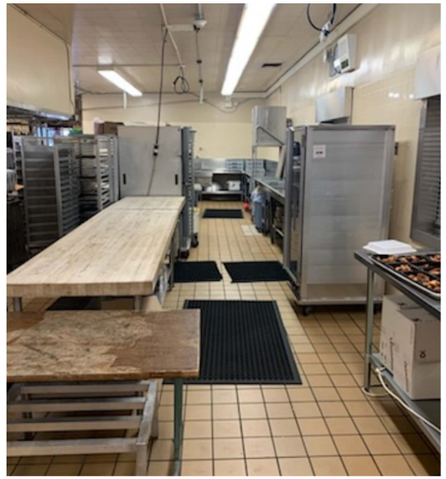
Secondary Schools

- Wood and Encinal are fully functional kitchens
  - Require investment in equipment upgrades
- Lincoln and Alameda High need a complete redesign

Upgrades

- Replacing equipment at secondary schools
- Current warehouse is at end of life
  - Plans for replacement warehouse with the City
  - Working through funding challenges





Program Assessment

Partnering with Chef Brigaid to assess program limitations and recommend program improvement

Culinary Training Initiative

Staff will participate in a three-day summer culinary program at the Culinary Institute of America (CIA) in Napa, learning:

- Vegetable Prep
- Knife Skills
- Scratch Cooking
- Kid-Friendly Recipes

- No Applications
- No ID
- Meals must be eaten on site
- No grab & go

Locations

Alameda Boys & Girls Club
1900 3rd Street
Breakfast: 8am to 9am
Lunch: 12 Noon to 1pm
June 16 through August 1

Alameda Point Collaborative
2471 Orion Street
Breakfast: 8am to 9am
Lunch: 12 Noon to 1pm
June 9 through August 8

Academy of Alameda
401 Pacific avenue
Breakfast: 8am to 9am
Lunch: 12 Noon to 1pm
June 11 through August 1

Shinsei Garden
401 Stargell avenue
Lunch: 12 Noon to 1pm
(Mon, Wed, Thu only)
June 16 through August 1

Ruby Bridges Elementary
351 Jack London Avenue
Breakfast: 8am to 9am
Lunch: 12 Noon to 1pm
June 23 through July 18

Board Discussion and Questions

NSLP	National School Lunch Program
SBP	School Breakfast Program
CACFP	Child and Adult Care Food Program
SSO	Seamless Summer Program

20

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Staff Recommendation and Approval of Early Reading Difficulties Screener (10 Mins/Action)

Item Type: Action

Background: On April 29th, staff presented an update on the Early Reading Difficulties Screener Committee's selection process. Tonight, the Board is being presented with the Committee's recommendation of their final decision for approval by the Board.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.

Submitted By: Lindsey Jenkins-Stark, Sr. Manager of Research, Assessment and Data

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	Presentation: Early Reading Difficulties Screener	6/4/2025	Presentation

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Early Reading Difficulties Screener Recommendation and Approval

Lindsey Jenkins-Stark, Senior Manager, Research, Assessment & Data
Esperanza Mendez, Kindergarten Teacher, Otis

June 10, 2025

AUSD Literacy Vision

Our mission is to develop a literacy framework that reflects AUSD's vision, priorities, and best practices for literacy and language instruction. Rooted in the science of reading and research on how students learn, **this framework will serve as a roadmap to ensure equitable outcomes for all students.** The framework will emphasize both word recognition (phonemic awareness, phonics, fluency) and language comprehension (vocabulary, background knowledge, text structure), outlining a structured, evidence-based approach to literacy instruction. It will also integrate reading, writing, and oral language to support comprehensive and cohesive literacy instruction.

To ensure all students have the support they need, **the framework will prioritize a multi-tiered system of support (MTSS)—providing high-quality Tier 1 instruction for every learner, along with targeted Tier 2 and Tier 3 interventions** for students who require additional support. *Instructional decisions will be guided by formative and summative assessments, including an early literacy screener, to identify potential reading difficulties early and ensure timely, responsive interventions.*

In addition to evidence-based instruction, **the framework will center culturally and linguistically responsive teaching, ensuring that instructional practices validate, affirm, and build upon students' backgrounds, languages, and experiences.** This includes best practices for supporting both designated and integrated English Language Development (ELD).

Our vision is for all students to read at grade level by the end of third grade while also fostering a lifelong love of reading *and developing the critical thinking skills needed to engage meaningfully with texts.*

Early Reading Difficulties (ERD) Screener

"Screening measures, by definition, are typically brief assessments of a particular skill or ability that is highly predictive of a later outcome. Screening measures are designed to quickly differentiate students into one of two groups: 1) those who require intervention and 2) those who do not. A screening measure needs to focus on specific skills that are highly correlated with broader measures of reading achievement resulting in a highly accurate sorting of students."

Universal Screening K-2 Reading, International Dyslexia Association

Early Reading Difficulties Screener Background

- By June 30, 2025, all California LEAs must adopt an approved reading screener to assess K–2 students for reading difficulties, including dyslexia risk, in preparation for implementation in the 2025–26 school year (Ed Code §53008)
- AUSD has piloted the STAR CBM screener for two years with strong participation and effective use of data to support students. The reason for its exclusion from the approved list remains unclear.
- The approved screeners include: mCLASS Dibels, Amira, ROAR, & Multitudes.

State ERD Screener Vetting Process

All State Approved Screeners…

- **Meet reliability, and validation requirements for the state of California**
- Are normed with a **large and diverse sample of pupils**, whose home language is a language other than English as well as those who are native English speakers
- **Supports evidence-based instruction**, and is **culturally, linguistically, and developmentally appropriate** for K-2 students
- Measures domains that may predict reading difficulties

Approved ERD Screeners

The state has released 4 approved ERD screeners. For capacity, continuity, and progress monitoring reasons, AUSD will be considering 2 of the 4 screeners.

Capacity & Continuity: ROAR only assesses Grades 1-2. If we adopted ROAR, we would have to adopt an additional screener from the list for K. Due to the size and capacity of AUSD, and the lack of continuity through the grade levels, ROAR will not be considered.

Progress Monitoring: Multitudes can only be used 1x year and therefore cannot be used to progress monitor which is essential for all students in the learning to read process, and particularly crucial for underserved students including but not limited to English Learners and Students with IEPs.

- ✓ **Amira**
- ✓ **mCLASS with DIBELS Edition 8**
- ✗ **Rapid Online Assessment of Reading (ROAR)**
- ✗ **Multitudes**

The Role of the Committee

- Make a *recommendation* of which screener we will use next year to the board using both our input, and through our stewardship of others' input

- Surface needs, limitations, ideas surrounding the implementation of the screener and make recommendations

Screener Committee Members

Site	Grade	Representative
Bay Farm	1	Kim Clocksin
Earhart	2	Paige Rodriguez
Edison	2	Regina Chan
Love	K	Kim Hare
Maya Lin	1	Anne Levy
Maya Lin	SDC	Cory Spells
Otis	K	Esperanza Mendez
Otis	K-5 Admin	Brian Dodson
Paden	1	Jacki Smith
Ruby Bridges	K-5 Coach	Deveny Dawson
All sites	N/A	Erin Ashworth (PK-3 Coach), Lindsey Jenkins-Stark (RAD), Chandini Stanley (SPED)

Pictured (L to R): Brian Dodson, Chandini Stanley, Assia Day*, Erin Ashworth, Esperanza Mendez, Deveny Dawson, Anne Levy, Regina Chan, Paige Rodriguez, Jacki Smith, and Kim Clocksin

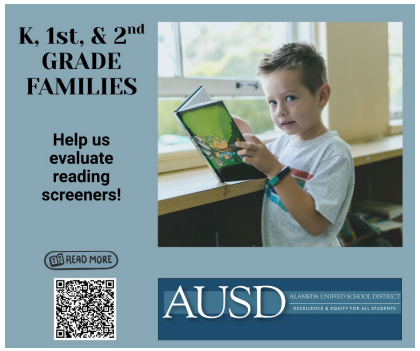
Not pictured: Cory Spells, Kim Hare, Lindsey Jenkins-Stark

* *Pictured but no longer on committee*

ERD Screener Selection Process

February	March	April	May	June - Aug
• **Outline commitment** for committee participation • **Communicate** to all K-2 teachers and site leaders update on ERD screener and opportunity to participate in committee • **Solidify committee participation** • Test students in sandbox	• **Schedule vendors** to present at April committee meeting and provide sandbox or demo accounts • **Meeting 1:** Develop District Lens & Investigate system alignment ie: common understanding of purpose, current conditions, resources, data, scope of assessment, barriers and access, multilingual learners, etc. • **Meeting 2:** Introduction to potential screeners pilot until meeting in April	**SPRING BREAK** • **Meeting 3:** Review and provide input on evaluation too • SFUSD site visit	• **Meeting 4:** Use refined evaluation tool to begin to evaluate screeners. Piloting and information progress check: What additional questions are coming up for you? What other information do you need to make a decision? • **Meeting 5:** Make a Recommendation: come to consensus via the gradients of agreement and make a decision on which instrument the committee recommends the board adopt • **Meeting 6:** Continue Meeting 5 Outcomes ~~Brainstorm next steps and needs once the screener has been adopted by the district including a training & maintenance plan~~	WE ARE HERE • **Present** recommendation to the board • **Board Adopts screener by June 30th, 2025** • **Create supporting materials & trainings** ex: which measures when, alignment to SIPPS, how to administer, etc • **Train teachers** in screener during mandatory PD

Engaging the Broader Community

Teachers	Administrators	Families
• Feedback on Evaluation Tool • Updates in Teacher Newsletter including access to committee's slide deck • Email updates to K-2 staff • Sandbox access to anyone who wants to try! • Check ins with committee members?	• Feedback on Evaluation Tool • Updates in Site Admin FYI including access to committee's slide deck • Email updates after every meeting to K-2 staff • Sandbox access to anyone who wants to try! • Check ins with committee members?	• Feedback on Evaluation Tool • Updates in family newsletter including access to committee's slide deck • Presentation @ CAC April 22 • Sandbox access @ district with links to resources email ljstark@alamedaunified.org 

Teacher & Parent Feedback

"Thank you for considering presentation, ease of access, and interpretability."

-AUSD Teacher

"I want to recommend Amira. I am a school psych and work in OUSD and one of my schools uses it as the supplement to the SPIRE program and it is an amazing program and assessment tool for reading. Please feel free to ask me more about it."

-AUSD Parent

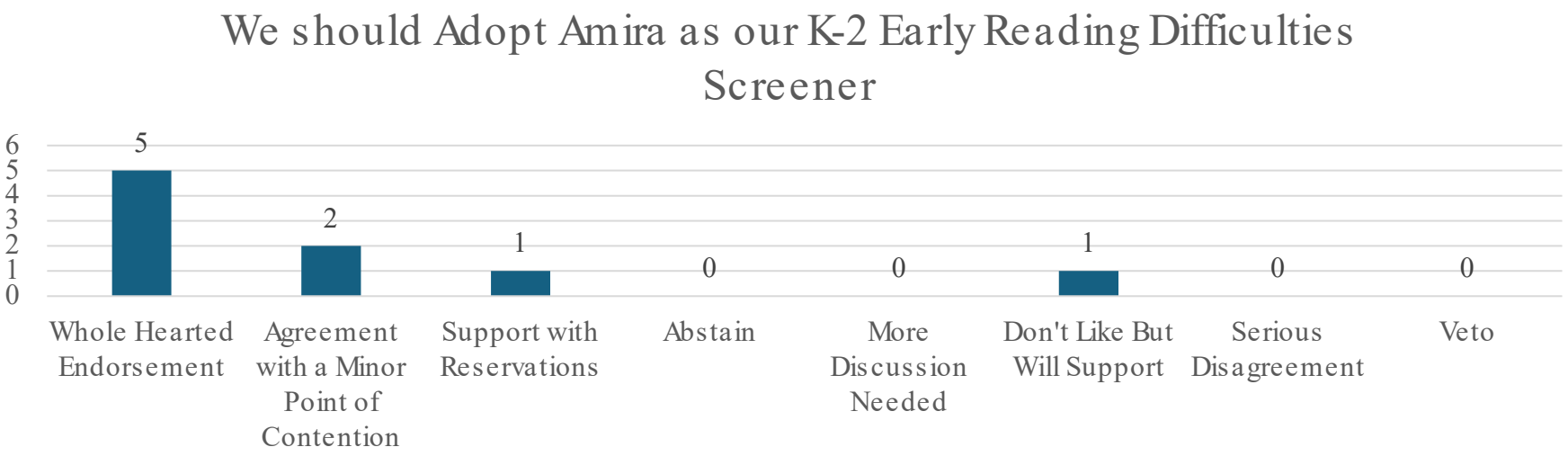
"I wonder if we should add in something re: usefulness of the data given and is it presented in a helpful way to inform instruction under the Data Management Indicator? Is the format of the assessment age appropriate/student friendly? How will we know if the student understands the task?"

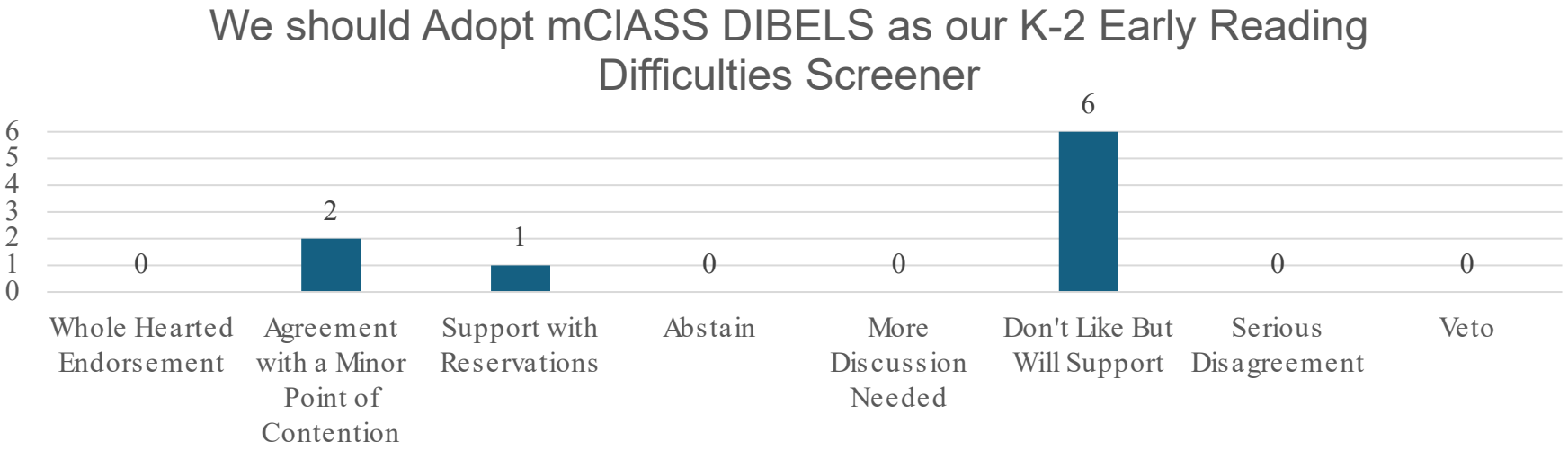
-AUSD Teacher & Parent

Coming to a Consensus

In order to "accurately and authentically convey the extent of support (or non-support!) for a proposal"...

-*Facilitator's Guide to Participatory Decision-Making*





Amira and mCLASS DIBELS Analysis*

	Pros	Cons
Amira	• Computer administered • Can be 1:1, small, or large group • All skills assessed for all students • Family reports offered in 7 languages • Spanish administration available • Time: takes 15 mins, for 5 groups of 5 = 75 mins total • Less chance for subjectivity and human error • Easier to administer, better for turnover and newer teachers to the profession • More equitable because newer teachers are often in underserved schools	• Due to computer adaptive nature, reports cannot be viewed by individual question, therefore there is less information provided for individual students • Not teacher administered • Students on computers for Star Math as well
mCLASS DIBELS	• Teacher administered • Reports by individual question a student receives which provides more information • Human connection, comfort, and anecdotal information • Rigorous testing and information around phonemic awareness, particularly first and last founds, and segmenting and blending	• 1:1 teacher/student only • Teacher has to administer additional skills assessments as necessary • Takes more training (ie: scoring, administration, etc.) • Family reports only offered in 2 languages • Spanish administration requires a fluent Spanish speaker • Time/human capacity 1 min per test, up to 5 initial tests. Total time for 25 students = 125 mins. Additional measures can take another 3-5 minutes per student

* This chart represents some of the pros and cons of Amira and mCLASS DIBELS the committee identified, but is not an exhaustive list

Considerations & Needs

- Required training on administration, how to read reports and what to do with the information, staff meetings, and PLCs
- Guidance for what to do if a student is flagged
- When to administer assessment to Multilingual English Leaners and how to interpret results
- How to communicate results with families
- Strong Tier 1 and 2 intervention, resources, and training, particularly in areas of segmenting and blending
- Additional assessments for diagnosing and progress monitoring (Tier 1 and/or Tier 2 curriculum)

Costs & Funding Sources

Cost Sources*	Funding Sources
• Digital licenses for teachers and students, Clever rostered • Amira benchmark assessment • Amira integrated intervention & tutoring for 25% of students • Teacher training & substitutes • Headsets with microphones	• One time funding from state for costs specific to the adoption of an Early Reading Difficulties Screener for example: professional development, software, substitutes, etc.** • Savings from elimination of Star Reading and Star CBM Grades K-2. Star Math will remain in 1-2 as our math screener.

*Other potential costs: Additional chromebooks
**Additional funds may be released next year, of approximately equal amount. No additional funds after next year expected.

Recommendation

Based on the Early Reading Difficulty Screener Committee's work and process, staff recommends Amira as AUSD's Early Reading Difficulties Screener in Grades K-2 for approval by the Board.

Early Reading Difficulties (ERD) Screener

Board Discussion

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Presentation of 2025-26 Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (20 Mins/Public Hearing/Information)

Item Type: Public Hearing/Information

Background: This general business item presents Alameda Unified School District's 2025-26 Local Control and Accountability Plan (LCAP) for public hearing. The full 2025-26 LCAP is included as an attachment. Approval for the final LCAP will be sought at the June 24, 2025 Board of Education meeting. Following approval, a copy of the AUSD's LCAP will be submitted to the Alameda County Office of Education (ACOE) for county approval. Also included in this item is the Local Control Funding Formula (LCFF) Budget Overview for Parents.

NOTE: The presentation for this agenda item has been corrected. Slide #48 had an incorrect dollar amount for Differentiated Professional Learning (186th Day). The corrected cost for Differentiated Professional Learning (186th Day) is $383,349. This correction also changes the total amount of the LCFF Supplemental budget to $8,108,928.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation: This item is presented for information and will return to the Board for approval at a subsequent meeting.

AUSD Guiding Principle: #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

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ATTACHMENTS:

	Description	Upload Date	Type
	Revised LCAP Presentation Uploaded on June 11 2025 - Correction made to LCFF	6/11/2025	Presentation

	Supplemental Budget on slide 48		
	Original LCAP Presentation Given to Board on June 10 2025	6/4/2025	Presentation
	25-26 LCAP with Parent Overview_6.10.25	6/6/2025	Backup Material

AUSD ALAMEDA UNIFIED SCHOOL DISTRICT
EXCELLENCE & EQUITY FOR ALL STUDENTS

2025-26 THREE-YEAR LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) PUBLIC HEARING

JUNE 10, 2025

Welcome to the LCAP!

2025-26 will be Year 2 of the three-year plan

YEAR 1

2024-25

YEAR 2

2025-26

YEAR 3

2026-27

3 Focal Areas

Equity is a throughline in these focal areas as our foundational program and structures to support students is only as strong as it serves our most historically underserved student groups: African-American students, English learning students, students with IEPs, and foster and homeless youth.

Equity In

A Strong Foundational Program for All Students

Equity In

Systems and Structures for Student Support

Equity In

Optimize financial and human resources and communication strategies to support Focal Areas 1 and 2

AUSD's Strategic Plan: Focal Areas

Focus Area 1: Foundational Program	Focus Area 2: Systems and Structures for Student Support	Focus Area 3: Resource, Talent Management, and Communications
1.1 Student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk 1.2 Learning is aligned to and supported by grade-level standards and clear policies 1.3 Relationships are built or improved to support learning and supportive environments	2.1 Every school and teacher provides the academic, social/emotional, and culturally responsive support each student needs 2.2 Educators have time to collaborate and grow in service of student learning 2.3 School teams consistently support equitable student outcomes 2.4 School and student schedules create equitable access and learning opportunities	3.1 Finance: provide long-term financial stability necessary to maintain core programming and services 3.2 Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel 3.3 Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD's students, staff, and families.

LCAP District-wide Goals

Goal 1

Strategic Plan Goals 1.1, 1.2

Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.

Goal 2

Strategic Plan Goal 1.3

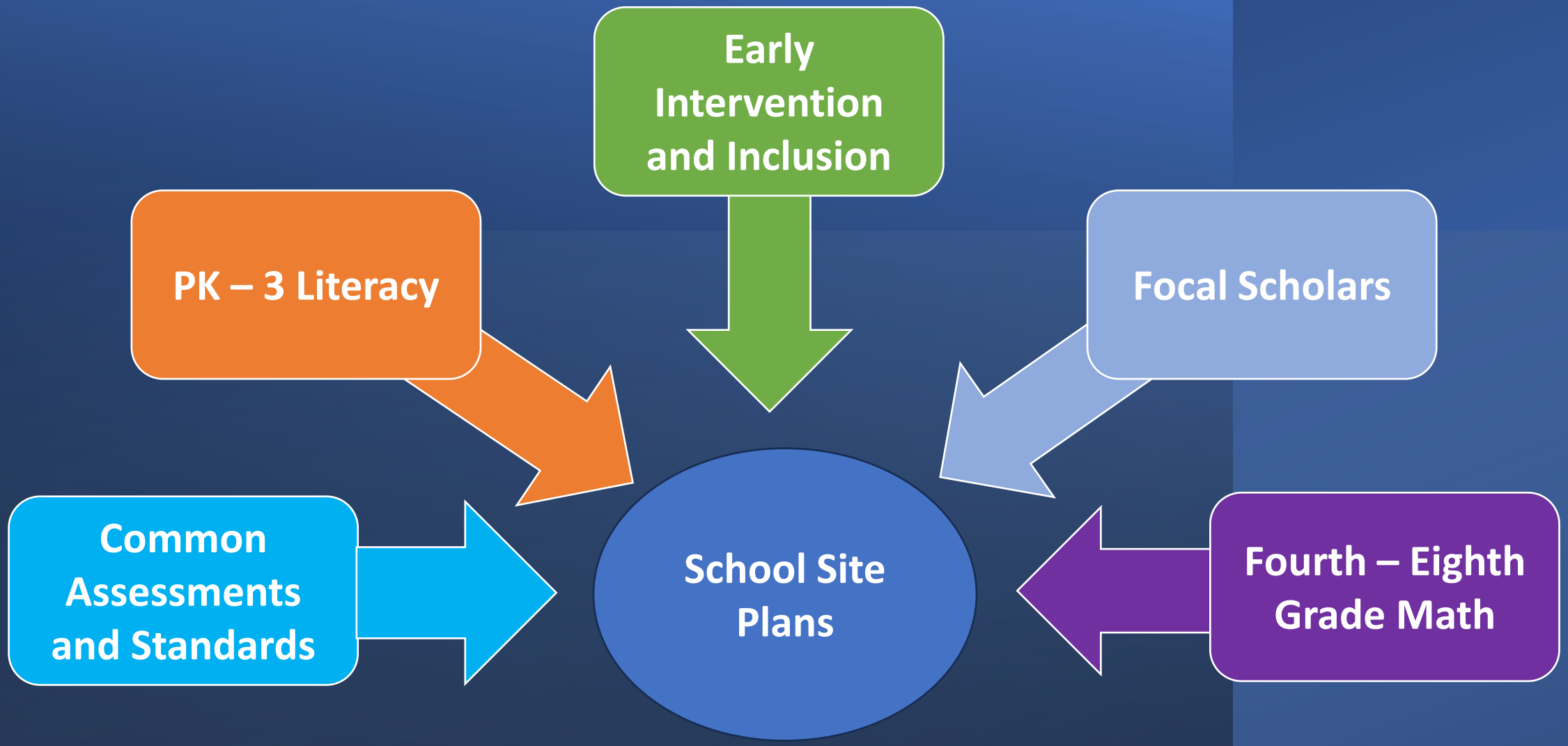
We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.

Goal 3

Strategic Plan Goal 2.1

Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

Mentoring and Advising for African-American Students
Global schedules for Elementary
Literacy Framework TK-5
Revised Communications Strategies
Equitable Grading Policies 6-12
Continue improvements in hiring practices
Collaboration Time
School Site Plans
Continued clarity on budget and budget tools


Early Intervention and Inclusion
PK – 3 Literacy
Focal Scholars
Common Assessments and Standards
School Site Plans
Fourth – Eighth Grade Math

Early Intervention and Inclusion Theory of Action

If we… prioritize early, proactive interventions and embed inclusive, equity-driven practices at every level of our Multi-Tiered Systems of Support (MTSS),

Then,… we will reduce barriers to learning, prevent the need for more intensive supports, and ensure that every student—particularly those historically and currently underserved—thrives academically, socially, and emotionally within a welcoming and inclusive school environment.

Early Intervention and Inclusion Actions

Key Actions

- Inclusion working group with more teachers from both general education and special education to discuss the technical adjustments, professional learning, and support needed to implement more inclusion
- Secondary working group (General Ed and Special Ed) to expand and calibrate across sites the secondary continuum of supports.
- Better align Tier 1 through 3 services which include Speech, OT, mental health, behavioral health, reading and math interventions which can be accessed whether you have an IEP or not
- Ensure all adoptions look at tier 1 through 3 materials and are aligned with special education materials
- Prioritize time for collaboration between special education teachers and general education teachers
- Look at foundational structures in our secondary schools to allow for students to have access to intervention and support without missing tier 1 instruction
- Ensure that Mild/Moderate SDC and practical students have a seat in general education classrooms

PK-3 Literacy Theory of Action

If we... provide early, systematic access to tier 1 reading instruction, as well as research-based targeted literacy interventions, starting in kindergarten and first grade and ensure they are culturally responsive and tailored to meet the needs of African American students, multilingual learners, and students with disabilities...

Then,... we can address learning gaps before they widen. By focusing on foundational reading skills and removing barriers to access, we will help all students, regardless of background or learning needs, achieve grade-level reading proficiency by the end of second grade, setting them up for long-term academic success.

PK – 3 Literacy Actions

Key Actions

- Finalize the district's comprehensive literacy framework that outlines the way—the district's mission for literacy and its equity imperative, grounded in research. Ensure the how is articulated with clear guidelines on the five strands of language comprehension and the three strands of word recognition, ensuring alignment with best practices and equity-focused goals
- Implement the Early Reading Risk Screener for full K-2 adoption in 2025-26
- Leverage expertise of TSAs and identify for curriculum adoption, curriculum specific professional learning, and research-based pedagogical best practices
- Identify a developmentally appropriate preschool curriculum that prioritizes early literacy foundational and supports a print-rich environment.
- Pilot three elementary ELA curriculum and make a recommendation to the board for adoption.
- Provide Culturally Linguistically Responsive training to all elementary teachers
- Implement Tier III reading program using IGNITe

Focal Scholar Theory of Action

If we… select focal scholars based on data, staff/family input and identify and monitor personalized support plans that address their academic and social emotional goals

Then,… focal scholars will receive the support needed to ensure that they are making progress towards proficiency and beyond in ELA, Math and Social Emotional benchmarks. Staff will equally establish strong partnerships with families to provide a culturally responsive experience for student and family alike.

Focal Scholar Actions

Key Actions

- Selecting Focal Students with Data and Input from Families/Staff (Potential Scholars list provided to principals in the Spring, out of the Data/Assessment Office)
- Setting Individual Goals for Scholars and Monitoring Progress via Hopes and Dreams family conferences Providing Culturally/Linguistically Responsive Classroom Practices in All Classrooms
- Offering Tutoring for Scholars
- Hosting Affinity Spaces and Listening Sessions for BIPOC for students and families
- Offering Small Group Instruction, Personalized Intervention, Enrichment
- Monitor Scholar Progress and adapting supports accordingly (including using EduClimb dashboard, PLCs to review Scholar data and Scholar tab created on COST Tracker)

Fourth – Eighth Grade Math Theory of Action

If we… support our fourth - eighth grade teachers to integrate best math and culturally relevant instructional practices consistently, provide effective data systems and common assessments to monitor student progress, coordinate support with ELD and SPED teachers, and provide a 6th grade support class and push-in interventions …

Then,… our students, particularly our focal student groups (African American, Hispanic, English learners, and students with IEPs) will achieve higher proficiency rates as measured by SBAC and Star assessments, promoting equity and excellence in math education.

Fourth and Fifth Math Key Actions

Data Analysis and Review

- Analyze and disaggregate math benchmark data to identify trends, strengths, and areas for growth.
- Review site and district data trends with principals and their instructional teams to determine patterns and instructional priorities.
- Conduct a file review for scholar students to determine the types of interventions received and assess the effectiveness of these interventions.

Instructional Planning and Walkthroughs

- Ensure all sites have articulated math blocks that allow for consistency in math instruction.
- Use the Eureka Math implementation tool during walkthroughs to assess the integrity of lesson implementation and ensure alignment with the intended design.
- Identify classrooms that will serve as host sites for lesson studies to model and refine best practices in math instruction.

Professional Development

- Prioritize 4th and 5th grade math teacher leaders. Invest in training (Stanford) for math leads.
- Implement professional development plan for the 2025-26 school year that includes "non-optional" PD focused on building content knowledge in priority standards areas such as multiplication, division, and fractions (priority modules).
- Support pilot classrooms for content-specific instruction to serve as models for best practices and inform broader implementation strategies.
- Build Teacher on Special Assignment (TSA) capacity in mathematical content knowledge to support site-based coaching and professional learning communities. Potentially send select TSAs to math training.

Tier 2 Math Intervention Implementation

- Develop an implementation plan for targeted Tier 2 math interventions using "Do the Math" to ensure students who require additional support receive evidence-based instruction tailored to their needs.
- Ensure that students needing intervention and who would benefit from STMath have that embedded into their intervention schedule.

Sixth - Eighth Math Key Actions

Data Analysis and Review

- Analyze and disaggregate math benchmark data to identify trends, strengths, and areas for growth.
- Review site and district data trends with principals and their instructional teams to determine patterns and instructional priorities.
- Build systemic data resources and expand common assessment portfolio.

Instructional Planning and Walkthroughs

- Use the Carnegie implementation tool during walkthroughs to assess the integrity of lesson implementation and ensure alignment with the intended design.
- Identify classrooms that will serve as host sites for lesson studies to model and refine best practices in math instruction.

Professional Development

- Adopt lead teacher model to build collective expertise and efficacy.
- Develop our administrators and coaches understanding of best math practice.
- Expand time devoted to professional math learning as part of regular collaboration and with regular after school offerings, focus on building instructional efficacy, content specific instructional expertise, small group instruction to provide differentiation.
- Support teachers participating in SVMI, ACOE, BAMP and other development opportunities.

Tier 2 Math Intervention Implementation

- Summer 2025: Mindset math camp as part of ELOP.
- EDIA pilot beginning with 8th grade target group.
- Support Sites develop plan for including support courses and intervention within master schedule for 26-27.
- Support Team develops curriculum, resources, training for teachers providing support and intervention .
- Look at foundational structures in our secondary schools to allow for students to have access to intervention and support without missing tier 1 instruction.

Common Assessments and Standards Theory of Action

If we… focus on the three pillars off Assessing Student Accurately, implement equitable grading practices district wide, change our policy on grading practices, and empower our school leaders to provide support and accountability around grading,

Then,… the adults in our system will grade students with accuracy, and in turn students will be better positioned to master academic standards.

Common Assessments and Standards

Key Actions

- Provide PD on Standards-based grading, and Formative/Summative and/or ASA tenets–no extra credit, retakes redos
- Provide PD on building balanced policies on selected ASA tenets and weighting vs. communicating progress toward standard
- Provide PD–Creating Complete standards alignment to courses in Aeries so full out standards based in Aeries
- Provide PD on rubric assessment–(investigating whether formative practices can remain points, but ungraded–compromise)
- Schedule ASA workgroup meetings for the year
- Implement professional development schedule for content disciplines to meet and look at common assessments
- Load standards into Aeries and align to courses so teachers can “Limit to Course” in Aeries Piloting Rubric grading in Aeries assignments
- Lock down formative and summative in categories.

How All Plans Work Together

1. Strategic priorities should drive and influence each subsequent level of planning district-wide.
2. Those priorities gain sharper focus and detail the closer they move to the classroom.
3. The LCAP seeks to compile and account the investments, expenditures, and initiatives that support all levels of planning.

Local Control Accountability Plan (LCAP)

State-required, locally drafted plan that describes the goals, actions, services, and expenditures to support student outcomes.

Components of the Plan

General Information

- Who is part of your LEA – students & community?

Reflections: Successes and Identified Needs

- What progress are you most proud of based on a review of performance on the state indicators and local performance indicators?
- How will you address low performance areas?
- How will you address performance gaps?

Educational Partners

- For school districts this includes teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students.

Goals and Actions

4 Parts to this Section:

Goals

Metrics

Actions

Goal Analysis

State Accountability Model for California

California's Eight State Priorities

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

2 Implementation of State Standards
- Academic content
- Performance standards

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

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

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

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

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

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

Source: California Department of Education, State Priority Related Resources. https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp.

Increased or Improved Services:
Contributing Actions

Types of Contributing Actions

LEA-wide

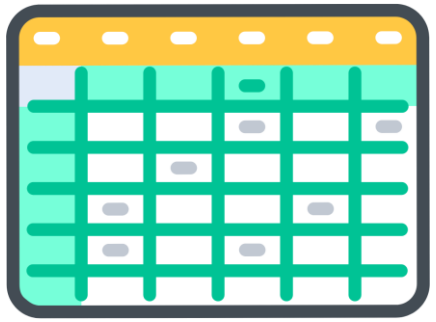
- Upgrades the educational program of **all schools in the LEA**
- All students receive these services, regardless of unduplicated status

School-wide

- Upgrades the educational program of a certain **school(s) or grade span(s)**
- All students at the specific school(s) and/or within the specific grade span(s) receive these services, regardless of unduplicated status

Limited

- Serves only one or more **unduplicated student** group(s)
- Services may be provided to low-income, EL, and/or foster youth students at all schools in the LEA, specific schools in the LEA, or specific grade spans in the LEA



Action Tables

Engagement

Places for Engagement

- Community Advisory Committee (CAC)
- Academic Committee
- AUSD Ed Tech
- DELAC
- Communities of Practice – PLC Leads, Grading for Equity, Literacy Framework, Math Task Force, Principals, Assistant Principals, Coaches, Intervention Leads
- Bond Committee
- Measure A and B1 Committee
- Student Focus Groups
- LCAP Listening Sessions
- Special Education Listening Sessions
- LCAP survey
- Community Roundtables and Parent Support Groups
- Student ASB (Student Advisory Groups)
- Student Representatives on CAC (Isla Vessali (AHS))

Engagement, *cont*...

Families	Students	Teachers/Staff
1. Student Engagement Strategies 2. Communication & Relationship Building 3. Academic & Social-Emotional Support 4. Inclusivity & Cultural Responsiveness	1. Student Engagement 2. Support Systems 3. Communication & Relationships 4. Equity & Inclusion 5. Teacher Quality & Fairness	1. Engaging Learning Environments 2. Building Relationships in Schools 3. Supporting Students Academically and Emotionally

Patterns of Feedback

Foundational Academic Program:

- Engagement: Smaller class sizes, interactive lessons, consistent expectations
- Learning Modalities: Hands-on, visual, auditory, kinesthetic learning, thematic and project-based learning
- Student Talk: Encouraging student discourse, classroom culture, teacher training
- Critical Thinking: Challenging curriculum, opportunities for reflection, cross-disciplinary connections
- Real-World Connections: Project-based learning, guest speakers, curriculum reflecting students' lives
- Relationship-Building: Trust and connection, classroom culture, time for teachers to know students

Family Engagement:

- Communication: Clear, consistent, and respectful communication, Direct communication from teachers and administrators, Honest, transparent updates about student progress and school events, time built into staff schedules for parent outreach
- Inclusivity: Culturally inclusive celebrations and family nights, opportunities for all families to participate, regardless of background, training for staff on cultural responsiveness
- Safety: Clear expectations and consistent consequences for behavior, building trust through visibility and accessibility of staff, Addressing racism and bias directly
- Relationship-Building: Community-building events (e.g., potlucks, game nights, open houses), listening sessions and informal meetups, affinity spaces, more face time between staff and families

Student Support Services:

- Social/Emotional Support: On-site counselors and wellness centers, time for check-ins and advisory periods, restorative justice programs and SEL curriculum, support for student mental health and well-being
- Culturally Responsive Support: training in culturally responsive teaching, inclusive classroom cultures and consistent expectations, valuing students' and families' backgrounds and voices, differentiated instruction reflecting diverse learning needs

LCAP District-wide Goals

Goal 1

Strategic Plan Goals 1.1, 1.2

Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.

Goal 2

Strategic Plan Goal 1.3

We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.

Goal 3

Strategic Plan Goal 2.1

Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

LCAP Equity Multiplier Goal

Eligibility	Accountability Requirements
Schools are identified based on **both** of the following: 1. Prior year **non-stability rates** greater than 25%, **and** 2. Prior year **socioeconomically disadvantaged rates** of greater than 70%	• Develop LCAP focus goal aimed at improving outcomes at EM school • Include metrics for all instances of Red performance at EM school

School Name	Non-stability Rate	Socioeconomically Disadvantaged Rate	EM Entitlement
Island High (Continuation)	44.17%	75.83%	$112,686

Goal 4

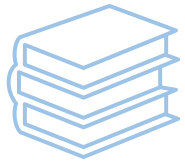
Island High School has prioritized addressing the needs of historically underserved student groups, specifically Socioeconomically Disadvantaged (SED) students and Students with Disabilities (SWD), due to their low performance on key California School Dashboard indicators such as Graduation Rate and College/Career Readiness.

AUSD
ALAMEDA UNIFIED SCHOOL DISTRICT
EXCELLENCE & EQUITY FOR ALL STUDENTS

GOAL 1

LCAP District-wide Goals

Goal 1



Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.

Our goal is to work together as a community to develop or refine:

- A clear and coherent curriculum (what students learn)
- Dynamic lessons that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- A clear and family-friendly articulation of our standards and instructional strategies (how families understand what their children are learning)

We need to ensure equitable access to high-quality instruction for all our students to create a strong foundational program across all our school sites and classrooms. From that foundation, we can then build programs to provide differentiated instruction and support for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system.

LCAP GOAL 1

	Actions	Funding 25-26	Actions include...
1.1	Ensure grading policies and practices are constructive, researched based and student centered.	$40,000	Continue monthly meetings with the Grading For Equity (Assessing Students Accurately) Workgroup. Provide Professional Development for all secondary staff on the technical implementation, equitable grading practices (i.e., setting up gradebooks). Contracting with Crescendo Education Group to build teacher capacity in understanding the pillars of equitable grading practices (Accuracy, Bias resistant, motivational). Continue to explore Board Policies that promote equitable grading practices. Provide Secondary teachers time and space to develop agreements on the following: Equitable Grading Practices including extra credit, retake re-dos, and grading individual work not group work.
1.2	Develop, implement and support a common literacy Framework PK - 12	$120,948	Pilot a universal screener to identify potential reading delays (including dyslexia). Support the implementation and progress monitoring of the district's investment in a research-based reading intervention program. Offer family literacy nights that include a focus on reading practices and instruction within the classroom and school level, as well as ways to support reading at home. Pilot and adopt a research-based ELA/ELD program for grades P-K-5, 6-8, and 9-12. Offer ongoing professional development and coaching. Develop a resource guide that codifies best practices in literacy PK-12.

LCAP GOAL 1, *cont…*

	Actions	Funding 25-26	Actions include…
1.3	Provide specific coaching and professional learning to support the implementation of the new California math framework.	$329,403	Lead teachers and coaches will support the implementation of the new framework. Hold New math teacher orientations. Provide access to SVMI training to all secondary math teachers. Support the on-going collaboration and PLC's focused on the implementation of math new adopted math curriculum and provide ongoing training with the Carnegie Learning for The Middle School Math teachers. Teachers and coaches will choose focal students to follow based on students who have historically not performed well in math based on the SBACC performance data on the California dashboard. They will use STAR data to monitor growth throughout the year and district with monitor lag data included in the LCAP.
1.4	Implement professional learning and coaching to support instructional delivery of the state standards with an emphasis on student discourse and engagement.	$877,564	Coaches will support district wide professional learning and will be assigned to school sites to support the implementation of the learning. Coaches will model lessons, support lesson planning and delivery, coach and support on site best practices, provide additional support to students during RTI periods, and support the collection and identification of data that can help inform teachers on how to best support students.

LCAP GOAL 1, *cont...*

	Actions	Funding 25-26	Actions include...
1.5	Professional development to support school teams and teacher leaders to align site-level goals to culturally-responsive district priorities	$230,000	Provide Professional learning to support teachers and school teams with collaborative inquiry, data analysis, and reflection on practice to promote student learning and refine instruction.
1.6	Attract and Retain High Quality Staff	$1,000,000	Sustain the compensation increases that have been provided to all employee groups to attract and retain highly qualified staff. that create the collaborative and engaged personnel to deliver high-quality educational experiences to students with attention to attracting employees who are able to be successful with students who are English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors. This amount includes benefits and salaries for all employee groups including certified, classified, and management
1.7	One additional day of differentiated professiona l Learning for Teachers	$383,349	Provide an extra day of professional learning for teachers to support the district priorities indicated in the districts strategic plan. Focused topics on improving outcomes for unduplicated count students and student groups with indicators in red on the state dashboard

LCAP GOAL 1, *cont...*

	Actions	Funding 25-26	Actions include...
1.8	District will support school sites develop goals and actions in their SPSA's to address student groups with indicators in red on the state dashboard.	$319,700	(RTI) All sites will develop master schedules that support inclusion and ensure students with IEP's, English learners or students who need Tier 2 supports have access to Tier1/ Core instruction and any additional supports are provided at a designated time, Designated ELD or RTI. Students will be clustered so that support teachers can push into classrooms during instruction to provide targeted support. All master schedules will have built in time for teachers to analyze data in their professional learning communities to determine how students are responding to interventions or to identify students needing additional support.
1.9	Implement schedules and classes that are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most.	$165,156	(RTI) All sites will develop master schedules that support inclusion and ensure students with IEP's, English learners or students who need Tier 2 supports have access to Tier1/ Core instruction and any additional supports are provided at a designated time, Designated ELD or RTI. Students will be clustered so that support teachers can push into classrooms during instruction to provide targeted support. All master schedules will have built in time for teachers to analyze data in their professional learning communities to determine how students are responding to interventions or to identify students needing additional support.

LCAP GOAL 1, *cont...*

	Actions	Funding 25-26	Actions include...
1.10	Implement co-teaching classes at all secondary sites for mathematics, English language arts. Implement co-teaching during literacy and math blocks at identified elementary schools beginning with grades 4 and 5.	$201,998	Provide time and professional learning for ed specialists and general education teachers to plan and support students with disabilities. In collaboration with the district's special education leadership team, sites select their co-teaching models for ELA and mathematics, and receive professional development on their selected models from Special Education Coordinators. Co-teachers, with support from site leadership, create a co-planning schedule for their respective subjects. Special education coordinators and TSAs provide ongoing feedback and coaching support to co-teachers when engaged in the act of co-teaching.
1.11	Pilot, train and implement new curriculum and best practices for our ESN classes to increase rigor and student engagement.	$311,157	The district with work with teachers to explore the piloting and adoption of new Extensive Support Needs curriculum. Provide training and support on the curriculum with a focus on the modification of state standards and engagement. We will implement the newly Board adopted alternate education course syllabi in all core content areas in secondary (Ela, history, math, science) which will drive standards-based instruction for all ESN students. There will be professional development and coaching throughout the school year led by our district's ESN teacher on special assignment.

LCAP GOAL 1, *cont...*

	Actions	Funding 25-26	Actions include...
1.12	Support the refinement, administration, and analysis of standards-aligned assessments to determine student learning and implications for teaching and site and district systems.	$264,448	Drive universal screening using both assessment data such as early literacy assessments in addition to attendance and behavior data to refine teaching and systems to ensure students are ready and able to learn.
1.13	Maintain coordinator of language and literacy position to manage implementation of designated ELD and integrated ELD program.	$174,716	Coordinate work of instructional coaches to provide professional development in best language practices and curriculum implementation. Project management to ensure ELLs with IEPs are receiving language support aligned with disability Coordinate family and student engagement (family needs assessment, ELL-only field trips) Coordinate progress monitoring of RFEPs and current English Learners.
1.14	Support school staff with professional learning and coaching on Inclusion practices for students with disabilities.	$64,873	Support Site administration, general education teachers and special education teachers on general best practices for inclusion. Work with all site coaches to support building out these identified researched based practices at school sites.

AUSD
ALAMEDA UNIFIED SCHOOL DISTRICT
EXCELLENCE & EQUITY FOR ALL STUDENTS

GOAL 2

LCAP District-wide Goals

Goal 2

We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.

Our overarching approach to this goal is to create supportive, inclusive environments that:

- Foster students' feelings of safety and support within their school community
- Communicate student behavioral expectations, teach those behaviors and positively reinforce those behaviors through a cultural lens
- Provide families and school staff with opportunities to engage in workshops, feedback sessions and affinity groups designed to provide two-way communication on how to effectively partner to support student learning

LCAP GOAL 2

	Actions	Funding 25-26	What does this look like?
2.1	Provide Culturally Responsive family engagement and access	$112,505	Interactive workshops, listening sessions, support for parent led DEI Roundtable groups, and community events for various affinity groups . This also includes 8,000 dollars to support families of unduplicated students' parent/guardians with the cost of fingerprinting.
2.2	Support school sites in common best practices across the district	$84,737	Support school sites in common best practices across the district on how to engage and partner with families while providing families with the necessary information and tools to engage with our schools as educational partners. Support families' ability to navigate the various school systems to support meeting the individual needs of their students. Specific attention on supporting our African American families, LGBTQ youth and ELL students. In addition, we will increase support and focused practices for our families whose students are neurodiverse or have an individual education plan. We will provide families with the necessary information and tools to engage with our schools as educational partners and navigate the various special education and school systems to support meeting the individual needs of their students.
2.3	Implement a culturally responsive positive behavior support structure at all school sites that provide students with the opportunity to learn the expected behaviors and receive positive reinforcement for exhibiting those behaviors.	$158,140	New AUSD Positive Behavior Discipline matrix has been created and implemented at all TK-12 schools sites with extensive inclusion of PBIS, Restorative Practices and culturally responsive behavior support; Accompanying school-wide lessons provided for grades 3-12 so that students are taught AUSD's expected positive behaviors (as outlined in the matrix; created by Student Services Coordinator and Program Manager) All 15 school sites have robust Culture & Climate teams (led by PBIS lead teacher and coached by Student Services Program Manager) who are responsible for creating the systems and support for teaching school-site specific behavior expectations and celebrating students meeting expectations. We have added Restorative Practices to the TFI rubric so as to be able to assess for fidelity of implementation (this assessment tool is administered by Student Services Program Manager) School staff continue to be trained in strategies for creating positive classroom culture, often by the Student Services Program Manager and Specific PD for classroom teachers on capturing students strengths and positive behaviors within referrals to intervention; coached and provided by Student Services Program Manager) Coaching for writing Tier 3 Behavior Support Plans (an essential element of SWPBIS) using asset-based language and family partnership.

AUSD ALAMEDA UNIFIED SCHOOL DISTRICT
EXCELLENCE & EQUITY FOR ALL STUDENTS

GOAL 3

LCAP District-wide Goals

Goal 3

Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

The development of systems and structures to support our students academically, socially, and emotionally, especially those who have been marginalized historically. This includes providing teacher-led professional development and collaboration time so that our staff develop effective practices for supporting our students. It also includes maximizing overall staffing at schools in order to provide greater access to counseling and teachers. This strategy also provides teachers with more time to consult and plan with each other on how best to support students.

LCAP GOAL 3

	Actions	Funding 25-26	What does this look like?
3.1	Implement common teaming structures that are designed to monitor student progress and provide differentiated support when needed.	$1,552,086	Provide additional staffing to support students access and participation in targeted interventions. As part of AUSD's MTSS strategic plan, COST teams are in place at all 15 school sites and led by TSAs who function as intervention leads These teams monitor school-wide student data in an effort to identify students in need of additional academic or behavioral support. They also triage referrals to intervention from staff and families, assign Tier 2 or 3 interventions as needed and monitor student progress in those intervention as applicable Intervention Leads and Instructional Coaches also provide direct student service in the form of small group intervention or 1:1 Tier 3 support(s) Student Services Program Manager provides ongoing coaching/support to COST teams and intervention leads throughout the school year. Runs end-of-year reports using "goals" tab of Aeries to monitor/adjust interventions being offered.
3.2	Targeted FTE to support English Learners	$415,915	FTE allocations for Designated ELD and Literacy intervention sections above base allocation, allowing for lowered class sizes and proficiency-based scheduling. Also provides for sheltered courses for newcomers. ***DA Action***

LCAP GOAL 3, *cont...*

	Actions	Funding 25-26	What is resourced and what has changed
3.3	Provide expanded mental health services to support students' ability to access learning.	$1,420,327	Each school site will make individual and group counseling referrals to Alameda Family Services (contracted mental health provider) through their COST meetings. School sites will have a link for self-referral to counseling services on their school website. Alameda Family Services will provide Case Management Services to identified families that need additional support with housing and basic needs. Alameda Family Services will collaborate with site administrators to provide professional development to staff around trauma-informed practices
3.4	Support schools with the highest unduplicated count	$934,118	Provide additional staffing, materials, supplies, professional development, and professional services to increase student inclusion and acceleration with specific focus on our students who are identified as needing additional support on the California data dashboard. This includes additional administrative support, teen parenting and childcare, and AVID programs
3.5	Provide Mentoring and advising to support case management, family communication and direct intervention services for students who are identified as needing additional support on the California data dashboard.	$818,156	Our Advisors are assigned to 2 elementary and 2 middle schools to assist with general education support and intervention. One wellness coordinator to support unhoused youth with case management and wrap services districtwide and All TK-12 schools are expected to identify focal students and provide wrap around support. Focal students can be student from the student group on the California dashboard indicated in red and or Black, Multi-Ethnic and or Latino students who are below the 50th percentile in STAR Reading and Math, Chronically Absent, and have 1 or more Office Referral/Suspension.

AUSD ALAMEDA UNIFIED SCHOOL DISTRICT
EXCELLENCE & EQUITY FOR ALL STUDENTS

GOAL 4

LCAP Equity Multiplier Goal

Goal 4

Island High School has prioritized addressing the needs of historically underserved student groups, specifically Socioeconomically Disadvantaged (SED) students and Students with Disabilities (SWD), due to their low performance on key California School Dashboard indicators such as Graduation Rate and College/Career Readiness.

Eligibility	Accountability Requirements
Schools are identified based on **both** of the following: 1. Prior year **non-stability rates** greater than 25%, **and** 2. Prior year **socioeconomically disadvantaged rates** of greater than 70%	• Develop LCAP focus goal aimed at improving outcomes at EM school • Include metrics for all instances of Red performance at EM school

School Name	Non-stability Rate	Socioeconomically Disadvantaged Rate	EM Entitlement
Island High (Continuation)	44.17%	75.83%	$112,686

LCAP GOAL 4

	Actions	Funding 25-26	What does this look like?
4.1	Implement common teaming structures that are designed to monitor student progress and provide differentiated support when needed.	$104,243	The school recognizes that quantitative data alone isn't enough, and has engaged in continuous conversations with students, families, and community partners to uncover the deeper mindsets, practices, and structural issues contributing to these challenges. Key findings point to implicit and explicit bias, low academic rigor, and a core curriculum misaligned with post-secondary opportunities, all of which reflect systemic inequities and a limited vision for student success. Addressing these issues requires a comprehensive, systemic, and sustained effort, with a focus on improving relationships, shifting adult mindsets, and aligning curriculum and expectations with high academic standards.

LCFF Supplemental

Targeted Intervention	$ 1,649,834	10.67
Instructional Coaches	1,012,278	7.00
Equity and Inclusion		
Office of Equity, Scholar Staff & Student Ac	930,961	5.00
Additional Support at Paden & Love	174,154	1.60
Equity Multiplier at Island	39,126	0.28
Additional Support at Encinal Jr/Sr	127,840	0.91
Additional Support at Wood	66,316	0.88
Vice Principals at Ruby & Love	331,412	2.00

Discretionary Funds for Schools	319,700	1.33
Math Initiative	299,335	2.00
Data Research Dept	264,448	1.00
EL Professional Development	174,716	1.00
Differentiated Prof. Learning (186th Day)	*383,349*	
Attract & Retain High Quality Staff	1,000,000	
Increased FTE to support Eng. Learners	415,915	3.40
Mental Health Services (AFS)*Additional Funds incoming	289,237	0.40
Indirect Cost Transfer	615,756	
Family Engagement	23,000	
Total	*8,108,928*	37.47

Community Advisory Role

Provide input as a representative group of stakeholders to inform the District's goals, actions, and services as articulated in districtwide plans such as the Strategic Plan, and the Local Control Accountability Plan (LCAP).

Annual LCAP: Statutory Deadlines

HIGH-LEVEL OVERVIEW

June

- **Board Meeting #1: Public Hearing**
- **Board Meeting #2: Adoption**

July

- **LCAP Submitted to ACOE** *July 1, or within 5 days of board adoption*

August.

- **ACOE issues Clarifying Questions letters** *August 15*
- **Submit Clarifying Questions written responses to ACOE** *August 30*

September

- **Establish LCAP Advisory Group and meeting schedule**
- **Establish SSC's at School Sites and monthly meeting schedule**

October

- **ACOE Deadline for Approving LCAPs** *October 8*

November

- **SPSA/LCAP refinement**

Annual LCAP: Statutory Deadlines

HIGH-LEVEL OVERVIEW

December

- Budget packets shared with school sites and enrollment projections completed

January

- Budget meetings
- SPSA/LCAP refinement

February

- SPSA/LCAP refinement
- Determine Staffing for the next school year

March

- SPSA/LCAP refinement and rewrite of proposed goals and actions

April

- SPSA/LCAP refinement and rewriting of proposed goals and actions
- Adjust budget to support proposed goals and actions

May

- ACOE review of DRAFT LCAP
- CAC review of DRAFT LCAP
- SSC's review and approval of SPSA plans

AUSD ALAMEDA UNIFIED SCHOOL DISTRICT
EXCELLENCE & EQUITY FOR ALL STUDENTS

BOARD DISCUSSION

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AUSD ALAMEDA UNIFIED SCHOOL DISTRICT

EXCELLENCE & EQUITY FOR ALL STUDENTS

2025-26 THREE-YEAR LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) PUBLIC HEARING

JUNE 10, 2025

Welcome to the LCAP!

2025-26 will be Year 2 of the three-year plan

YEAR 1

2024-25

YEAR 2

2025-26

YEAR 3

2026-27

3 Focal Areas

Equity is a throughline in these focal areas as our foundational program and structures to support students is only as strong as it serves our most historically underserved student groups: African-American students, English learning students, students with IEPs, and foster and homeless youth.

Equity In

A Strong Foundational Program for All Students

Equity In

Systems and Structures for Student Support

Equity In

Optimize financial and human resources and communication strategies to support Focal Areas 1 and 2

AUSD's Strategic Plan: Focal Areas

Focus Area 1: Foundational Program	Focus Area 2: Systems and Structures for Student Support	Focus Area 3: Resource, Talent Management, and Communications
1.1 Student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk 1.2 Learning is aligned to and supported by grade-level standards and clear policies 1.3 Relationships are built or improved to support learning and supportive environments	2.1 Every school and teacher provides the academic, social/emotional, and culturally responsive support each student needs 2.2 Educators have time to collaborate and grow in service of student learning 2.3 School teams consistently support equitable student outcomes 2.4 School and student schedules create equitable access and learning opportunities	3.1 Finance: provide long-term financial stability necessary to maintain core programming and services 3.2 Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel 3.3 Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD's students, staff, and families.

LCAP District-wide Goals

Goal 1

Strategic Plan Goals 1.1, 1.2

Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.

Goal 2

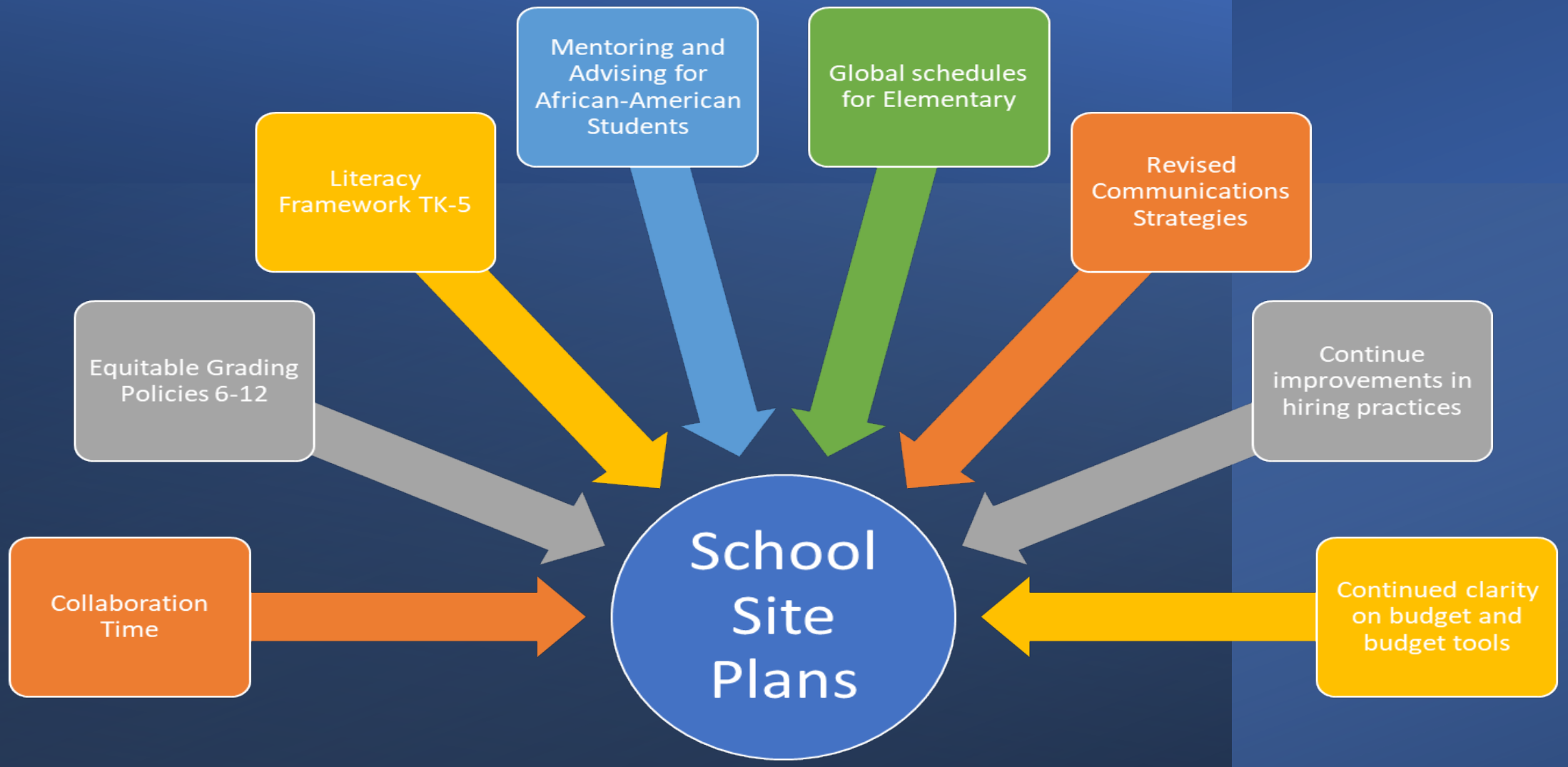
Strategic Plan Goal 1.3

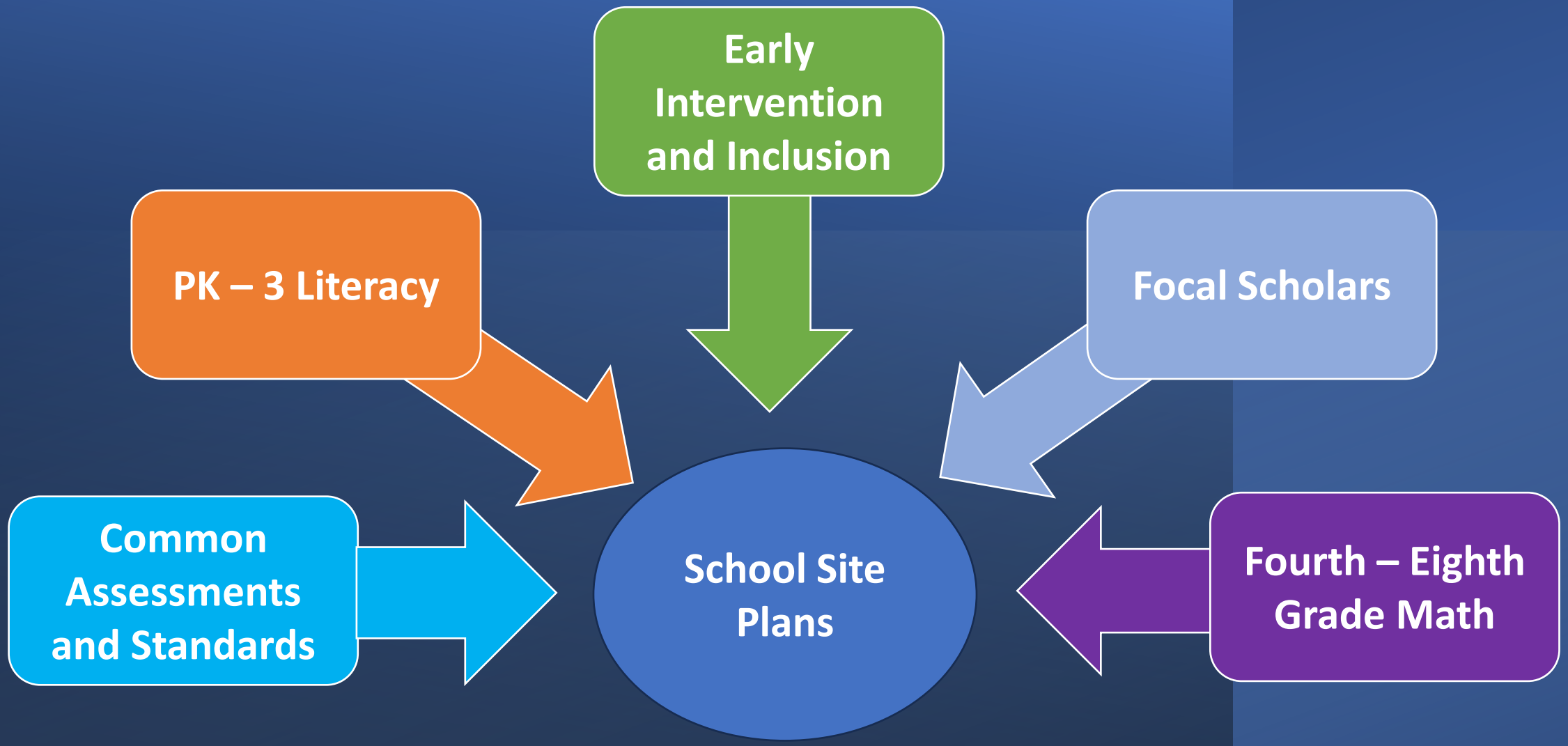
We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.

Goal 3

Strategic Plan Goal 2.1

Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.


Mentoring and Advising for African-American Students
Global schedules for Elementary
Literacy Framework TK-5
Revised Communications Strategies
Equitable Grading Policies 6-12
Continue improvements in hiring practices
Collaboration Time
School Site Plans
Continued clarity on budget and budget tools


Early Intervention and Inclusion
PK – 3 Literacy
Focal Scholars
Common Assessments and Standards
School Site Plans
Fourth – Eighth Grade Math

Early Intervention and Inclusion Theory of Action

If we… prioritize early, proactive interventions and embed inclusive, equity-driven practices at every level of our Multi-Tiered Systems of Support (MTSS),

Then,… we will reduce barriers to learning, prevent the need for more intensive supports, and ensure that every student—particularly those historically and currently underserved—thrives academically, socially, and emotionally within a welcoming and inclusive school environment.

Early Intervention and Inclusion Actions

Key Actions

- Inclusion working group with more teachers from both general education and special education to discuss the technical adjustments, professional learning, and support needed to implement more inclusion
- Secondary working group (General Ed and Special Ed) to expand and calibrate across sites the secondary continuum of supports.
- Better align Tier 1 through 3 services which include Speech, OT, mental health, behavioral health, reading and math interventions which can be accessed whether you have an IEP or not
- Ensure all adoptions look at tier 1 through 3 materials and are aligned with special education materials
- Prioritize time for collaboration between special education teachers and general education teachers
- Look at foundational structures in our secondary schools to allow for students to have access to intervention and support without missing tier 1 instruction
- Ensure that Mild/Moderate SDC and practical students have a seat in general education classrooms

PK-3 Literacy Theory of Action

If we... provide early, systematic access to tier 1 reading instruction, as well as research-based targeted literacy interventions, starting in kindergarten and first grade and ensure they are culturally responsive and tailored to meet the needs of African American students, multilingual learners, and students with disabilities...

Then,... we can address learning gaps before they widen. By focusing on foundational reading skills and removing barriers to access, we will help all students, regardless of background or learning needs, achieve grade-level reading proficiency by the end of second grade, setting them up for long-term academic success.

PK – 3 Literacy Actions

Key Actions

- Finalize the district's comprehensive literacy framework that outlines the way—the district's mission for literacy and its equity imperative, grounded in research. Ensure the how is articulated with clear guidelines on the five strands of language comprehension and the three strands of word recognition, ensuring alignment with best practices and equity-focused goals
- Implement the Early Reading Risk Screener for full K-2 adoption in 2025-26
- Leverage expertise of TSAs and identify for curriculum adoption, curriculum specific professional learning, and research-based pedagogical best practices
- Identify a developmentally appropriate preschool curriculum that prioritizes early literacy foundational and supports a print-rich environment.
- Pilot three elementary ELA curriculum and make a recommendation to the board for adoption.
- Provide Culturally Linguistically Responsive training to all elementary teachers
- Implement Tier III reading program using IGNITe

Focal Scholar Theory of Action

If we… select focal scholars based on data, staff/family input and identify and monitor personalized support plans that address their academic and social emotional goals

Then,… focal scholars will receive the support needed to ensure that they are making progress towards proficiency and beyond in ELA, Math and Social Emotional benchmarks. Staff will equally establish strong partnerships with families to provide a culturally responsive experience for student and family alike.

Focal Scholar Actions

Key Actions

- Selecting Focal Students with Data and Input from Families/Staff (Potential Scholars list provided to principals in the Spring, out of the Data/Assessment Office)
- Setting Individual Goals for Scholars and Monitoring Progress via Hopes and Dreams family conferences Providing Culturally/Linguistically Responsive Classroom Practices in All Classrooms
- Offering Tutoring for Scholars
- Hosting Affinity Spaces and Listening Sessions for BIPOC for students and families
- Offering Small Group Instruction, Personalized Intervention, Enrichment
- Monitor Scholar Progress and adapting supports accordingly (including using EduClimb dashboard, PLCs to review Scholar data and Scholar tab created on COST Tracker)

Fourth – Eighth Grade Math Theory of Action

If we… support our fourth - eighth grade teachers to integrate best math and culturally relevant instructional practices consistently, provide effective data systems and common assessments to monitor student progress, coordinate support with ELD and SPED teachers, and provide a 6th grade support class and push-in interventions …

Then,… our students, particularly our focal student groups (African American, Hispanic, English learners, and students with IEPs) will achieve higher proficiency rates as measured by SBAC and Star assessments, promoting equity and excellence in math education.

Fourth and Fifth Math Key Actions

Data Analysis and Review

- Analyze and disaggregate math benchmark data to identify trends, strengths, and areas for growth.
- Review site and district data trends with principals and their instructional teams to determine patterns and instructional priorities.
- Conduct a file review for scholar students to determine the types of interventions received and assess the effectiveness of these interventions.

Instructional Planning and Walkthroughs

- Ensure all sites have articulated math blocks that allow for consistency in math instruction.
- Use the Eureka Math implementation tool during walkthroughs to assess the integrity of lesson implementation and ensure alignment with the intended design.
- Identify classrooms that will serve as host sites for lesson studies to model and refine best practices in math instruction.

Professional Development

- Prioritize 4th and 5th grade math teacher leaders. Invest in training (Stanford) for math leads.
- Implement professional development plan for the 2025-26 school year that includes "non-optional" PD focused on building content knowledge in priority standards areas such as multiplication, division, and fractions (priority modules).
- Support pilot classrooms for content-specific instruction to serve as models for best practices and inform broader implementation strategies.
- Build Teacher on Special Assignment (TSA) capacity in mathematical content knowledge to support site-based coaching and professional learning communities. Potentially send select TSAs to math training.

Tier 2 Math Intervention Implementation

- Develop an implementation plan for targeted Tier 2 math interventions using "Do the Math" to ensure students who require additional support receive evidence-based instruction tailored to their needs.
- Ensure that students needing intervention and who would benefit from STMath have that embedded into their intervention schedule.

Sixth - Eighth Math Key Actions

Data Analysis and Review

- Analyze and disaggregate math benchmark data to identify trends, strengths, and areas for growth.
- Review site and district data trends with principals and their instructional teams to determine patterns and instructional priorities.
- Build systemic data resources and expand common assessment portfolio.

Instructional Planning and Walkthroughs

- Use the Carnegie implementation tool during walkthroughs to assess the integrity of lesson implementation and ensure alignment with the intended design.
- Identify classrooms that will serve as host sites for lesson studies to model and refine best practices in math instruction.

Professional Development

- Adopt lead teacher model to build collective expertise and efficacy.
- Develop our administrators and coaches understanding of best math practice.
- Expand time devoted to professional math learning as part of regular collaboration and with regular after school offerings, focus on building instructional efficacy, content specific instructional expertise, small group instruction to provide differentiation.
- Support teachers participating in SVMI, ACOE, BAMP and other development opportunities.

Tier 2 Math Intervention Implementation

- Summer 2025: Mindset math camp as part of ELOP.
- EDIA pilot beginning with 8th grade target group.
- Support Sites develop plan for including support courses and intervention within master schedule for 26-27.
- Support Team develops curriculum, resources, training for teachers providing support and intervention .
- Look at foundational structures in our secondary schools to allow for students to have access to intervention and support without missing tier 1 instruction.

Common Assessments and Standards Theory of Action

If we… focus on the three pillars off Assessing Student Accurately, implement equitable grading practices district wide, change our policy on grading practices, and empower our school leaders to provide support and accountability around grading,

Then,… the adults in our system will grade students with accuracy, and in turn students will be better positioned to master academic standards.

Common Assessments and Standards

Key Actions

- Provide PD on Standards-based grading, and Formative/Summative and/or ASA tenets–no extra credit, retakes redos
- Provide PD on building balanced policies on selected ASA tenets and weighting vs. communicating progress toward standard
- Provide PD–Creating Complete standards alignment to courses in Aeries so full out standards based in Aeries
- Provide PD on rubric assessment–(investigating whether formative practices can remain points, but ungraded–compromise)
- Schedule ASA workgroup meetings for the year
- Implement professional development schedule for content disciplines to meet and look at common assessments
- Load standards into Aeries and align to courses so teachers can “Limit to Course” in Aeries Piloting Rubric grading in Aeries assignments
- Lock down formative and summative in categories.

How All Plans Work Together

1. Strategic priorities should drive and influence each subsequent level of planning district-wide.
2. Those priorities gain sharper focus and detail the closer they move to the classroom.
3. The LCAP seeks to compile and account the investments, expenditures, and initiatives that support all levels of planning.

Local Control Accountability Plan (LCAP)

State-required, locally drafted plan that describes the goals, actions, services, and expenditures to support student outcomes.

Components of the Plan

General Information

- Who is part of your LEA – students & community?

Reflections: Successes and Identified Needs

- What progress are you most proud of based on a review of performance on the state indicators and local performance indicators?
- How will you address low performance areas?
- How will you address performance gaps?

Educational Partners

- For school districts this includes teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students.

Goals and Actions

4 Parts to this Section:

Goals

Metrics

Actions

Goal Analysis

State Accountability Model for California

California's Eight State Priorities

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

2 Implementation of State Standards
- Academic content
- Performance standards

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

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

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

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

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

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

Source: California Department of Education, State Priority Related Resources. https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp.

Increased or Improved Services: Contributing Actions

Types of Contributing Actions

LEA-wide

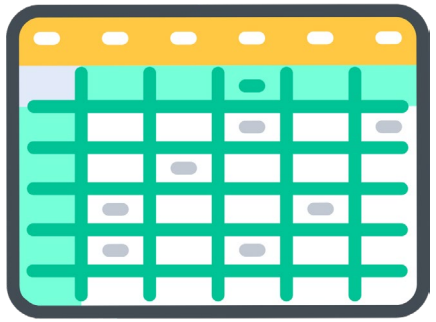
- Upgrades the educational program of **all schools in the LEA**
- All students receive these services, regardless of unduplicated status

School-wide

- Upgrades the educational program of a certain **school(s) or grade span(s)**
- All students at the specific school(s) and/or within the specific grade span(s) receive these services, regardless of unduplicated status

Limited

- Serves only one or more **unduplicated student** group(s)
- Services may be provided to low-income, EL, and/or foster youth students at all schools in the LEA, specific schools in the LEA, or specific grade spans in the LEA



Action Tables

Engagement

Places for Engagement

- Community Advisory Committee (CAC)
- Academic Committee
- AUSD Ed Tech
- DELAC
- Communities of Practice – PLC Leads, Grading for Equity, Literacy Framework, Math Task Force, Principals, Assistant Principals, Coaches, Intervention Leads
- Bond Committee
- Measure A and B1 Committee
- Student Focus Groups
- LCAP Listening Sessions
- Special Education Listening Sessions
- LCAP survey
- Community Roundtables and Parent Support Groups
- Student ASB (Student Advisory Groups)
- Student Representatives on CAC (Isla Vessali (AHS))

Engagement, *cont*...

Families	Students	Teachers/Staff
1. Student Engagement Strategies 2. Communication & Relationship Building 3. Academic & Social-Emotional Support 4. Inclusivity & Cultural Responsiveness	1. Student Engagement 2. Support Systems 3. Communication & Relationships 4. Equity & Inclusion 5. Teacher Quality & Fairness	1. Engaging Learning Environments 2. Building Relationships in Schools 3. Supporting Students Academically and Emotionally

Patterns of Feedback

Foundational Academic Program:

- Engagement: Smaller class sizes, interactive lessons, consistent expectations
- Learning Modalities: Hands-on, visual, auditory, kinesthetic learning, thematic and project-based learning
- Student Talk: Encouraging student discourse, classroom culture, teacher training
- Critical Thinking: Challenging curriculum, opportunities for reflection, cross-disciplinary connections
- Real-World Connections: Project-based learning, guest speakers, curriculum reflecting students' lives
- Relationship-Building: Trust and connection, classroom culture, time for teachers to know students

Family Engagement:

- Communication: Clear, consistent, and respectful communication, Direct communication from teachers and administrators, Honest, transparent updates about student progress and school events, time built into staff schedules for parent outreach
- Inclusivity: Culturally inclusive celebrations and family nights, opportunities for all families to participate, regardless of background, training for staff on cultural responsiveness
- Safety: Clear expectations and consistent consequences for behavior, building trust through visibility and accessibility of staff, Addressing racism and bias directly
- Relationship-Building: Community-building events (e.g., potlucks, game nights, open houses), listening sessions and informal meetups, affinity spaces, more face time between staff and families

Student Support Services:

- Social/Emotional Support: On-site counselors and wellness centers, time for check-ins and advisory periods, restorative justice programs and SEL curriculum, support for student mental health and well-being
- Culturally Responsive Support: training in culturally responsive teaching, inclusive classroom cultures and consistent expectations, valuing students' and families' backgrounds and voices, differentiated instruction reflecting diverse learning needs

LCAP District-wide Goals

Goal 1

Strategic Plan Goals 1.1, 1.2

Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.

Goal 2

Strategic Plan Goal 1.3

We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.

Goal 3

Strategic Plan Goal 2.1

Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

LCAP Equity Multiplier Goal

Eligibility	Accountability Requirements
Schools are identified based on **both** of the following: 1. Prior year **non-stability rates** greater than 25%, **and** 2. Prior year **socioeconomically disadvantaged rates** of greater than 70%	• Develop LCAP focus goal aimed at improving outcomes at EM school • Include metrics for all instances of Red performance at EM school

School Name	Non-stability Rate	Socioeconomically Disadvantaged Rate	EM Entitlement
Island High (Continuation)	44.17%	75.83%	$112,686

Goal 4

Island High School has prioritized addressing the needs of historically underserved student groups, specifically Socioeconomically Disadvantaged (SED) students and Students with Disabilities (SWD), due to their low performance on key California School Dashboard indicators such as Graduation Rate and College/Career Readiness.

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EXCELLENCE & EQUITY FOR ALL STUDENTS

GOAL 1

LCAP District-wide Goals

Goal 1

Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.

Our goal is to work together as a community to develop or refine:

- A clear and coherent curriculum (what students learn)
- Dynamic lessons that incorporate many different modes and models of instruction (how students learn)
- More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
- A clear and family-friendly articulation of our standards and instructional strategies (how families understand what their children are learning)

We need to ensure equitable access to high-quality instruction for all our students to create a strong foundational program across all our school sites and classrooms. From that foundation, we can then build programs to provide differentiated instruction and support for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system.

LCAP GOAL 1

	Actions	Funding 25-26	Actions include...
1.1	Ensure grading policies and practices are constructive, researched based and student centered.	$40,000	Continue monthly meetings with the Grading For Equity (Assessing Students Accurately) Workgroup. Provide Professional Development for all secondary staff on the technical implementation, equitable grading practices (i.e., setting up gradebooks). Contracting with Crescendo Education Group to build teacher capacity in understanding the pillars of equitable grading practices (Accuracy, Bias resistant, motivational). Continue to explore Board Policies that promote equitable grading practices. Provide Secondary teachers time and space to develop agreements on the following: Equitable Grading Practices including extra credit, retake re-dos, and grading individual work not group work.
1.2	Develop, implement and support a common literacy Framework PK - 12	$120,948	Pilot a universal screener to identify potential reading delays (including dyslexia). Support the implementation and progress monitoring of the district's investment in a research-based reading intervention program. Offer family literacy nights that include a focus on reading practices and instruction within the classroom and school level, as well as ways to support reading at home. Pilot and adopt a research-based ELA/ELD program for grades P-K-5, 6-8, and 9-12. Offer ongoing professional development and coaching. Develop a resource guide that codifies best practices in literacy PK-12.

LCAP GOAL 1, *cont…*

	Actions	Funding 25-26	Actions include…
1.3	Provide specific coaching and professional learning to support the implementation of the new California math framework.	$329,403	Lead teachers and coaches will support the implementation of the new framework. Hold New math teacher orientations. Provide access to SVMI training to all secondary math teachers. Support the on-going collaboration and PLC's focused on the implementation of math new adopted math curriculum and provide ongoing training with the Carnegie Learning for The Middle School Math teachers. Teachers and coaches will choose focal students to follow based on students who have historically not performed well in math based on the SBACC performance data on the California dashboard. They will use STAR data to monitor growth throughout the year and district with monitor lag data included in the LCAP.
1.4	Implement professional learning and coaching to support instructional delivery of the state standards with an emphasis on student discourse and engagement.	$877,564	Coaches will support district wide professional learning and will be assigned to school sites to support the implementation of the learning. Coaches will model lessons, support lesson planning and delivery, coach and support on site best practices, provide additional support to students during RTI periods, and support the collection and identification of data that can help inform teachers on how to best support students.

LCAP GOAL 1, *cont...*

	Actions	Funding 25-26	Actions include...
1.5	Professional development to support school teams and teacher leaders to align site-level goals to culturally-responsive district priorities	$230,000	Provide Professional learning to support teachers and school teams with collaborative inquiry, data analysis, and reflection on practice to promote student learning and refine instruction.
1.6	Attract and Retain High Quality Staff	$1,000,000	Sustain the compensation increases that have been provided to all employee groups to attract and retain highly qualified staff. that create the collaborative and engaged personnel to deliver high-quality educational experiences to students with attention to attracting employees who are able to be successful with students who are English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors. This amount includes benefits and salaries for all employee groups including certified, classified, and management
1.7	One additional day of differentiated professiona l Learning for Teachers	$383,349	Provide an extra day of professional learning for teachers to support the district priorities indicated in the districts strategic plan. Focused topics on improving outcomes for unduplicated count students and student groups with indicators in red on the state dashboard

LCAP GOAL 1, *cont...*

	Actions	Funding 25-26	Actions include...
1.8	District will support school sites develop goals and actions in their SPSA's to address student groups with indicators in red on the state dashboard.	$319,700	(RTI) All sites will develop master schedules that support inclusion and ensure students with IEP's, English learners or students who need Tier 2 supports have access to Tier1/ Core instruction and any additional supports are provided at a designated time, Designated ELD or RTI. Students will be clustered so that support teachers can push into classrooms during instruction to provide targeted support. All master schedules will have built in time for teachers to analyze data in their professional learning communities to determine how students are responding to interventions or to identify students needing additional support.
1.9	Implement schedules and classes that are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most.	$165,156	(RTI) All sites will develop master schedules that support inclusion and ensure students with IEP's, English learners or students who need Tier 2 supports have access to Tier1/ Core instruction and any additional supports are provided at a designated time, Designated ELD or RTI. Students will be clustered so that support teachers can push into classrooms during instruction to provide targeted support. All master schedules will have built in time for teachers to analyze data in their professional learning communities to determine how students are responding to interventions or to identify students needing additional support.

LCAP GOAL 1, *cont…*

	Actions	Funding 25-26	Actions include…
1.10	Implement co-teaching classes at all secondary sites for mathematics, English language arts. Implement co-teaching during literacy and math blocks at identified elementary schools beginning with grades 4 and 5.	$201,998	Provide time and professional learning for ed specialists and general education teachers to plan and support students with disabilities. In collaboration with the district's special education leadership team, sites select their co-teaching models for ELA and mathematics, and receive professional development on their selected models from Special Education Coordinators. Co-teachers, with support from site leadership, create a co-planning schedule for their respective subjects. Special education coordinators and TSAs provide ongoing feedback and coaching support to co-teachers when engaged in the act of co-teaching.
1.11	Pilot, train and implement new curriculum and best practices for our ESN classes to increase rigor and student engagement.	$311,157	The district with work with teachers to explore the piloting and adoption of new Extensive Support Needs curriculum. Provide training and support on the curriculum with a focus on the modification of state standards and engagement. We will implement the newly Board adopted alternate education course syllabi in all core content areas in secondary (Ela, history, math, science) which will drive standards-based instruction for all ESN students. There will be professional development and coaching throughout the school year led by our district's ESN teacher on special assignment.

LCAP GOAL 1, *cont...*

	Actions	Funding 25-26	Actions include...
1.12	Support the refinement, administration, and analysis of standards-aligned assessments to determine student learning and implications for teaching and site and district systems.	$264,448	Drive universal screening using both assessment data such as early literacy assessments in addition to attendance and behavior data to refine teaching and systems to ensure students are ready and able to learn.
1.13	Maintain coordinator of language and literacy position to manage implementation of designated ELD and integrated ELD program.	$174,716	Coordinate work of instructional coaches to provide professional development in best language practices and curriculum implementation. Project management to ensure ELLs with IEPs are receiving language support aligned with disability Coordinate family and student engagement (family needs assessment, ELL-only field trips) Coordinate progress monitoring of RFEPs and current English Learners.
1.14	Support school staff with professional learning and coaching on Inclusion practices for students with disabilities.	$64,873	Support Site administration, general education teachers and special education teachers on general best practices for inclusion. Work with all site coaches to support building out these identified researched based practices at school sites.

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GOAL 2

LCAP District-wide Goals

Goal 2

We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.

Our overarching approach to this goal is to create supportive, inclusive environments that:

- Foster students' feelings of safety and support within their school community
- Communicate student behavioral expectations, teach those behaviors and positively reinforce those behaviors through a cultural lens
- Provide families and school staff with opportunities to engage in workshops, feedback sessions and affinity groups designed to provide two-way communication on how to effectively partner to support student learning

LCAP GOAL 2

	Actions	Funding 25-26	What does this look like?
2.1	Provide Culturally Responsive family engagement and access	$112,505	Interactive workshops, listening sessions, support for parent led DEI Roundtable groups, and community events for various affinity groups . This also includes 8,000 dollars to support families of unduplicated students' parent/guardians with the cost of fingerprinting.
2.2	Support school sites in common best practices across the district	$84,737	Support school sites in common best practices across the district on how to engage and partner with families while providing families with the necessary information and tools to engage with our schools as educational partners. Support families' ability to navigate the various school systems to support meeting the individual needs of their students. Specific attention on supporting our African American families, LGBTQ youth and ELL students. In addition, we will increase support and focused practices for our families whose students are neurodiverse or have an individual education plan. We will provide families with the necessary information and tools to engage with our schools as educational partners and navigate the various special education and school systems to support meeting the individual needs of their students.
2.3	Implement a culturally responsive positive behavior support structure at all school sites that provide students with the opportunity to learn the expected behaviors and receive positive reinforcement for exhibiting those behaviors.	$158,140	New AUSD Positive Behavior Discipline matrix has been created and implemented at all TK-12 schools sites with extensive inclusion of PBIS, Restorative Practices and culturally responsive behavior support; Accompanying school-wide lessons provided for grades 3-12 so that students are taught AUSD's expected positive behaviors (as outlined in the matrix; created by Student Services Coordinator and Program Manager) All 15 school sites have robust Culture & Climate teams (led by PBIS lead teacher and coached by Student Services Program Manager) who are responsible for creating the systems and support for teaching school-site specific behavior expectations and celebrating students meeting expectations. We have added Restorative Practices to the TFI rubric so as to be able to assess for fidelity of implementation (this assessment tool is administered by Student Services Program Manager) School staff continue to be trained in strategies for creating positive classroom culture, often by the Student Services Program Manager and Specific PD for classroom teachers on capturing students strengths and positive behaviors within referrals to intervention; coached and provided by Student Services Program Manager) Coaching for writing Tier 3 Behavior Support Plans (an essential element of SWPBIS) using asset-based language and family partnership.

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GOAL 3

LCAP District-wide Goals

Goal 3

Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.

The development of systems and structures to support our students academically, socially, and emotionally, especially those who have been marginalized historically. This includes providing teacher-led professional development and collaboration time so that our staff develop effective practices for supporting our students. It also includes maximizing overall staffing at schools in order to provide greater access to counseling and teachers. This strategy also provides teachers with more time to consult and plan with each other on how best to support students.

LCAP GOAL 3

	Actions	Funding 25-26	What does this look like?
3.1	Implement common teaming structures that are designed to monitor student progress and provide differentiated support when needed.	$1,552,086	Provide additional staffing to support students access and participation in targeted interventions. As part of AUSD's MTSS strategic plan, COST teams are in place at all 15 school sites and led by TSAs who function as intervention leads These teams monitor school-wide student data in an effort to identify students in need of additional academic or behavioral support. They also triage referrals to intervention from staff and families, assign Tier 2 or 3 interventions as needed and monitor student progress in those intervention as applicable Intervention Leads and Instructional Coaches also provide direct student service in the form of small group intervention or 1:1 Tier 3 support(s) Student Services Program Manager provides ongoing coaching/support to COST teams and intervention leads throughout the school year. Runs end-of-year reports using "goals" tab of Aeries to monitor/adjust interventions being offered.
3.2	Targeted FTE to support English Learners	$415,915	FTE allocations for Designated ELD and Literacy intervention sections above base allocation, allowing for lowered class sizes and proficiency-based scheduling. Also provides for sheltered courses for newcomers. ***DA Action***

LCAP GOAL 3, *cont…*

	Actions	Funding 25-26	What is resourced and what has changed
3.3	Provide expanded mental health services to support students' ability to access learning.	$1,420,327	Each school site will make individual and group counseling referrals to Alameda Family Services (contracted mental health provider) through their COST meetings. School sites will have a link for self-referral to counseling services on their school website. Alameda Family Services will provide Case Management Services to identified families that need additional support with housing and basic needs. Alameda Family Services will collaborate with site administrators to provide professional development to staff around trauma-informed practices
3.4	Support schools with the highest unduplicated count	$934,118	Provide additional staffing, materials, supplies, professional development, and professional services to increase student inclusion and acceleration with specific focus on our students who are identified as needing additional support on the California data dashboard. This includes additional administrative support, teen parenting and childcare, and AVID programs
3.5	Provide Mentoring and advising to support case management, family communication and direct intervention services for students who are identified as needing additional support on the California data dashboard.	$818,156	Our Advisors are assigned to 2 elementary and 2 middle schools to assist with general education support and intervention. One wellness coordinator to support unhoused youth with case management and wrap services districtwide and All TK-12 schools are expected to identify focal students and provide wrap around support. Focal students can be student from the student group on the California dashboard indicated in red and or Black, Multi-Ethnic and or Latino students who are below the 50th percentile in STAR Reading and Math, Chronically Absent, and have 1 or more Office Referral/Suspension.

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GOAL 4

LCAP Equity Multiplier Goal

Goal 4

Island High School has prioritized addressing the needs of historically underserved student groups, specifically Socioeconomically Disadvantaged (SED) students and Students with Disabilities (SWD), due to their low performance on key California School Dashboard indicators such as Graduation Rate and College/Career Readiness.

Eligibility	Accountability Requirements
Schools are identified based on **both** of the following: 1. Prior year **non-stability rates** greater than 25%, **and** 2. Prior year **socioeconomically disadvantaged rates** of greater than 70%	• Develop LCAP focus goal aimed at improving outcomes at EM school • Include metrics for all instances of Red performance at EM school

School Name	Non-stability Rate	Socioeconomically Disadvantaged Rate	EM Entitlement
Island High (Continuation)	44.17%	75.83%	$112,686

LCAP GOAL 4

	Actions	Funding 25-26	What does this look like?
4.1	Implement common teaming structures that are designed to monitor student progress and provide differentiated support when needed.	$104,243	The school recognizes that quantitative data alone isn't enough, and has engaged in continuous conversations with students, families, and community partners to uncover the deeper mindsets, practices, and structural issues contributing to these challenges. Key findings point to implicit and explicit bias, low academic rigor, and a core curriculum misaligned with post-secondary opportunities, all of which reflect systemic inequities and a limited vision for student success. Addressing these issues requires a comprehensive, systemic, and sustained effort, with a focus on improving relationships, shifting adult mindsets, and aligning curriculum and expectations with high academic standards.

LCFF Supplemental

Program	Amount	FTE
Targeted Intervention	$ 1,649,834	10.67
Instructional Coaches	1,012,278	7.00
Equity and Inclusion		
Office of Equity, Scholar Staff & Student Adv	930,961	5.00
Additional Support at Paden & Love	174,154	1.60
Equity Multiplier at Island	39,126	0.28
Additional Support at Encinal Jr/Sr	127,840	0.91
Additional Support at Wood	66,316	0.88
Vice Principals at Ruby & Love	331,412	2.00

Program	Amount	FTE
Discretionary Funds for Schools	319,700	1.33
Math Initiative	299,335	2.00
Data Research Dept	264,448	1.00
EL Professional Development	174,716	1.00
Differentiated Prof. Learning (186th Day)	483,949	
Attract & Retain High Quality Staff	1,000,000	
Increased FTE to support Eng. Learners	415,915	3.40
Mental Health Services (AFS)*Additional Funds incoming	289,237	0.40
Indirect Cost Transfer	615,756	
Family Engagement	23,000	
Total	8,217,977	37.47

Community Advisory Role

Provide input as a representative group of stakeholders to inform the District's goals, actions, and services as articulated in districtwide plans such as the Strategic Plan, and the Local Control Accountability Plan (LCAP).

Annual LCAP: Statutory Deadlines

HIGH-LEVEL OVERVIEW

June

Board Meeting #1: Public Hearing

Board Meeting #2: Adoption

July

LCAP Submitted to ACOE
July 1*, or within 5 days of board adoption*

August.

ACOE issues Clarifying Questions letters
August 15

Submit Clarifying Questions written responses to ACOE
August 30

September

Establish LCAP Advisory Group and meeting schedule

Establish SSC's at School Sites and monthly meeting schedule

October

ACOE Deadline for Approving LCAPs
October 8

November

SPSA/LCAP refinement

Annual LCAP: Statutory Deadlines

HIGH-LEVEL OVERVIEW

December

- Budget packets shared with school sites and enrollment projections completed

January

- Budget meetings
- SPSA/LCAP refinement

February

- SPSA/LCAP refinement
- Determine Staffing for the next school year

March

- SPSA/LCAP refinement and rewrite of proposed goals and actions

April

- SPSA/LCAP refinement and rewriting of proposed goals and actions
- Adjust budget to support proposed goals and actions

May

- ACOE review of DRAFT LCAP
- CAC review of DRAFT LCAP
- SSC's review and approval of SPSA plans

AUSD ALAMEDA UNIFIED SCHOOL DISTRICT
EXCELLENCE & EQUITY FOR ALL STUDENTS

BOARD DISCUSSION

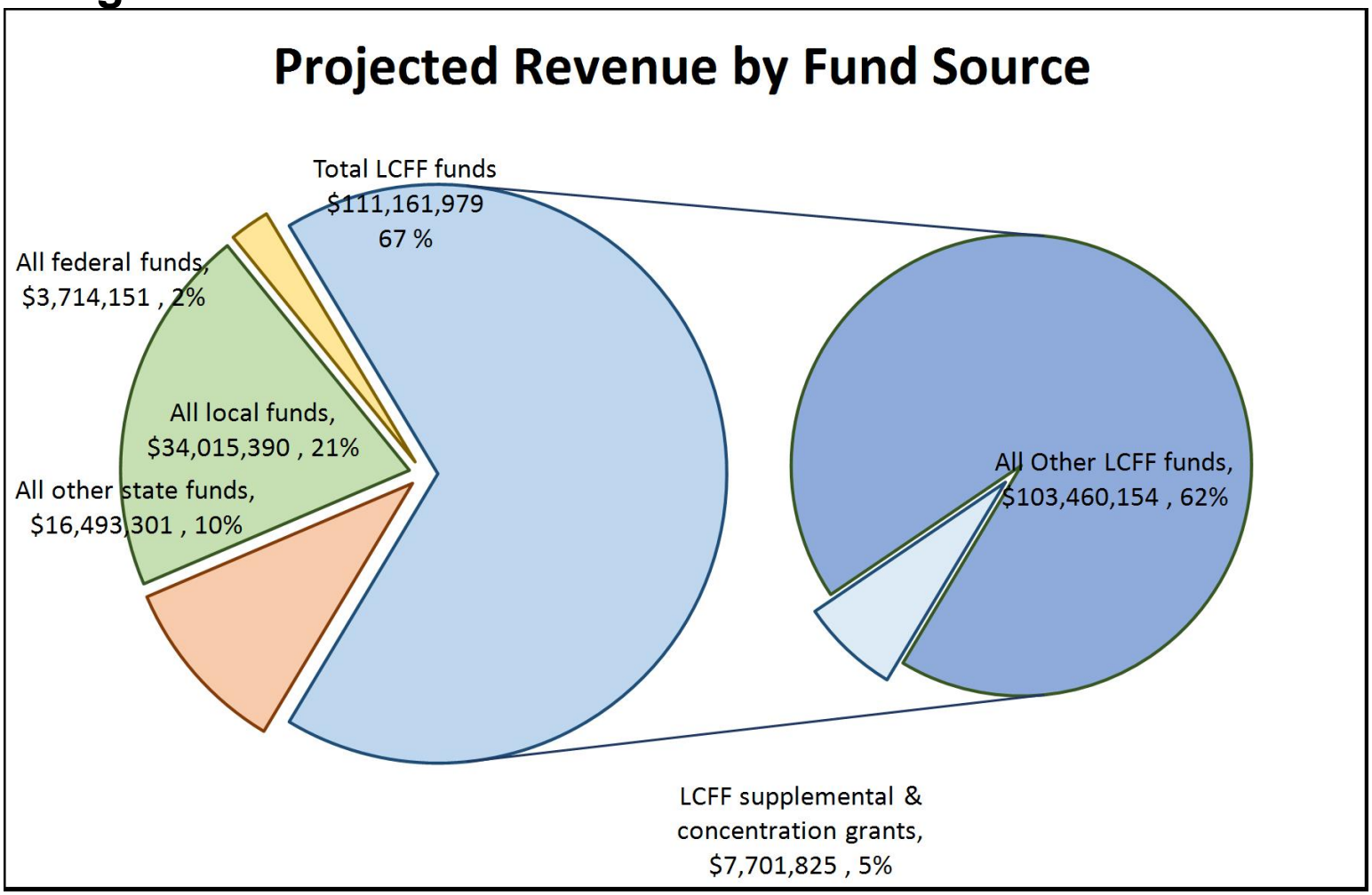
Kirsten Zazo
510.337.7000
KZAZO@ALAMEDAUNIFIED.ORG
www.alamedaunified.org

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Alameda Unified School District
CDS Code: 01 611190000000
School Year: 2025-26
LEA contact information:
Kirsten Zazo
Assistant Superintendent of Educational Services
kzazo@alamedaunified.org
510-337-7095

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

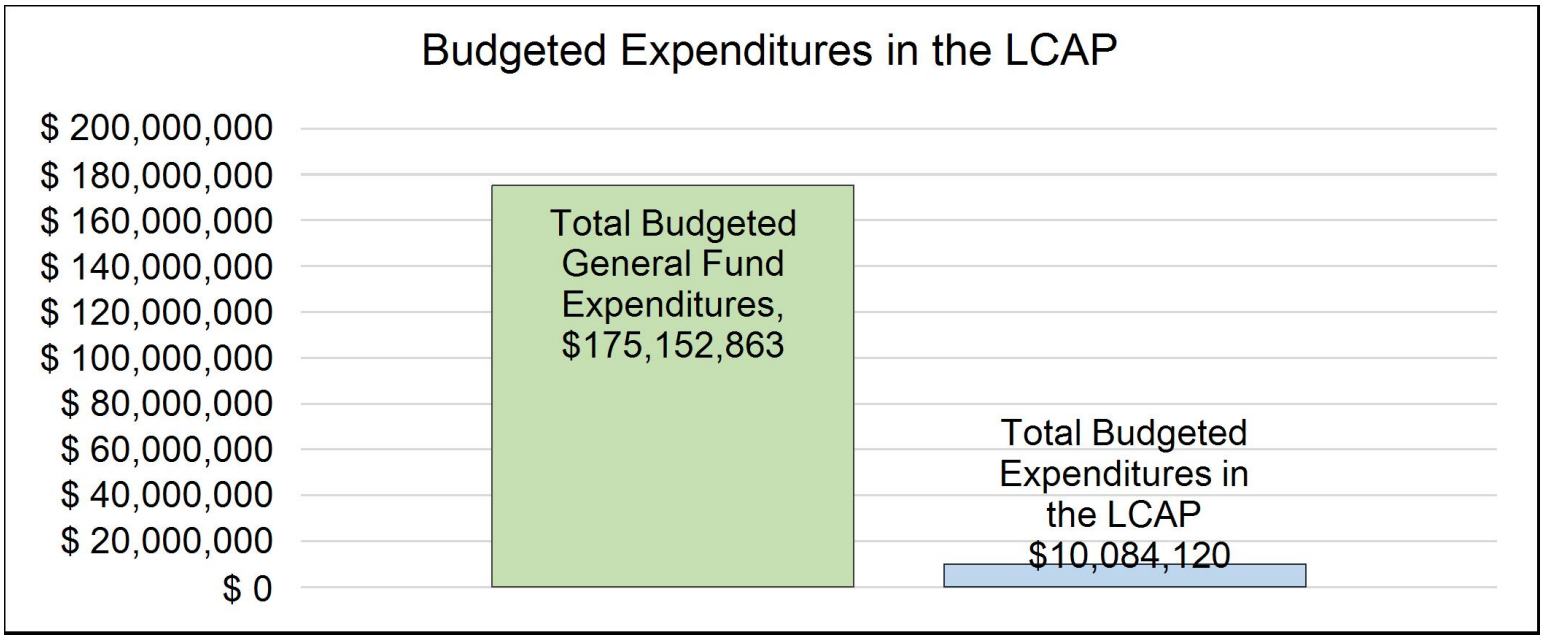


This chart shows the total general purpose revenue Alameda Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Alameda Unified School District is $165,384,821, of which $111,161,979 is Local Control Funding Formula (LCFF), $16,493,301 is other state funds, $34,015,390 is local funds, and $3,714,151 is federal funds. Of the $111,161,979 in LCFF Funds, $7,701,825 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.



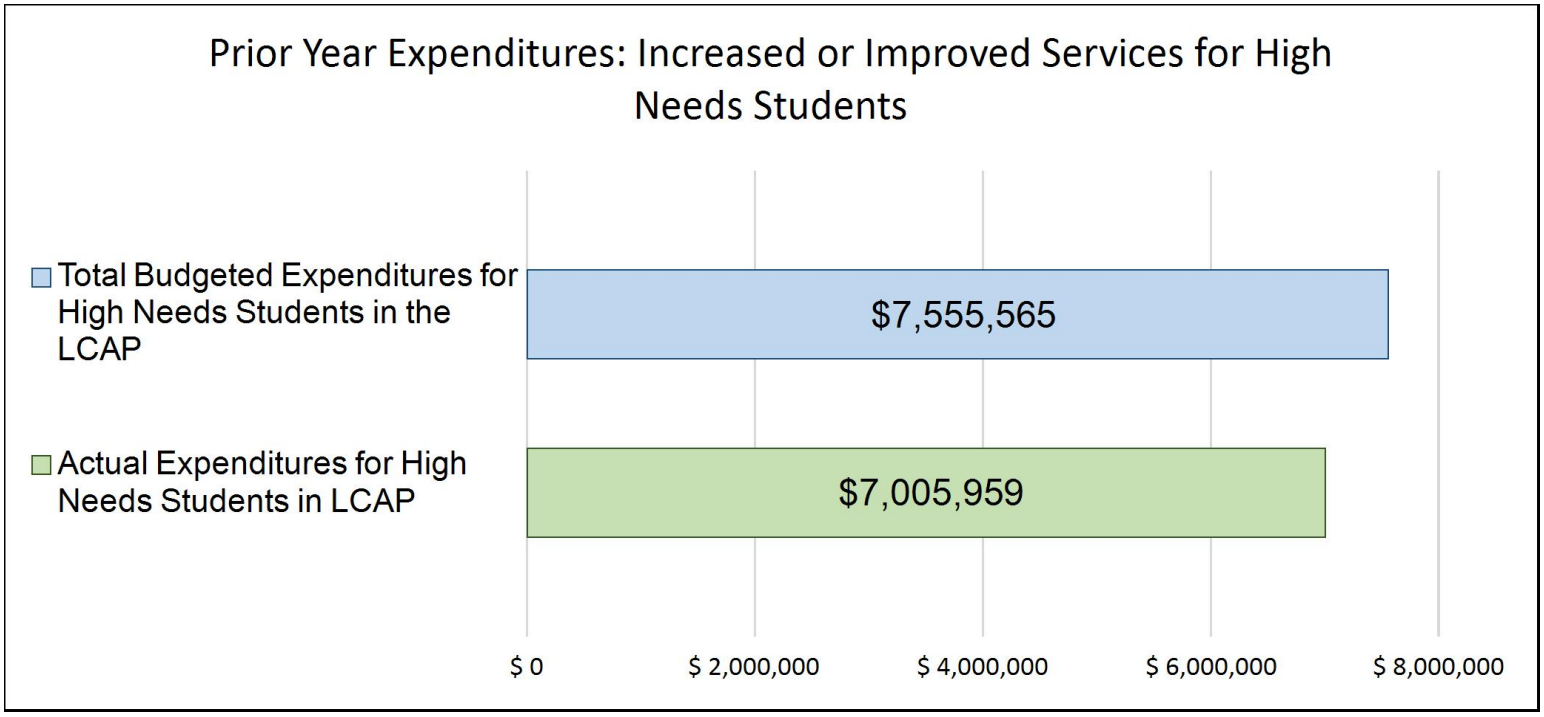
This chart provides a quick summary of how much Alameda Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Alameda Unified School District plans to spend $175,152,863 for the 2025-26 school year. Of that amount, $10,084,120 is tied to actions/services in the LCAP and $165,068,743 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Alameda Unified School District is projecting it will receive $7,701,825 based on the enrollment of foster youth, English learner, and low-income students. Alameda Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Alameda Unified School District plans to spend $8,542,204 towards meeting this requirement, as described in the LCAP.

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



This chart compares what Alameda 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 Alameda Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Alameda Unified School District's LCAP budgeted $7,555,565 for planned actions to increase or improve services for high needs students. Alameda Unified School District actually spent $7,005,959 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alameda Unified School District	Kirsten Zazo Assistant Superintendent of Educational Services	kzazo@alamedaunified.org 510-337-7095

Plan Summary [2025-26]

General Information

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

Alameda's public schools have been educating Alameda's children since 1855, when the Schermerhorn School was built on Court Street between Van Buren and Jackson Street. Today, AUSD serves the needs of some 9000 students from preschool through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region, with 36% being Asian, 29% white, 16% Hispanic, 8% Black/African American, and 9% of two or more races. About 27% of our students are low income and 17% are English learners. To serve this diverse community of learners, AUSD's, early childhood center, nine elementary schools, four middle schools, four high schools and adult school, offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including broadcast journalism, sports medicine, childcare, and genomics, as well as a full array of honors, AP, and visual and performing arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

In 2019, AUSD initiated the development of a new Strategic Plan to guide the goals and work of the district. A key part of that work was the revision of the district's Vision, Mission, and Guiding Principles.
Vision: Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make meaningful, positive impact in their lives, the lives of others, and the world around them.
Mission: Alameda Unified School District is committed to upholding our community's core values of equity and excellence for every student by providing inclusive and safe conditions for learning that challenge and support every student to be culturally competent and prepared for

college, career, and community participation. We believe there is value in diversity, and that by providing equitable educational opportunities for all students, everyone can succeed.

Guiding Principles:
We believe that education should be student-centered and focused on the whole child.
We believe that social, emotional, and mental well-being are crucial to the success of students.
We believe that inequities exist within our current educational system and that it is our responsibility to diminish them.
We believe that students deserve the opportunity to explore and pursue their interests and that it is the responsibility of employees to support them in this.
We believe that clear and transparent communication with stakeholders is vital to the success of students.
We believe that staff and administration should work alongside stakeholders to ensure that students are being given the services they need and are being challenged appropriately.

In the fall of 2019, district staff, in consultation with a wide range of stakeholders, developed a "graduate profile," a composite of the global skills and dispositions we want for all graduates of our district. This vision of an AUSD graduate serves as a “north star,” or student-centered guide, for the decisions and determinations being made in the development of the 2022 Strategic Plan and its accompanying focus areas, goals, and action plans. To develop the profile, district staff met with and surveyed staff, students, and community members to gather input on who we want our students to be upon graduation. After reviewing more than 500 graduate profile submissions, district staff developed a Graduate Profile that was presented to the Board of Education in December of 2019. A Graduate Profile is a composite of the global skills and dispositions a district wants for all of its students to develop by the time they graduate. While we understand that different students develop these characteristics and skills in different ways and along different timelines, our goal is for all of our graduates to have these abilities by the time they leave our district.

I Am College, Career, and Life Ready - Core Academic Knowledge & Life and Professional Skills
I Seek Opportunities and Challenges of Learning - Critical Thinker, Problem Solver, Ability to Stretch, Engage, & Persist
I Know Myself and Work Effectively With Others - Socially and Emotionally Aware & Effective Collaborator
I Build Community Through Understanding and Service - Cultural Intelligence & Civic Responsibility

AUSD's Strategic Plan consists of three "focus areas," each of which includes three to four goals. Each of those goals, in turn, includes a series of concrete actions we will take to achieve the goals. These focus areas, goals, and action steps were developed after significant engagement with staff, families, and the wider district community.

Focus Area 1 may sound simple, but the very first step we need to take to ensure equitable access to high-quality instruction for all of our students is to create a strong foundational program across all of our school sites and classrooms. From that foundation, we can then build programs to provide differentiated instruction and support for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system. What do we mean by “strong foundational program”? Our goal is to work together as a community to develop or refine:
A clear and coherent curriculum (what students learn)
Dynamic lessons that incorporate many different modes and models of instruction (how students learn)
More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)

A clear and family-friendly articulation of our standards and instructional strategies (how families understand what their children are learning) A good analogy for this is a house. Our current program is like a house that has some really nice rooms (i.e., school programs and services) but the foundation needs some cracks filled, some leveling, and some reinforcement. . We want to strengthen the foundation of the district. Focal Area 1 actions include (but are not limited to) re-establishing a full-day kindergarten at all sites, developing a common TK-5 literacy framework, and updating 6-12 homework and grading policies to ensure our practices are constructive, researched-based, and student-centered.

Focus Area 2 concerns the development of systems and structures to support our students academically, socially, and emotionally, especially those who have been marginalized historically. This includes providing teacher-led professional development and collaboration time so that our staff develop effective practices for supporting our students. It also includes maximizing overall staffing at schools in order to provide greater access to counseling and teachers. One strategy for this will be the development of elementary schedules that allow our educators to provide extra support to students without pulling them out of their grade-level classes. This strategy also provides teachers with more time to consult and plan with each other on how best to support students. To provide additional support to African-American students, AUSD will pilot intensive mentoring at four schools in 2023-24 and is considering providing a specialized K-3 pathway specifically designed to help these students thrive in our schools.

Focus Area 3 concerns the maintenance and expansion of resources, talent management, and communications to further support Focus Area 1 (a strong foundational program) and Focus Area 2 (structures and systems of support).

Action areas for Focus Area 3 include:
Assessing and improving hiring practices and AUSD's work climate
Updating employee evaluation systems Providing our community with a layperson-friendly budget summary
Exploring hiring incentives for special education staff Continued improvements in technology
Articulating a district-wide communications plan
Amplifying student voice Expanding AUSD's strategies for engaging historically underserved families

Each of the goals and actions in Focus Area 3 are aligned with the other two Strategic Plan focus areas.

For 2024-25 School Year Island High was identified as a Equity Multiplier School. This was based on the indicators for Suspension, Graduation Rate and College/Career for Students With Disabilities and Socioeconomically Disadvantaged.

Reflections: Annual Performance

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

Historical Context and Strategic Plan
Alameda's public schools have been educating children since 1855, reflecting the diversity of the community and the San Francisco Bay Area region. AUSD serves approximately 9,000 students from preschool through high school, with a diverse student body including 36% Asian, 29% White, 16% Hispanic, 8% Black/African American, and 9% of two or more races. About 27% of students are low income and 17% are English learners.
To serve this diverse community, AUSD offers a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes. High schools provide strong Career Technical Education programs and a full array of honors, AP, and visual and performing arts classes. The continuation program at Island High School supports students needing additional help to graduate, while the Alameda Science and Technology Institute offers an Early College Program.
In 2019, AUSD initiated the development of a new Strategic Plan, revising the district's Vision, Mission, and Guiding Principles. The Vision emphasizes compassion, confidence, and academic preparedness, while the Mission focuses on equity and excellence for every student. The Guiding Principles highlight student-centered education, social and emotional well-being, and the importance of diminishing inequities.
The Strategic Plan includes three focus areas:
Strong Foundational Program: Ensuring equitable access to high-quality instruction across all school sites and classrooms. This involves developing a clear and coherent curriculum, dynamic lessons, purposeful reading, writing, and student discourse, and family-friendly articulation of standards and instructional strategies.
Systems and Structures of Support: Developing effective practices for supporting students academically, socially, and emotionally, especially those who have been marginalized historically. This includes teacher-led professional development, maximizing staffing for greater access to counseling and teachers, and piloting intensive mentoring programs.
Resources, Talent Management, and Communications: Maintaining and expanding resources to support the foundational program and systems of support. This involves assessing and improving hiring practices, updating employee evaluation systems, providing budget summaries, exploring hiring incentives for special education staff, and expanding strategies for engaging underserved families.
Each focus area includes specific goals and action steps developed through significant engagement with staff, families, and the wider district community. These efforts aim to create a cohesive and supportive educational environment that addresses the needs of all students, particularly those who have been historically marginalized.
Performance Indicators
Suspension Rate: The overall suspension rate in AUSD is commendably low at 1.9%. However, it remains high for specific groups such as unhoused students, Long-Term English Learners, Foster Youth, and African American students, with rates ranging from 4.6% to 14.3%. This disparity highlights the need for targeted interventions to address the underlying causes of higher suspension rates among these groups.
Chronic Absenteeism: Chronic absenteeism has declined by 2.8% across the district, which is a positive trend. Despite this improvement, absenteeism remains high for certain groups, including Foster Youth, African American students, and other disadvantaged groups, with rates between 6% and 56.6%. Continued efforts are necessary to further reduce absenteeism and ensure consistent attendance for all students.
Graduation Rate: The graduation rate is high at 91.4%, indicating strong overall performance. However, this rate has been affected by data submission timeline issues and coding errors. When accounting for these issues, the true graduation rate hovers around 90%. This suggests that while the district is performing well, there is room for improvement in data management processes to ensure accurate reporting.
English Language Arts (ELA): The average distance from meeting the standard (DFS) in ELA is high at +37 points, with improvements seen for students identifying as Two or More Races, Asian, White, Students with Disabilities, and Socioeconomically Disadvantaged students.

However, significant challenges remain for African American students, English Learners, and Students with Disabilities, who have low or very low DFS scores. This indicates a need for focused support to help these groups improve their ELA performance.
Math: Similar to ELA, the average DFS in Math is high at +9.7 points, with improvements for Filipino students and Socioeconomically Disadvantaged students. Nonetheless, there are substantial challenges for Hispanic students, English Learners, and African American students, who have low or very low DFS scores. Targeted interventions are required to address these gaps and support students in achieving better math outcomes.
College and Career Indicator: The College and Career Indicator is high overall at 63.1%, with notable improvements for Students with Disabilities, African American students, White students, and students identifying as Two or More Races. However, the indicator remains low for African American students, Students with Disabilities, and English Learners, and very low for Long-Term English Learners. This suggests that while progress is being made, there is a need for continued efforts to support these groups in achieving college and career readiness.
Bright Spots
Suspension Rate: The suspension rate has declined across the district and for students identifying as Filipino, White, Two or More Races, Hispanic, Pacific Islander, and Students with Disabilities and Socioeconomically Disadvantaged students. This positive trend indicates effective strategies in reducing suspensions and promoting positive behavior.
Chronic Absenteeism: Chronic absenteeism has declined significantly across the district and for nearly all student groups except Foster Youth. This improvement reflects successful initiatives to encourage regular attendance and address barriers to consistent school participation.
Graduation Rate: The graduation rate is high across the district and has increased for unhoused students. This demonstrates the district's commitment to supporting all students in completing their education and achieving their academic goals.
ELA & Math: The overall DFS in ELA has increased, and Math performance has been maintained, with high scores for students identifying as Asian, White, Two or More Races, and Filipino. These bright spots highlight areas where students are excelling and can serve as models for strategies to improve performance in other groups.
College and Career Indicator: The College and Career Indicator is high overall and very high or high for students identifying as Asian, Filipino, White, or Two or More Races. This indicates strong preparation for post-secondary success among these groups.
UC/CSU Requirements: The percentage of graduates meeting UC/CSU A-G requirements has increased over the last five years for all student groups, ranging from +4% to +20%. This trend reflects the district's efforts to ensure students are well-prepared for higher education.

Opportunities for Growth
The 2023-24 California School Dashboard results highlight several areas for improvement within AUSD. Despite overall declines in suspension rates, disparities remain high for Black/African American students (6.6%), foster youth, Long-Term English Learners, homeless youth, and students with disabilities (4.6% to 14.3%). Addressing these disparities through targeted behavioral interventions and support systems is crucial. Chronic absenteeism rates, although significantly reduced by 2.8%, continue to be high among foster youth, homeless youth, students with disabilities, English learners, socioeconomically disadvantaged students, and migrant students (6% to 56.6%). Implementing strategies to further engage families and support student well-being can help reduce absenteeism.
Graduation rates have improved overall, with a high rate of 91.4%, but equity gaps persist for Black/African American students (84.5%), American Indian/Alaska Native students, and Long-Term English Learners. Enhancing support programs to ensure all students have the resources needed to graduate is essential. College and career readiness has been maintained overall at 63.1%, yet specific student groups such as Black/African American students (30.9%), Students with Disabilities (20.5%), and Long-Term English Learners (9.8%) show lower readiness. Developing initiatives to better prepare these students for post-secondary opportunities is necessary.

Persistent achievement gaps in English Language Arts (ELA) and mathematics for socioeconomically disadvantaged students, Black/African American students, and Hispanic/Latino students indicate a need for targeted academic interventions and support. The average distance from meeting the standard (DFS) in ELA is high at +37 points, with improvements seen for students identifying as Two or More Races, Asian, White, Students with Disabilities, and Socioeconomically Disadvantaged students (+3 to +6.8 points). However, significant challenges remain for African American students (-49.4 points), English Learners (-21.4 points), and Students with Disabilities (-70.5 points). Similarly, the average DFS in Math is high at +9.7 points, with improvements for Filipino students (+2.9 points) and Socioeconomically Disadvantaged students (+5.8 points). Nonetheless, there are substantial challenges for Hispanic students (-42.6 points), English Learners (-37.8 points), and African American students (-98.6 points). Targeted interventions are required to address these gaps and support students in achieving better math outcomes.
Additionally, the percentage of students reaching Overall Performance Level 4 for the Summative ELPAC has decreased, highlighting the need to focus on improving English language proficiency and reclassification rates for English learners. The College and Career Indicator is high overall at 63.1%, with notable improvements for Students with Disabilities (+8.8%), African American students (+9.6%), White (+2.4%), and Two or More Races (+6.7%). However, the indicator remains low for African American students (30.9%), Students with Disabilities (20.5%), and English Learners (22.2%), and very low for Long-Term English Learners (9.8%).
Incorporating areas of the strategic plan, AUSD can improve upon its foundational program by ensuring equitable access to high-quality instruction across all school sites and classrooms. This involves developing a clear and coherent curriculum, dynamic lessons, purposeful reading, writing, and student discourse, and family-friendly articulation of standards and instructional strategies. Enhancing systems and structures of support is also vital, including teacher-led professional development, maximizing staffing for greater access to counseling and teachers, and piloting intensive mentoring programs. Maintaining and expanding resources, talent management, and communications will further support the foundational program and systems of support. This involves assessing and improving hiring practices, updating employee evaluation systems, providing budget summaries, exploring hiring incentives for special education staff, and expanding strategies for engaging underserved families.
By addressing these areas and building on the bright spots, AUSD can ensure equitable and high-quality education for all students. The strategic plan provides a clear roadmap for achieving these goals, emphasizing strong foundational programs, systems of support, and effective resource management.

CA Dashboard Lowest Performance Levels from 2023 Dashboard:
For a detailed listed please see our index for 2024-25 LCAP Required Actions: Alameda Unified.

Alameda Unified School District currently has no unspent LREBG funds.

Summary
AUSD has shown strong performance in several areas, including suspension rates, chronic absenteeism, graduation rates, and college/career readiness. However, significant opportunity gaps persist, particularly for African American students, English Learners, and students with disabilities. The district's strategic focus on improving conditions and outcomes for these groups is crucial for continued progress. By addressing these disparities and building on the bright spots, AUSD can ensure equitable and high-quality education for all students. The Strategic Plan provides a clear roadmap for achieving these goals, emphasizing strong foundational programs, systems of support, and effective resource management.

Reflections: Technical Assistance

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

Alameda Unified School District was identified with district-level students groups that were identified as Red on the performance level across two different State Priority Areas on the 2024 California School Dashboard. The qualifying groups of students are Foster Youth and LTEL. The qualifying indicators for Foster Youth were Chronic Absenteeism and Suspension. For LTEL, ELA/Math, ELPI, Suspension and College and Career.

Our current population of identifying as Foster Youth students are a small group where we are using a case management approach to address their indicators and do not require support from Alameda County Office of Education (ACOE). We are partnering to support our LTEL with the ACOE: Differentiated Assistance through monthly meetings to discuss and implement strategies based on our work together.

Action 3.2 will be used to implement DA work to help refine our work with LTEL

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.

Alameda Unified School District does not have any schools that have been identified by the US Department of Education for Comprehensive Support and Improvement. Therefore this section has been intentionally left blank.

Support for Identified Schools

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

Alameda Unified School District does not have any schools that have been identified by the US Department of Education for Comprehensive Support and Improvement. Therefore this section has been intentionally left blank.

Monitoring and Evaluating Effectiveness

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

Alameda Unified School District does not have any schools that have been identified by the US Department of Education for Comprehensive Support and Improvement. Therefore this section has been intentionally left blank.

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	See Narrative below
Students	See Narrative below
Teachers	See Narrative below
Principals and Administrators	See Narrative below
Other School Personnel	See Narrative below
Local Bargaining Units	See Narrative below
Parent Advisory Committee	See Narrative below
English Language Parent Advisory Committee	See Narrative below
Special Education Local Plan Area (SELPA) Administrator	See Narrative below

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

The Educational Partner engagement process has been and remains critical to AUSD's annual implementation, monitoring, and revision of the LCAP and creation of the district's strategic plan. During 2023-24 school year stakeholders were engaged across a range of topics in a variety of contexts, with each contributing to their respective decision-making scope and the aggregate of their efforts defining the district's goals and actions within the district's LCAP. AUSD has continued to allocate significant discretionary funding to school sites to implement their site specific plans. As a result, the stakeholder engagement that occurs at sites represents a major component of the overall LCAP consultation/engagement. Within school sites, the following groups are key components of the planning process:

1. School Site Council (SSC) and, where applicable, Title 1 committee
2. English Learner Advisory Committee (ELAC)
3. Parent Teacher Association (PTA)

4. Site Instructional Leadership Team
5. Comprehensive Coordinated Early Intervening (CCEIS)

While other groups contribute to the development, implementation, and monitoring of the site plan, these five are the core groups impacting the annual strategic planning process at school sites. The above groups meet monthly with the SSC as the primary body governing the Single Plan for Student Achievement (SPSA). The ELAC focuses on issues pertinent to English Learners, the PTA is a driver of enrichment and supplemental opportunities, and the Instructional Leadership Team guides major decision-making from a staff level. Other groups of note at some, but not all, sites include booster organizations for music and athletics, Diversity/Equity/Inclusion committees, Student Councils/Leadership groups, and departments/grade level teams. All these groups have the capacity to relay input to the leadership structure and in turn impact the overall site vision. Specific actions/services within SPSAs are represented in this LCAP throughout the actions and services within each of the four goal areas.

1.The following districtwide engagement processes contributed to the overall district decision-making leading to the 2024-25 LCAP goals, actions, and services. Several of these groups, by virtue of their construction, include representatives of unduplicated student groups as well as other key student groups for which the district is focusing efforts. These include the District English Language Advisory Committee (DELAC) representing English Learners and the Alameda Community Advisory Committee. This group brings together key members of the many groups working in parallel. These include the multiple districtwide roundtable leads, school-site equity/inclusion groups, ASPED, DELAC, PTAC, Labor partner leads, student board members and site administrators. This group has continued to serve as the district's unified Parent Advisory Committee as it has a specific structure ensuring representation of parents/guardians across the range of existing groups/committees.

2. Comprehensive Coordinated Early Intervening (CCEIS): Alameda Unified School District (AUSD) was found significantly disproportionate in the over-identification of African American students for Special Education, specifically in the Category of Other Health Impaired (OHI). It should also be noted that while African American students make up 5% of the district's student enrollment, African American students make up 25% of those receiving Special Education Services. AUSD is now on the 3rd plan mandated by the state of California to implement activities that aim to disrupt this trend. These activities have been co-created by AUSD leadership, teachers, staff, and parents.

3. District English Language Advisory Committee (DELAC) and Site English Language Advisory Committees (ELACs): The DELAC meets every other month to review data, research, and major themes in the district that are affecting English Learners. The DELAC also explicitly reviews LCAP documents. The DELAC includes representatives from all school sites emphasizing parents/guardians and educators. Representatives from school sites provide voice for the individual, site-based ELACs that meet to engage in similar review of data and conduct needs assessments at each school. Particularly at schools with large English Learner populations, the ELAC serves a large role in discussing school program implementation and the impacts on the English Learner experience.

4. Employee Engagement: Alameda Education Association Committees (Academic Committee, Special Education, and Technology) Per the teacher contract, specific committees are convened to collaborate on topic-specific issues. The Academic committee has met several times this year to give input on a variety of topics including professional development, priority actions, and instructional focus. The Technology Committee convened several times to discuss the impact of various technology implementations on staff and how to best support them through training and communication. All contractual committees have defined compositions that include required participation from AEA and AUSD staff. The superintendent routinely meets with bargaining group leaders across the three units (AEA, CSEA 27, CSEA 860). These

meetings allow for direct input from bargaining group leaders on behalf of their membership. Bargaining group leaders also have regular meetings with the Assistant Superintendent of Human Resource. Both venues result in relaying input to the Executive Cabinet, the Board of Education, and district staff.

5. Board of Education: This year, the board began reviewing the LCAP in relationship to the strategic plan in August of 2023. The School Board's goal was to align resources to support priority actions. The board engaged in a 4-part series on the LCAP/Strategic plan, which included updates and progress monitoring on actions in the LCAP. These decisions were made with a substantial amount of educational partner feedback. The Board of Education also operates a range of committees, several of which provide the public opportunities for engagement on agenized topics. These committees include, but are not limited to:
Board Policy Subcommittee: Reviews recommended changes to Board Policies. Recent discussions have included all aspects of School Climate
City/School Joint Committee: Informational discussions facilitated by the Mayor/City Manager and Board President/Superintendent on areas of mutual interest
Alameda Collaborative for Children, Youth, and Families (ACCYF): Joint committee of the city, county, and district focused on improving opportunities for Alameda Youth
AUSD/Peralta Community College Joint Subcommittee: Information discussions facilitated by AUSD Superintendent and Board Members and Peralta Community College Trustee(s) on areas of mutual interest

6. In addition, the district has continued and expanded several working groups consisting of teachers, administrators, and sometimes students. These working groups were developed to construct shared understanding, goals and have multiple perspectives to improve student learning. These groups are constructing implementation plans for future work connected to the strategic plan. These working groups met monthly and included:
Elementary Early Literacy Framework: focused on designing an Early Literacy framework for training and supporting early elementary teachers throughout the district
The Universal TK Planning Team: focused on planning for the implications of implementing universal TK
PLC Leader Community of Practice: Designed to support the implementation of Collaboration
The ELL Master Plan Committee: focused on crafting a district ELL Master Plan that is both compliant with state mandates and offers a vision and roadmap for English Language Learner success in AUSD
AUSD EdTech Team, develops and implements professional development and makes recommendations on instructional technology to district staff
Math Task Force: focused on developing the common approach to instruction, curriculum implementation, and class progressions in mathematics across secondary sites
Assessing Students Accurately: focused on changing grading practices to be standards based and equitable
Alignment Leadership Team (ALT): This group meets monthly to engage in professional development to support the district's overall implementation of teaming structures that support the priority practices. During the 2023-24 school year the group consisted of Educational Services staff, site administrators, instructional coaches, intervention leads, and – at specific meetings – lead teachers from school sites.

7. Measure A and Measure B1 Oversight Committee: This group meets regularly to oversee the Measure A and Measure B1 parcel tax plan. This includes funding for many core instructional programs. The committee routinely reports to the board of education. Facilities Bond Oversight Committee: Manages the implementation of the bond. As the district's facilities bond plan is implemented, a design committee is

setup at each school to ensure that the plan is representative of the community's values and needs. These meetings occur in the evening with staff, parents/guardians, and community members invited. Results of the meetings are presented to the board of education.

8. Community Roundtables and Parent Support Groups: These groups meet monthly and are chaired by a community member. They are supported by the district in the provision of meeting space and generally have one or more district staff who attend. Alameda Mosaic: Composed of community members. The mission of Alameda Mosaic is to provide a forum for families of African American/Black/ Multiethnic students to share their voices, become more knowledgeable about district resources and how to navigate the complex educational landscape in order to advocate more effectively for their students. Their goal is to create a supportive environment that uplifts families, promotes their healing and focuses on equity, inclusion and ensuring equal access to high quality educational opportunities for African American/Black/ Multiethnic students. ALCANCE: This group brings together community members and staff to specifically address the experience of Hispanic/Latino students and families in the district. They meet to review data, engage in professional learning, and make recommendations to staff. The group meets monthly. Asian Pacific Islander Roundtable (APIR): This group formed in 2018-19 and has met monthly and is a multi-ethnic and multi-generational round table strives to meaningfully uncover API narratives and actively advocate for the academic success and social-emotional well-being of our API students and families. The group includes parents/guardians, students, and staff. LGBTQ Roundtable: This group was formed in 2012 and consists of community members, staff, students, and parents/guardians. It has led efforts to provide support to LGBTQ youth, families and staff and expand awareness of LGBTQ issues to all community members. It has been instrumental in leading the district's 'Everyone Belongs Here' campaign and providing momentum to the district's efforts to reexamine protected class curriculum. Jewish Roundtable is active again. Muslim Roundtable has just been formed.Alameda Special Education Family Support Group (ASPED) This committee of the Alameda PTA Council meets monthly to convene parents/guardians across sites. ASPED was created by parents/guardians and strives to support families, build community, and promote communication with the Alameda Community. Their mission is to share information, foster open communication, and support our children to actively participate in the community. This groups has not been as active this year.

9. SELPA and Special Education Steering Committee: This is a group made up of parents, teachers, and special education administrators to provide direction on the implementation of the Special Education Strategic plan and in upcoming years will monitor the special education actions in the LCAP. The SELPA director also consults on agenda items and has attended some of these meetings to ensure alignment with the actions in the LCAP with the North Region SELPA.

10. Students: We held several listening sessions at our secondary schools with a diverse group of representative students as well as conducted a student specific survey on the LCAP. Students also serve on many of the bove committees.

10. In addition to the groups above, the district engaged in many targeted sessions, including multiple methods (in person and online) with teachers, students, office staff, and families to get specific feedback on the strategic plan goals and priority actions and resource allocation for the LCAP.

11. A yearly survey was also done to support feedback on the current LCAP.

Summary of Feedback Through the Educational Partner engagements, student outcome data was reviewed, root causes were considered, and findings were formulated. From the findings, staff generated goals, focus areas, priority actions and recommendations for

implementation. The AUSD community - students, parents/guardians, staff - engaged in many targeted sessions including multiple methods (in person, online, and through surveys) with teachers, students, office staff, and families to get specific feedback on the strategic plan's goals and priority actions and resource allocation for the LCAP.

Patterns of feedback:

From students:

Engagement & Interactivity
Students consistently emphasized the need for:
Hands-on activities and interactive learning
Fun and engaging projects
Real-world applications in lessons
Collaborative group work
Technology integration to enhance learning
Examples:
“More hands-on activities and less worksheets.”
“Make learning more explorative and rigorous.”
“Create fun, engaging projects.”
“Focus on diverse learning activities that encourage active participation.”

2. Student-Centered Learning
Students want:
Choice and voice in how they learn
Opportunities for collaboration and participation
Flexibility to work independently or in groups
Examples:
“Let students choose between group or solo work.”
“Encourage students to try new things and make mistakes.”

3. Supportive Environment
Students highlighted the importance of:
Emotional and academic support
Understanding and approachable teachers
Safe and welcoming classrooms
Examples:
“Make students feel comfortable to ask questions.”
“Teachers should be more supportive and less judgmental.”

4. Real-World Connections

Students value:
Lessons that relate to life outside school
Practical applications of academic content
Career-relevant skills
Examples:
“Teach us stuff that will benefit us more in adult life.”
“Incorporate examples into lessons to make them apply to the real world.”

5. Critical Thinking
Students want:
Challenging tasks that promote deeper thinking
Opportunities to analyze, reflect, and problem-solve
Examples:
“Teach us to actively question and ponder the world.”
“Build critical thinking skills through discussion and debate.”

6. Variety in Teaching Methods
Students asked for:
Multiple learning styles (visual, auditory, kinesthetic)
Less reliance on lectures and slideshows
More diverse instructional strategies
Examples:
“Use a mix of visuals, hands-on activities, and technology.”
“Not every student learns the same way.”

7. Teacher Quality
Students expressed concerns about:
Inconsistent teaching quality
Unfair grading practices
Lack of engagement from some teachers
Examples:
“Some teachers don’t teach and just give tests.”
“We need better-trained and more engaging teachers.”

From Families:

1. Student Engagement & Learning
Preferred Methods: Strong support for project-based, hands-on, and real-world learning.
Challenges: Concerns about boredom, lack of academic rigor, and over-reliance on screens.
Suggestions:

Smaller class sizes.
More advanced or differentiated instruction.
Integration of arts, STEAM, and outdoor learning.

2. Communication & Relationships
Positive Feedback: Appreciation for tools like ParentSquare and newsletters.
Concerns:
Inconsistent or delayed communication from teachers and administrators.
Lack of proactive updates on student progress.
Suggestions:
More frequent parent-teacher conferences.
Student-led conferences and family learning nights.
Transparent, two-way communication channels.

3. Support for Diverse Needs
Special Education & IEPs:
Many families report difficulty accessing or implementing IEPs.
Need for more trained staff, paras, and counselors.
Academic Support:
Requests for tutoring, after-school programs, and enrichment for advanced learners.
Social-Emotional Learning (SEL):
Emphasis on mental health, trauma-informed care, and restorative practices.

4. Safety & Inclusivity
Safety Concerns:
Reports of fighting, bullying, and lack of supervision, especially at middle schools.
Suggestions for more security cameras, staff presence, and clearer discipline policies.
Inclusivity:
Calls for culturally responsive teaching, celebration of diversity, and affinity spaces.
Mixed views on how identity topics (e.g., race, gender) are handled in classrooms.

5. Teacher Quality & Accountability
Praise: Many families highlighted exceptional teachers and counselors.
Concerns:
Variability in teacher quality.
Lack of accountability for underperforming staff.
Suggestions:
More professional development, peer mentoring, and feedback systems.

6. Administrative & Policy Feedback

Equity in Resources:
Concerns about disparities between schools, especially those with less active PTAs.
Policy Critiques:
Mixed reactions to Grading for Equity and homework policies.
Requests for more transparency in decision-making and budgeting.

7. Extracurriculars & Community Building
Popular Suggestions:
More field trips, guest speakers, school events, and clubs.
Opportunities for parent involvement beyond fundraising.

From Staff:

1. Engagement
Staff emphasized the importance of:
Smaller class sizes to allow for deeper engagement
Creative and interactive lessons (e.g., games, outdoor activities)
Professional development to support engaging pedagogy
Consistent instructional expectations across sites
Representative feedback:
“Smaller class sizes would go a LONG way in giving teachers the space to employ engaging pedagogy.”
“Favorite class… was engaging, fun, loud… pulled us away from the boring lesson.”
“Ensure that teachers are trained and actively practicing strategies that engage students.”

2. Multiple Learning Modalities
Staff supported:
Hands-on, visual, auditory, and kinesthetic learning
Technology integration to support diverse learners
Thematic and project-based learning
Representative feedback:
“Provide teachers paid time to meet and discuss how they utilize student discourse throughout the day and across all curriculum strands.”
“Give teachers the time, training, and freedom to teach thematic lessons.”

3. Student Talk
Staff highlighted:
Student discourse as a key to deeper understanding
Classroom culture that encourages participation
Training for teachers to facilitate meaningful discussions
Representative feedback:
“Student talk helps them learn from each other.”

“Teachers are not including student talk/discourse in their classrooms.”

4. Critical Thinking
Staff emphasized:
Challenging curriculum that promotes analysis and problem-solving
Opportunities for students to reflect and explain their thinking
Cross-disciplinary connections
Representative feedback:
“Let students talk and share ideas in class.”
“Use real-world examples to help students think critically.”

5. Real-World Connections
Staff encouraged:
Project-based learning tied to real-life applications
Guest speakers and community involvement
Curriculum that reflects students’ lives and interests
Representative feedback:
“Bring in companies and people from the real world to show and present data.”
“Use group work, hands-on activities, and let them talk and share ideas.”

6. Relationship-Building
Staff noted:
Trust and connection between students and teachers as essential
Classroom culture that supports risk-taking and collaboration
Time for teachers to know their students
Representative feedback:
“Students need to feel like people will miss them if they do not attend school.”
“Greeting students at the door and building community in class matters.”

Most of the feedback aligned to three goals;
Goal 1: Create and Improve the foundational education program where student’s daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and clear policies.
Goal 2: Build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.
Goal 3: Every school and teacher provides the academic, social/emotional, and culturally responsive support each student needs.

We used the trends from all the feedback to shape actions underneath each goal to fine tune individual actions to align with the feedback given from all stakeholders.

Equity Multiplier Engagement for Island High
To engage stakeholders, the school conducted a comprehensive process across multiple forums, including:

School Site Council (SSC) – Quarterly, with admin, staff, parents, and students
ALT (Academic Leadership Team) – Monthly, with teacher leaders and admin
SLT (School Leadership Team) – Biweekly, with admin and certificated staff
Climate and Culture Meetings – Monthly, with certificated and classified staff
COST (Coordination of Services Team) – Monthly, with certificated and classified staff
Weekly Schoolwide Staff Meetings – Including certificated staff, classified staff, and community members
This engagement aimed to collaboratively address equity gaps and improve outcomes for targeted student populations.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create and Improve the foundational education program where student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk. Student learning is driven by grade-level standards and tasks that support critical thinking, connections to real world concepts and developing healthy relationships.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our goal is to work together as a community to develop or refine:
A clear and coherent curriculum (what students learn)
Dynamic lessons that incorporate many different modes and models of instruction (how students learn)
More purposeful reading, writing, and student discourse across all subject areas (how students talk about what they're learning)
A clear and family-friendly articulation of our standards and instructional strategies (how families understand what their children are learning)
We need to ensure equitable access to high-quality instruction for all of our students to create a strong foundational program across all of our school sites and classrooms. From that foundation, we can then build programs to provide differentiated instruction and support for children with differentiated needs, including those with disabilities, those who are English learners, and those who traditionally have been underserved in the educational system.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA SBAC*	ELA 22-23 Actual: All +32.83 EL -109.49	2023-24 Actual: All +34.52 EL -119.09		2026-27 Target: All +35 EL -85	All 1.69 EL -9.6 SED 4.86

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED -11.16 SWD -85.59 HY -72.35 AA --25.56 A +45.79 FIL +4.88 H/L -3.15 PI -27.65 Multi +48.49 White +50.02	SED -6.3 SWD -77.57 HY -102.91 AA -50.89 A +51.64 FIL +19.76 H/L -7.52 PI -31.85 Multi +50.6 White +55.7		SED +1 SWD -75 HY -65 AA +1 A +46 FIL +10 H/L +10 PI +1 Multi +50 White +50	SWD 8.02 HY -30.56 AA -25.33 A 5.85 FIL 14.88 H/L -4.37 PI -4.2 Multi 2.11 White 5.68
1.2	High School Graduation Rate*	2022-23 Four Year Graduation Rate (Data Quest) All 94.9% English Learners 88.8% Socio Economically Disadvantaged 92.6% Students With Disabilities 75.6% Homeless Youth 86.7% African American 87.5% Asian 97.2% Filipino 97.9% Hispanic or Latino 92.2% Pacific Islander * Two or More 91.4% White 96.3% Not Reported * *cohort is less than 10 students	2023-24 Four Year Graduation Rate (Data Quest) All 91.2% English Learners 82.5% Socio Economically Disadvantaged 87.7% Students With Disabilities 67.9%% Homeless Youth * African American 83.6% Asian 93.5% Filipino 97.9% Hispanic or Latino 86.9% Pacific Islander * Two or More 89.9% White 93.5%		2026-27 Target: All 96% English Learners 90% Socio Economically Disadvantaged 94% Students With Disabilities 80% Homeless Youth 90% African American 92% Asian 98% Filipino 98% Hispanic or Latino 94% Pacific Islander * Two or More 93% White 97% Not Reported * *cohort is less than 10 students	All: -3.7% English Learners: -6.3% Socio Economically Disadvantaged: -4.9% Students With Disabilities: -7.7% Homeless Youth: N/A African American: -3.9% Asian: -3.7% Filipino: 0% Hispanic or Latino: -5.3% Pacific Islander: N/A Two or More: -1.5% White: -2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*Not Reported cohort is less than 10 students			
1.3	Math SBAC*	Math 22-23 Actual: All +6.57 EL -101.04 SED -42.84 SWD -105.12 HY -112.04 AA -70.7 A +36.66 FIL -16.51 H/L -44.93 PI -88.05 Multi +25.19 White +23.26	Math 2023-24 Actual: All +7.38 EL -113.97 SED -37.12 SWD -106 HY -155.5 AA -98.63 A 38.3 FIL -17.66 H/L -46.8 PI -17.66 Multi 29.33 White 25.82		2026-27 Target: All +10 EL -85 SED -25 SWD -85 HY -85 AA -25 A +40 FIL +1 H/L -25 PI -50 Multi +26 White +26	All +0.81 EL -12.93 SED 5.72 SWD -0.88 HY -43.46 AA -27.93 A 1.64 FIL -1.15 H/L -1.87 PI +70.39 Multi +4.14 White +2.56
1.4	Math Early Assessment Program *	2022-23 All 47.14% SED 34.87% EL 14.81% SWD 13.84% HY * AA 14.28% Asian 62.36% Filipino 34.78% H/L 28.35% White 53.77% Multi 55.55%	2023-24: All 48% EL 5% SED 31% SWD 14% HY * AA 7% A 64% FIL 37% H/L 24% PI * Multi 51% White 57%		2026-27 Target: All 55% SED 40% EL 20% SWD 20% HY * AA 20% Asian 70% Filipino 40% H/L 35% White 60% Multi 60%	All 0.86% EL -9.81% SED -3.87% SWD 0.16% HY * AA -7.28% A 1.64% FIL 2.22% H/L -4.35% PI * Multi -4.55% White 3.23%"
1.5	ELA Early Assessment Program	2022-23 All 75.82% SED 62.64%	2023-24 All 73.09% SED 61.47%		2026-27 Target: All 80% SED 70%	All -2.73% SED -1.17% EL -1.17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 14.81% SWD 34.33% HY * AA 47.73% Asian 80.59% Filipino 80.85% H/L 64.57% White 81.59% Multi 84.94%	EL 13.64% SWD 29.73% HY * AA 44.45% Asian 83.69% Filipino 80.85% H/L 58.40% White 79.14% Multi 71.74%		EL 20% SWD 40% HY * AA 60% Asian 85% Filipino 85% H/L 75% White 85% Multi 85%	SWD -4.60% HY * AA -3.28% Asian +3.10% Filipino 0.00% H/L -6.17% White -2.45% Multi -13.20%
1.6	CA Standards Aligned Classroom Tasks - Percentage of classroom tasks that are standards aligned on walkthrough tool	100% of schools are conducting walkthroughs with their own walkthrough tools. Our next steps is to decide if we want common questions in the tool to collect together.	100% of schools are conducting walkthroughs with their own walkthrough tools		2026-27 Target: 100% of schools are conducting walkthroughs with their own walkthrough tools	0%
1.7	PLC Leader impact survey % of positive responses of the PLC leader survey	This is a new survey and will be issued in 2024 to establish the baseline.	2024-25 88%		average of all scores reporting yes will be greater than 80%	This is a new survey and will be issued in 2024 to establish the baseline.
1.8	AUSD Teacher impact survey % of positive responses on the teacher survey	Fall 2024 My colleagues and I have shared goals so that we can support each other to create impact. 93.95% My colleagues and I discuss equity issues within our learning community, including issues of bias	Spring 2024 My colleagues and I have shared goals so that we can support each other to create impact. 90.43% My colleagues and I discuss equity issues within our learning		2026-27 Target: 80% of respondents on all questions will respond with strongly agree and/or agree to all questions	Percent away from 80% +10.43% +4.16% -0.13% +5.81% +1.52% +3.83% +1.19% +9.11% -3.10% +13.40% +4.62%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and racism and the experiences of our most marginalized students. 78.23% My colleagues and I support each other to question biases or assumptions that are getting in the way of equitably serving all students. 74.19% During collaboration, I vulnerably share authentic dilemmas of practice. 83.06% My team uses collaborative structures or protocols that ensure equity of voice during collaboration. 81.45% I share data with colleagues that helps me identify ways to improve my practice. 79.44% Administrators and teacher leaders at my site work in partnership to design and lead professional	community, including issues of bias and racism and the experiences of our most marginalized students. 84.16% My colleagues and I support each other to question biases or assumptions that are getting in the way of equitably serving all students. 79.87% During collaboration, I vulnerably share authentic dilemmas of practice. 85.81% My team uses collaborative structures or protocols that ensure equity of voice during collaboration. 81.52%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		learning. 79.84% I collect data that helps me to see and understand my students' daily experiences. 87.10% I feel empowered to push my colleagues' thinking in order to deepen their understanding of their students' needs. 71.37% I believe that my colleagues and I can make a difference for our historically marginalized students. 91.53%	I share data with colleagues that helps me identify ways to improve my practice. 83.83% Administrators and teacher leaders at my site work in partnership to design and lead professional learning. 81.19% I collect data that helps me to see and understand my students' daily experiences. 89.11% I feel empowered to push my colleagues' thinking in order to deepen their understanding of their students' needs. 76.90% I believe that my colleagues and I can make a difference for our			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			historically marginalized students. 93.40%			
1.9	ESN class walkthrough rubric 3x *remove* add to prompt 4	Metric 1.9 ESN class walkthrough rubric 3x did not capture the data as intended and will be added into survey items in metric 1.6	Metric 1.9 ESN class walkthrough rubric 3x did not capture the data as intended and will be added into survey items in metric 1.6		Metric 1.9 ESN class walkthrough rubric 3x did not capture the data as intended and will be added into survey items in metric 1.6	Metric 1.9 ESN class walkthrough rubric 3x did not capture the data as intended and will be added into survey items in metric 1.6.
1.10	UC 'a-g' Completion: Percentage of graduating seniors completing UC 'a-g' requirements	2022-23 All 70.6% English Learners 39.4% Socioeconomically Disadvantaged 57% Students with Disabilities 27.7% Homeless Youth * Black or African American 28.6 % Asian 84.4% Filipino 66% Hispanic or Latino 52.5% Native Hawaiian or Pacific Islander * Two or More Races 73% White 76.7% * Omitted to protect anonymity due to size	2023-24 All 66.5%% English Learners 10.6% Socioeconomically Disadvantaged 25.5% Students with Disabilities 19.3% Homeless Youth 9.1% Black or African American 19 % Asian 24.5% Filipino 30.6% Hispanic or Latino 31.4% Native Hawaiian or Pacific Islander * Two or More Races 31.3% White 38%		2026-27 Target: All 75% English Learners 50% Socioeconomically Disadvantaged 65% Students with Disabilities 40% Homeless Youth * Black or African American 45% Asian 86% Filipino 75% Hispanic or Latino 65% Native Hawaiian or Pacific Islander * Two or More Races 80% White 80%	All 4.1% English Learners 28.8% Socioeconomically Disadvantaged 31.5% Students with Disabilities 8.4% Homeless Youth Not applicable Black or African American 9.6% Asian 59.9% Filipino 35.4% Hispanic or Latino 21.1% Native Hawaiian or Pacific Islander Not applicable Two or More Races 41.7% White 38.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			* Omitted to protect anonymity due to size			
1.11	Career Pathway Enrollment: Percentage of high school students enrolled in CTE pathway coursework	2022-23 Actual: 32.6%	23-24 Actual: 34.8%		2026-27 Target: 36%	2.2%
1.12	Career Pathway Completion: Percentage of 12th grade students completing Career Technical Education (CTE) Pathway	2022-23 21.3%	2023-24 30.8%		2026-27 Target: 25%	9.50%
1.13	Career Pathway AND UC ‘a-g’ Completion: Percentage of 12th grade students completing Career Technical Education (CTE) Pathway AND UC ‘a-g’ requirements	2022-23 All 16.0% Black or African American:8% Asian: 21.8% Filipino: 8.2% Hispanic or Latino: 9.2% White: 17.6% Two or More: 14.8% English Learners: 5.9% Socioeconomically Disadvantaged :: 12.9% Students with Disabilities: 4.4%	2023-24 All 24.1% Black or African American 13.8% Asian 21.1% Filipino 26.5% Hispanic or Latino 21.8% White 31% Two or More 25.3% English Learners 4.5% Socioeconomically Disadvantaged 18.1% Students with Disabilities 9.2%		2026-27 Target: All 18.0% Black or African American:10% Asian: 22% Filipino: 9% Hispanic or Latino: 10% White: 18% Two or More: 15% English Learners: 7% Socioeconomically Disadvantaged :: 15% Students with Disabilities: 6%	All 8.1% Black or African American 5.8% Asian -0.7% Filipino 18.3% Hispanic or Latino 12.6% White 13.4% Two or More 10.5% English Learners -1.4% Socioeconomically Disadvantaged 5.2% Students with Disabilities 4.8%"
1.14	Advanced Placement (AP) Exam Pass Rate:	22-23 (Schoolzilla) 76.2%	2023-24 79.3%"		2026-27 Target: 80%	3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of AP Exams taken with a score of 3 or more					
1.15	Advanced Placement (AP) Enrollment: Percentage of students (Grades 10-12) enrolling in at least 1 AP course	2022-23 Actual (Internally Calculated) All 52% SED 39% EL 14% SWD 13% HY * AA 31% Asian 70% Filipino 51% H/L 37% White 53% Multi 54%	2023-24 Actual: All 52.4% SED 39.3% EL 7.8% SWD 10.5% HY * AA 33.8% Asian 60.5% Filipino 52% H/L 37.2% White 58.7% Multi 56.6%		2026-27 Target: All 60% SED 45% EL 19% SWD 17% HY * AA 38% Asian 72% Filipino 55% H/L 45% White 56% Multi 57%	All +0.4 SED +0.3 EL -6.2 SWD -2.5 HY N/A AA +2.8 Asian -9.5 Filipino +1.0 H/L +0.2 White +5.7 Multi +2.6
1.16	College/Career Readiness: Percentage of high school graduates who placed in the 'prepared' level for the C/C indicator on the California Dashboard	22-23 Actual: All 64.3% SED 50.6% EL 28.8% SWD 11.8% HY 13.3% AA 21.3% Asian 79.3% H/L 47.7% White 69.0% Multi 63.0%	2023-24 Actual: All 63.1% SED 49% EL 22.2% SWD 20.5% HY * AA 30.9% Asian 75.5% H/L 46.6% White 71.4% Multi 69.6%		2026-27 Target: All 70% SED 55% EL 37% SWD 17% HY 18% AA 30% Asian 80% H/L 56% White 75% Multi 70%	"All -1.2% SED -1.6% EL -6.6% SWD 8.7% HY Not applicable AA 9.6% Asian -3.8% H/L -1.1% White 2.4% Multi 6.6%"
1.17	Credentialing: % of teachers fully credentialed and highly qualified	2021-22 92.5%	2022-23 91.4%		2026-27 Target: 96%	-1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	English Learner (EL) Authorization: % of teachers qualified to teach ELs	2021-22 100%	2022-23 100%		2026-27 Target: 99%	2022-23 100%
1.19	Assignment: % of teachers appropriately assigned	2021-22 94.7%	2022-23 95.4%		2026-27 Target: 100%	+.7%
1.20	English Learner Reclassification Rate: % of ELs reclassifying to Fluent English Proficient (FEP)	2022-23: All EL = 11% (internal) LTELs = 6.2% (Dataquest)	2023-24: All EL: 17% LTEL: 23%		2026-27 Target: All EL 20% LTEL 20%	ALL EL: +6% LTEL = +16.8%
1.21	Percent of students increasing one or more ELPI levels or maintaining the ELP criterion (6 levels)	2022-23 Increased or Maintained ELPI Level: 57.1%	2024 Increased or Maintained ELPI Level: 53.9%		2026 Increased or Maintained ELPI Level: 60%	-3.2
1.22	English Language Development (ELD) Standards Implementation: % of ELs receiving designated ELD instruction with fidelity to district model and aligned to ELD Standards	23-24 Actual: K-5 100% 6-12 100%	24-25 Actual: K-5 100% 6-12 100%		2026-27 Target: K-5 100% 6-12 100%	0%
1.23	Designated ELD instruction with fidelity to district model and aligned to ELD Standards	N/A this is a new metric as of 2024-5. Baseline data will be established in the 2024-25 school yea			2026-27 Target: N/A this is a new metric as of 2024-25. Baseline data will be established	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					in the 2024-25 school year.	
1.24	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	0%	0%		2026-27 Target: 0%	0%
1.25	Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)	0%	0%		2026-27 Target: 0%	0%
1.26	Student performance on statewide standardized assessments - California Science Test (CAST)	2022-23 All grades 51.49% Met or Exceeded 5th 50.99% 8th 55.16% HS Class of [Year] 42.47%	2023-24: All grades 51.85% Met or Exceeded 5th 51.33% 8th 52.09% HS Class of [Year] 55.93%		2026-27 All grades 56% Met or Exceeded 5th 55% 8th 60% HS Class of [Year] 46%	All Grades +0.36% 5th Grade +0.34% 8th Grade -3.07% HS Class of [Year] +13.46%"
1.27	Extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas required for Grades 1-6 (per Ed. Code 51210) and Grades 7-12 (per Ed. Code 51220(a) to (i)), as applicable	100%	100%		2026-27 Target: 100%	0%

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

Goal Analysis [2024-25]

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

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

Goal 1 aimed to create and improve the foundational education program by ensuring engaging learning experiences, utilizing multiple ways of learning, and supporting critical thinking and real-world connections. The implementation involved several key actions and initiatives, each designed to enhance the educational experience for students across the Alameda Unified School District.
Key Actions and Initiatives
Equitable Grading
Planned Actions: Ensure grading policies are constructive, researched-based, and student-centered. Monthly meetings with the Assessing Students Accuately Workgroup, professional development for secondary staff, and contracting with Crescendo Education Group.
Actual Implementation: These actions were implemented as planned, with ongoing professional development and exploration of board policies promoting equitable grading practices.
Challenges and Successes: The main challenge was ensuring consistent application across all schools. Successes included increased teacher capacity in understanding equitable grading practices.
Literacy Framework Development
Planned Actions: Develop and support a common literacy framework PK-12, pilot a universal screener for reading delays, and offer family literacy nights.
Actual Implementation: The literacy framework was developed and curriculum was chose to be piloted for Elementray schools in the 25/26 school year, with ongoing professional development and family engagement activities.
Challenges and Successes: Challenges included aligning the new framework with the pilot process. Successes included positive feedback from families and improved early literacy screening processes.
Mathematics Coaching and Professional Learning
Planned Actions: Support the implementation of the new math framework and curriculum in the high schools, provide professional learning, and monitor student progress using STAR and SBAC data.
Actual Implementation: Professional learning sessions and coaching were conducted as planned, with a focus on analyzing math data and supporting teachers.
Challenges and Successes: Challenges included ensuring all teachers had access to training. Successes included improved collaboration among math teachers and better student performance data tracking.
Professional Learning and Coaching
Planned Actions: Provide district-wide professional learning and coaching support, model lessons, and support lesson planning.
Actual Implementation: Coaches were assigned to school sites and provided support as planned, including modeling lessons and supporting data collection.

Challenges and Successes: Challenges included balancing coaching responsibilities with direct student support. Successes included positive feedback from teachers and improved instructional practices.
Teacher Leader Development
Planned Actions: Provide professional learning to support teachers and school teams with collaborative inquiry, data analysis, and reflection on practice.
Actual Implementation: Professional learning sessions were conducted as planned, supporting teachers in collaborative inquiry and data analysis.
Challenges and Successes: Challenges included ensuring all teachers could participate in the sessions. Successes included enhanced teacher collaboration and improved instructional practices.
Retaining High-Quality Staff
Planned Actions: Sustain compensation increases to attract and retain highly qualified staff.
Actual Implementation: Compensation increases were implemented as planned, contributing to staff retention.
Challenges and Successes: Challenges included budget constraints. Successes included improved staff morale and retention rates.
Differentiated Professional Learning
Planned Actions: Provide an additional day of professional learning for teachers to support district priorities.
Actual Implementation: The additional professional learning days were provided as planned, focusing on improving outcomes for unduplicated count students.
Challenges and Successes: Challenges included scheduling and ensuring all teachers could attend. Successes included positive feedback from teachers and improved instructional practices.
Site SPSA Goals and Actions Targeted Support
Planned Actions: Support school sites in developing goals and actions in their SPSAs to address student groups with indicators in red on the state dashboard.
Actual Implementation: Support was provided as planned, with school sites developing and implementing their SPSAs.
Challenges and Successes: Challenges included aligning site-specific goals with district priorities. Successes included improved site-specific action plans and better alignment with district goals.
Strategic Scheduling
Planned Actions: Implement schedules and classes designed to create equitable learning opportunities and prioritize support for students who need it most.
Actual Implementation: Strategic scheduling was implemented as planned, with master schedules supporting inclusion and equitable learning opportunities.
Challenges and Successes: Challenges included coordinating schedules across different sites. Successes included improved access to equitable learning opportunities for all students.
Improving Outcomes for Students with Disabilities
Planned Actions: Implement co-teaching models and provide professional development for teachers.
Actual Implementation: Co-teaching models were implemented as planned, with ongoing professional development for teachers.
Challenges and Successes: Challenges included ensuring effective collaboration between general and special education teachers. Successes included improved instructional practices and better support for students with disabilities.
Increasing Learning Rigor for ESN Classes
Planned Actions: Explore new curriculum for Extensive Support Needs classes, and provide training and support for teachers.
Actual Implementation: Supported ongoing training and support for teachers and continue to explore possibilities of new ESN curriculum.

Challenges and Successes: Challenges included selecting the most appropriate curriculum. Successes included positive feedback from teachers and improved engagement for students in ESN classes.
Data-Driven Decision Making
Planned Actions: Support the refinement and analysis of standards-aligned assessments to determine student learning and implications for teaching.
Actual Implementation: Data-driven decision-making processes were supported as planned, with ongoing refinement and analysis of assessments.
Challenges and Successes: Challenges included ensuring consistent data collection and analysis across all sites. Successes included improved data-driven instructional practices and better student outcomes.
Support for English Language Learners
Planned Actions: Maintain coordinator positions and provide professional development for teachers.
Actual Implementation: Coordinator positions were maintained, and professional development was provided as planned.
Challenges and Successes: Challenges included ensuring all teachers received the necessary training. Successes included improved support for English Language Learners and better instructional practices.
Substantive Differences in Planned Actions and Actual Implementation
Equitable Grading: No substantive differences; actions were implemented as planned.
Literacy Framework Development: Minor adjustments were made to align the new framework with existing curricula.
Mathematics Coaching: Additional training sessions were added to ensure all teachers had access.
Professional Learning and Coaching: No substantive differences; actions were implemented as planned.
Teacher Leader Development: No substantive differences; actions were implemented as planned.
Retaining High-Quality Staff: No substantive differences; actions were implemented as planned.
Differentiated Professional Learning: No substantive differences; actions were implemented as planned.
Site SPSA Goals and Actions Targeted Support: No substantive differences; actions were implemented as planned.
Strategic Scheduling: No substantive differences; actions were implemented as planned.
Improving Outcomes for Students with Disabilities: No substantive differences; actions were implemented as planned.
Increasing Learning Rigor for ESN Classes: No substantive differences; actions were implemented as planned.
Data-Driven Decision Making: No substantive differences; actions were implemented as planned.
Support for English Language Learners: No substantive differences; actions were implemented as planned.
Challenges and Successes
Challenges: Ensuring consistent application of new practices across all schools, aligning new frameworks with existing curricula, balancing coaching responsibilities, budget constraints, and reaching all families.
Successes: Increased teacher capacity, positive feedback from families, improved collaboration among teachers, better student performance data tracking, improved staff morale and retention rates, and increased family participation.
This comprehensive analysis highlights the successful implementation of Goal 1, with most actions being carried out as planned and achieving the desired outcomes. The district's commitment to continuous improvement and stakeholder engagement contributed to these successes.

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.

Actions 1.2, 1.5, 1.8, 1.10, 1.13, 1.14

All actions have material differences from Budgeted Expenditures and Estimated Actual Expenditures due to certificated and classified hourly time cards that have not been submitted by the employees, yet have been budgeted.

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

Action 1.1: Equitable Grading

There was an improvement in ELA SBAC scores for all students (+1.69), with gains for socioeconomically disadvantaged students (+4.86). However, English Learners (-9.6), Students with Disabilities (-8.02), and Homeless Youth (-30.56) saw declines. High school dropout rates increased significantly from 1.2% to 7.2%, and A–G completion rates declined by 4.1%. The action has shown ability in improving equity in academic outcomes. While some subgroups made gains, persistent gaps and rising dropout rates indicate the need for more targeted interventions and support systems.

Action 1.2: Literacy Framework Development and Professional Learning

ELA SBAC scores improved for all students (+1.69), with notable gains for Filipino students (+14.88), Asian students (+5.85), and socioeconomically disadvantaged students (+4.86).
English Learners (-9.6), Students with Disabilities (-8.02), and Homeless Youth (-30.56) experienced declines. ELA Early Assessment Program scores also declined slightly (-2.73% overall).The literacy framework supported gains for some subgroups, declines among ELs and vulnerable populations suggest the need for more differentiated and targeted literacy supports to see further gains

Action 1.5: Teacher Leader Development and Collaboration

Gains in ELA and Math SBAC scores for socioeconomically disadvantaged students (+4.86 and +5.72) and multiracial students (+2.11 and +4.14) suggest improved instructional collaboration.
Teacher collaboration and leadership development contributed to some groups and further support will ensure equitable impact across all student populations.

Action 1.9: Has been incorporated into the general budget

Action 1.10: Improve Outcomes in ELA and Mathematics for Students with Disabilities

Improvement in Math SBAC scores for Students with Disabilities (-0.88), and a decline in ELA (-8.02).Students with Disabilities will continue to be supported in both ELA and Math to ensure continued gains. The co-teaching model and professional development will be continued to monitor and support this action to see improved impact on outcomes.

Action 1.11: Increase Learning Rigor and Engagement in ESN Classes

Implementation of new curriculum and professional development was completed as planned.
While qualitative feedback was positive, quantitative data on student outcomes is improving.
The action shows promise and continued monitoring and evaluation are needed to ensure maximum effectiveness.

Action 1.13: Coordination and Support of English Language Learners

Reclassification rates improved (+6%), but ELPI growth declined (-3.2%), and ELA/Math SBAC scores for ELs still need improvement. ELs remain among the groups we are focusing on, especially the gaps in both academic achievement and college readiness. Current coordination efforts need to be reviewed to look at various differentiated approaches to accelerate EL .

Action 1.14: Inclusion for Students with Disabilities

Professional learning and coaching were implemented, and inclusion practices expanded.
Students with Disabilities continue to show low performance across metrics, with some academic gains. Inclusion efforts are underway and we believe improved academic outcomes will soon follow.

LEA-Wide Contributing Actions
Action 1.3: Mathematics Coaching and Professional Learning (Grades 4–8)

Improvement in overall Math SBAC scores (+0.81), with notable gains for socioeconomically disadvantaged (+5.72) and multiracial students (+4.14).Declines for English Learners (-12.93), African American (-27.93), and Homeless Youth (-43.46). The action has led to some subgroup gains, while for ELs and African American students there is continued need for more targeted support.

Action 1.4: Professional Learning and Coaching

Positive feedback from teachers on professional development; improved collaboration and instructional practices. ELA SBAC scores improved (+1.69), and Math SBAC scores also increased (+0.81). The action has contributed to instructional improvement and student performance, especially in ELA.

Action 1.6: Retain High-Quality Staff

92.5% of teachers are fully credentialed and highly qualified. Staff morale and retention have improved. Stability in staffing supports consistent instruction and student relationships.
This action in maintaining a strong teaching workforce is foundational to all other instructional goals.

Action 1.7: Differentiated Professional Learning

ELA SBAC: +1.69 overall, with gains for Asian (+5.85) and White (+5.68) students, but declines for English Learners (-9.6), African American (-25.33), and Homeless Youth (-30.56).
Math SBAC: +0.81 overall, with similar subgroup trends. The action supported general improvement and we will look to increase impact across all subgroups.

Action 1.8: Site SPSA Goals and Actions Targeted Support

Gains in Math SBAC for SED (+5.72), White (+2.56), and Asian (+1.64) students. Declines for Homeless Youth (-43.46), African American (-27.93), and ELs (-12.93). Some subgroups are benefiting, and continued targeted, culturally responsive interventions are needed to see continued growth.

Action 1.12: Data-Driven Decision Making and Continuous Improvement

Improved use of data to inform instruction and interventions. The metric came in at an average of 4.5 meeting the 4 needed. Supports alignment of resources and instructional strategies with student needs. This action is in building a culture of continuous improvement and accountability.

Summary
The data shows trends across different metrics, with some areas showing improvement and others indicating continued support. Targeted interventions and support are needed to continue addressing the challenges faced by students at risk of not graduating and those not meeting college readiness requirements. Positive feedback from professional development sessions suggests training and support for teachers is working.

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.

Metric 1.21 was changed from Summative growth to Percent of students increasing one or more ELPI levels or maintaining the ELP criterion (6 levels) as we believe this is a better reflection of students growth over time.
Metrics 1.24 - 1.27 was added as a required item from ACOE LCAP Technical Memo

Removing
Metric 1.9 ESN class walkthrough rubric 3x did not capture the data as intended and will be added into survey items in metric 1.6

Action 1.13
Although not directly supported by DA work in LTEL we hope that all ELL will benefit from the support and focus on our LTEL

Action 1.10, 1.11, 1.14
Due to instability in SPED leadership we hope that renewed leadership in the following year will support growth in this action.

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	Equitable Grading	Ensure grading policies and practices are constructive, researched based and student centered. Continue monthly meetings with the Grading For Equity Assessing Students Accurately) Workgroup Provide Professional Development for all secondary staff on the technical implementation Equitable grading practices (ie setting up gradebooks) Contracting with Crescendo Education Group to build teacher capacity in understanding the pillars of equitable grading practices. (Accuracy, Bias resistant, motivational). Continue to explore board Board Policies that promote equitable grading practices. Provide Secondary teachers time and space to develop agreements on the following: Equitable Grading Practices including extra credit, retake redos, and grading individual work not group work.	$40,000.00	No
1.2	Literacy Framework development and professional learning - address in prompt 4 (Pk-3 Literacy Focus)	Develop, implement and support a common literacy Framework PK - 12: Pilot a universal screener to identify potential reading delays (including dyslexia). Support the implementation and progress monitoring of the district's investment in a research-based reading intervention program. Offer family literacy nights that include a focus on reading practices and instruction within the classroom and school level, as well as ways to support reading at home. Pilot and adopt a research based ELA/ELD program for grades P-K-5, 6-8, and 9-12. Offer ongoing professional development and coaching. Develop a resource guide that codifies best practices in literacy PK-12.	$120,948.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Mathematics coaching and Professional Learning with a focus on 4th -8th grades	Lead teachers and coaches will support the implementation of the new framework. Hold New math teacher orientations. Provide access to SVMI training to all secondary math teachers. Support the on going collaboration and PLC's focused on the implementation of math new adopted math curriculum and provide ongoing training with the Carnegie Learning for The Middle School Math teachers. Teachers and coaches will choose focal students to follow based on students who have historically not performed well in math based on the SBACC performance data on the California dashboard. They will use STAR data to monitor growth throughout the year and district with monitor lag data included in the LCAP.	$329,403.00	Yes
1.4	Professional Learning and Coaching	Coaches will support district wide professional learning and will be assigned to school sites to support the implementation of the learning. Coaches will model lessons, support lesson planning and delivery, coach and support on site best practices, provide additional support to students during RTI periods, and support the collection and identification of data that can help inform teachers of how to best support students.	$877,564.00	Yes
1.5	Teacher Leader Development and collaboration	Provide Professional learning to support teachers and school teams with collaborative inquiry, data analysis, and reflection on practice to promote student learning and refine instruction.	$230,000.00	Yes
1.6	Retain High Quality Staff	Sustain the compensation increases that have been provided to all employee groups to attract and retain highly qualified staff that create the collaborative and engaged personnel to deliver high-quality educational experiences to students with attention to attracting employees who are able to be successful with students who are English Learners, Low income, and Foster Youth, and/or unhoused or unaccompanied minors. This	$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		amount includes benefits and salaries for all employee groups including certified, classified, and management.		
1.7	Differentiated Professional Learning	Provide an additional day of professional learning for teachers to support the district priorities indicated in the districts strategic plan. Focused topics on improving outcomes for unduplicated count students and student groups with indicators in red on the state dashboard	$383,349.00	Yes
1.8	Site SPSA Goals and Actions targeted support	District will support school sites develop goals and actions in their SPSA's to address student groups with indicators in red on the state dashboard. All sites will include an equity action plan in the SPSA, an instructional goal that addresses the academic needs of students performing with academic indicators in red, a culture climate goal based on site specific data in the area of either suspension and chronic absences as indicated on the state dashboard. All sites will use their SPSA to guide their professional development plan and will revisit SPSAs quarterly for progress monitoring.	$319,700.00	Yes
1.9	Strategic Scheduling	Elementary Prep schedules have been updated and built into the ongoing general budget	$165,156.00	No
1.10	Improve outcomes in ELA and Mathematics for Students with Disabilities	Implement co teaching classes at all secondary sites for mathematics, english language arts. Implement co-teaching during literacy and math blocks at identified elementary schools beginning with grades 4 and 5. Provide time and professional learning for ed specialists and general education teachers to plan and support students with disabilities.In collaboration with the district's special education leadership team, sites select their co-teaching models for ELA and mathematics, and receive professional development on their selected models from Special Education Coordinators. Co-teachers, with support from site leadership, create a co-planning schedule for their respective subjects.Special	$201,998.00	No

Action #	Title	Description	Total Funds	Contributing
		education coordinators and TSAs provide ongoing feedback and coaching support to co-teachers when engaged in the act of co-teaching.		
1.11	Increase the learning rigor and engagement of students in ESN classes.	The district with work with teachers to explore the piloting and adoption of new Extensive Support Needs curriculum. Provide training and support on the curriculum with a focus on the modification of state standards and engagement. We will implement the newly Board adopted alternate education course syllabi in all core content areas in secondary (Ela, history, math, science) which will drive standards based instruction for all ESN students. There will be professional development and coaching throughout the school year led by our district's ESN teacher on special assignment.	$311,738.00	No
1.12	Data Driven Decision Making and Cycles of Continuous Improvement	Support the refinement, administration, and analysis of standards-aligned assessments to determine student learning and implications for teaching and site and district systems. Drive universal screening using both assessment data such as early literacy assessments in addition to attendance and behavior data to refine teaching and systems to ensure students are ready and able to learn.	$264,448.00	Yes
1.13	Coordination and Support of English Language Learners	Maintain coordinator of language and literacy position to manage implementation of designated ELD and integrated ELD program.Coordinate work of instructional coaches to provide professional development in best language practices and curriculum implementation. Project management to ensure ELLs with IEPs are receiving language support aligned with disability Coordinate family and student engagement (family needs assessment, ELL-only field trips) Coordinate progress monitoring of RFEPs and current English Learners	$174,716.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Inclusion for Students with Disabilities	Support school staff with professional learning and coaching on Inclusion practices for students with disabilities.	$64,873.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	We work to build relationships between families, students, and staff to ensure schools are supportive, inclusive, and safe.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
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.

AUSD is committed to developing strong family-school partnerships to improve learning and outcomes for all students, in particular our focal student groups using the Dual Capacity-Building Framework. In addition pour goals is to create supportive, inclusive environments that foster students feelings of safety and support within their school community.We strive to:
+ Communicate student behavioral expectations
+ Teach those behaviors and positively reinforce those behaviors through a cultural lens
+ Improve efforts to build relationships and trust with our parents/guardians
+ Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
+ Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Engaged and Trusting Family Relationships - % Positive responses on	23-24 Actual Average percent of respondents above a 3	2024-25 All 91.6% Hispanic or Latino 87.8%		2026-27 Target: All – 93%	All: +0.6% Hispanic or Latino: -5.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Family Relationships and Trust Survey	All – 91% Hispanic or Latino - 93% Pacific Islander - N/A White – 91% Asian - 94% Black - 90% Declined to state - 78% Filipino - 95% Free/Reduced Lunch: 93% SWD: 88% Primary language at home is not English*: 97% Sexual Identify Non-Heterosexual – 85% Gender Identity Non-Binary – 83% Note: All student groups are self reported by families. * Only includes responses when English was not included as a language spoken at home.	P.I. N/A White (Not Hispanic) 93.4% Asian 96.0% Black or African American (Not Hispanic) 86.2% Not applicable, not sure, or decline to answer 74.4% Filipino 93.9% Free or Reduced Lunch 93.9% Student with Disabilities 90.3% Primary language at home is not English* 93.0% Gender Non-Binary 86.8% Sexual Identity Non-Heterosexual 88.9%		Hispanic or Latino - 93% Pacific Islander - N/A White – 93% Asian - 94% Black - 93% Declined to state - 85% Filipino - 95% Free/Reduced Lunch: 93% SWD: 93% Primary language at home is not English*: 97% Sexual Identify Non-Heterosexual – 90% Gender Identity Non-Binary – 90%	Pacific Islander: No data available for both years White: +2.4% Asian: +2.0% Black: -3.8% Declined to state: -3.6% Filipino: -1.1% Free/Reduced Lunch: No change (both years at 93.9%) SWD (Students with Disabilities): +2.3% Primary language at home is not English: -4.0% Sexual Identity Non-Heterosexual: +3.9% Gender Identity Non-Binary: +3.8%
2.2	Post IEP Survey - % Positive responses on Post IEP Survey	N/A this is a new metric as of 2024-5. Baseline data will be established in the 2024-25 school year.	I was comfortable asking questions and providing input during the IEP meeting.		2026-27 Target: All questions will be answered at 70% or higher	N/A this is a new metric as of 2024-5. Baseline data will be established

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			63 out of 75 84% My input was received and considered by the IEP team. 59 out of 75 78.67% I feel that my child's IEP team has a good understanding of their educational needs. 54 out of 75 72% I understand the outcome of the IEP meeting and the supports my child receives. 55 out of 75 73.33%			in the 2024-25 school year.
2.3	Chronic Absenteeism	2022-23 Actual (Data Quest) All 16.6% Socio Economically Disadvantaged 26% English Learners 21.5% Homeless Youth 56.8% Students with Disabilities 26.80% African American 36%	2022-23 Actual (Data Quest) All 13.4% Socio Economically Disadvantaged 22.1% English Learners 19.6% Homeless Youth 58.8%		2026-27 Target: All 6% Socio Economically Disadvantaged 11% English Learners 5% Homeless Youth 25%	All -3.2% Socio Economically Disadvantaged -3.9% English Learners -1.9% Homeless Youth 2.0% Students with Disabilities -1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian or Alaska Native 50% Asian 7.5% Filipino 12.4% Hispanic or Latino 26.6% Pacific Islander 33.3% White 14% Two or More Races 15% Not Reported 13.60%	Students with Disabilities 25.3% African American 28.5% American Indian or Alaska Native 27.8% Asian 6.5% Filipino 11% Hispanic or Latino 22.7% Pacific Islander 26.1% White 11.5% Two or More Races 11.5% Not Reported 16.5%		Students with Disabilities 12% African American 18% American Indian or Alaska Native 25% Asia 5% Filipino 7% Hispanic or Latino 10% Pacific Islander 18% White 4% Two or More Races 5% Not Reported 5%	African American -7.5% American Indian or Alaska Native -22.2% Asian -1.0% Filipino -1.4% Hispanic or Latino -3.9% Pacific Islander -7.2% White -2.5% Two or More Races -3.5% Not Reported 2.9%
2.4	Suspension Rate	2022-23 Actual (Data Quest) All 2.60% Socio Economically Disadvantaged 4.4% English Learners 3.9% Homeless Youth 6.2% Students with Disabilities 5.5% African American 7.5% American Indian or Alaska Native 10.5% Asian 1% Filipino 2% Hispanic or Latino 3.4% Pacific Islander 14.8% White 2.4%	2023-24 Actual (Data Quest) All 2.2% Socio Economically Disadvantaged 4.2% English Learners 4.3% Homeless Youth 9.1% Students with Disabilities 5.7% African American 7.8%		2026-27 Target: All 2.0% Socio Economically Disadvantaged 2.5% English Learners 1% Homeless Youth 5% Students with Disabilities 4.5% African American 4% American Indian or Alaska Native 5% Asia 0.5%	All -0.40% Socio Economically Disadvantaged -0.20% English Learners 0.40% Homeless Youth 2.90% Students with Disabilities 0.20% African American 0.30% American Indian or Alaska Native 0.60% Asian 0.00% Filipino -1.30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races 2.5% Not Reported 2.6%	American Indian or Alaska Native 11.1% Asian 1% Filipino 0.7% Hispanic or Latino 3.4% Pacific Islander 8.7% White 1.7% Two or More Races 1.8% Not Reported 2.5%		Filipino 1% Hispanic or Latino 3.4% Pacific Islander 5% White 2.4% Two or More Races 1.5% Not Reported 1.5%	Hispanic or Latino 0.00% Pacific Islander - 6.10% White -0.70% Two or More Races -0.70% Not Reported - 0.10%
2.5	Expulsion Rate	2022-23 Actual (Data Quest) 0%	2023-24 0%		2026-27 Target: 0%	0%
2.6	Average Daily Attendance Percentage	2022-23 (Schoolzilla) 94.1%/ 8,819	2023-24: 95.3% /9050 Students		2026-27 Target: 95.1%	-1.2% / +231 Students
2.7	Tiered Fidelity Inventory: District wide % scoring 2 at each level	2023-24 (district wide TFI) Tier I - 90% Tier 2 - 81% Tier 3 - 81%	2024-25 (district wide TFI) Tier 1: 88% Tier 2: 81% Tier 3: 78%		2026-27 Target: Tier I - 93% Tier 2 - 85% Tier 3 - 85%	Tier 1: -2% Tier 2: 0% Tier 3: -3%
2.8	Data from CHKS Gender Identity & Sexual Orientation module	2023-24 (Table 12.1) Answering "Strongly Agree" or "Agree" for "My school is safe for students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ)."	2024-25 (Table 12.1): Answering "Strongly Agree" or ""Agree" for "My school is safe for students who are lesbian, gay,		2026-27 Target:(Table 12.1) Answering "Strongly Agree" or "Agree" for "My school is safe for students who are	Grade 7 +2% Grade 9 +2% Grade 11 -+1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7 - 77% Grade 9 - 88% Grade 11 - 91%	bisexual, transgender, queer or questioning (LGBTQ)." Grade 7 - 79% Grade 9 - 90% Grade 11 - 92%		lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ)." Grade 7 - 85% Grade 9 - 93% Grade 11 - 95%	
2.9	CHKS Student Safety Question by Grade/Grade Level*	2023-24 Answering “Yes, most of the time” and “Yes, all of the time” when asked “Do you feel safe at school?” (Elementary) or “very safe” or “safe” when asked “How safe do you feel when you are at school?” (Secondary) (Elementary Table A9.1, Secondary Table A8.1- In-School Only) Grade 5 - 87% Grade 7 - 66% Grade 9 - 75% Grade 11 - 83% Grade 5 by Race/Ethnicity (Table A14.2) American Indian or Alaska Native *	2024-25 Target: Answering “Yes, most of the time” and “Yes, all of the time” when asked “Do you feel safe at school?” (Elementary) or “very safe” or “safe” when asked “How safe do you feel when you are at school?” (Secondary) (Elementary Table A9.1, Secondary Table A8.1- In-School Only) Grade 5 - 86% Grade 7 - 70% Grade 9 - 84% Grade 11 - 74%		2026-27 Target: Answering “Yes, most of the time” and “Yes, all of the time” when asked “Do you feel safe at school?” (Elementary) or “very safe” or “safe” when asked “How safe do you feel when you are at school?” (Secondary) (Elementary Table A9.1, Secondary Table A8.1- In-School Only) Grade 5 - 90% Grade 7 - 75% Grade 9 - 80% Grade 11 - 88%	Grade 5 = -1% Grade 7 = +4% Grade 9 = +9% Grade 11 = -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian or Asian American 86% Black or African American 67% Hispanic or Latinx 93% Native Hawaiian or Pacific Islander White 91% Mixed (two or more) ethnics 90% Something else 81% Grade 7 by Race/Ethnicity (Table A14.2) American Indian/Alaska Native* Asian/Asian American - 67% Black/African American - 50% Hispanic or Latinx - 57% Native Hawaiian or Pacific Islander* White - 71% Mixed (two or more) ethnicities - 68% Something Else - 61% Grade 9 by Race/Ethnicity (Table A14.2)	Grade 5 by Race/Ethnicity (Table A14.2) American Indian or Alaska Native * Asian or Asian American 83% Black or African American 65% Hispanic or Latinx 79% Native Hawaiian or Pacific Islander White 82% Mixed (two or more) ethnics 84% Something else 77% Grade 7 by Race/Ethnicity (Table A12.2) American Indian/Alaska Native* Asian/Asian American - 77% Black/African American - 55% Hispanic or Latinx - 61% Native Hawaiian or Pacific Islander* White - 68%		Grade 5 by Race/Ethnicity (Table A14.2) American Indian or Alaska Native * Asian or Asian American 86% Black or African American 67% Hispanic or Latinx 93% Native Hawaiian or Pacific Islander White 91% Mixed (two or more) ethnics 90% Something else 81% Grade 7 by Race/Ethnicity (Table A14.2) American Indian/Alaska Native* Asian/Asian American - 67% Black/African American - 50% Hispanic or Latinx - 57% Native Hawaiian or Pacific Islander* White - 71%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian/Alaska Native* Asian/Asian American - 74% Black/African American - 73% Hispanic or Latinx - 72% Native Hawaiian or Pacific Islander* White - 77% Mixed (two or more) ethnicities - 75% Something Else * *Too small sample size to report Grade 11 by Race/Ethnicity (Table A14.2) American Indian/Alaska Native* Asian/Asian American - 89% Black/African American - * Hispanic or Latinx - * Native Hawaiian or Pacific Islander* White - 83* Mixed (two or more) ethnicities - 75% Something Else - * *Too small sample size to report	Mixed (two or more) ethnicities - 71% Something Else - 63% Grade 9 by Race/Ethnicity (Table A12.2) American Indian/Alaska Native* Asian/Asian American - 87% Black/African American - 85% Hispanic or Latinx - 77% Native Hawaiian or Pacific Islander* White - 82% Mixed (two or more) ethnicities - 85% Something Else - 87% *Too small sample size to report Grade 11 by Race/Ethnicity (Table A12.2) American Indian/Alaska Native*		Mixed (two or more) ethnicities - 68% Something Else - 61% Grade 9 by Race/Ethnicity (Table A14.2) American Indian/Alaska Native* Asian/Asian American - 74% Black/African American - 73% Hispanic or Latinx - 72% Native Hawaiian or Pacific Islander* White - 77% Mixed (two or more) ethnicities - 75% Something Else * *Too small sample size to report Grade 11 by Race/Ethnicity (Table A14.2) American Indian/Alaska Native*	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Asian/Asian American - 70% Black/African American - 79% Hispanic or Latinx - 77% Native Hawaiian or Pacific Islander* White - 78% Mixed (two or more) ethnicities - 73% Something Else - * *Too small sample size to report		Asian/Asian American - 89% Black/African American - * Hispanic or Latinx - * Native Hawaiian or Pacific Islander* White - 83* Mixed (two or more) ethnicities - 75% Something Else - * *Too small sample size to report	
2.10	Student outcomes, if available, in the subject areas described for Grades 1-6 (per Ed. Code 51210) and Grades 7-12 (per Ed. Code 51220(a) to (i)), as applicable	100%	100%		100%	0%

Goal Analysis [2024-25]

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

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

Action 2.1: Culturally Responsive Family Engagement
Implementation: The district conducted both in-person and web-based Family Information Nights to increase access and hosted free finger printing sto support more parent engaement on school sites
Differences: No diffrences

Challenges: Not explicitly stated, but the need for expanded outreach suggests prior limitations in family access or engagement.
Successes: Increased accessibility and inclusivity in family engagement.
Action 2.2: Best Practices Family and School Partnering
Implementation: Schools focused on building trust and relationships with families using multiple data sources (e.g., STAR, CHKS, attendance, behavior, and wellness surveys).
Differences: The integration of restorative practices and the Parent Café model into family engagement strategies marks a shift from traditional approaches.
Challenges: Not directly listed, but the emphasis on trust-building and restorative practices implies prior gaps in family-school relationships.
Successes: Broader use of data to inform engagement and the introduction of culturally responsive practices.
Action 2.3: School Culture
Implementation: All 15 school sites implemented a culturally responsive Positive Behavior Support structure, including PBIS, Restorative Practices, and school-wide behavior lessons.
Differences: Expanded Tier 1 lessons, hate speech reduction presentations, and restorative practices were added to the Tiered Fidelity Inventory rubric.
Challenges: Not explicitly stated, but the need for PD on challenging behavior and structured interventions suggests ongoing behavioral and climate challenges.
Successes: Robust Culture & Climate teams, clear intervention pathways, and proactive PD for staff.

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.

Based on our review of the provided documents, we found no significant differences between our planned expenditures and the estimated actual expenditures for Goal 1. The budgeted amounts for key actions—including equitable grading, literacy framework development, mathematics coaching, professional learning, and retaining high-quality staff—aligned closely with the actual expenditures. This reflects that we implemented the planned actions as expected and utilized our funding effectively to support the goals outlined in our 2024–25 LCAP.

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

The specific actions implemented through the 2024–25 Local Control and Accountability Plan (LCAP) for Alameda Unified School District (AUSD) were generally effective in making progress toward the goals of fostering culturally responsive family engagement, strengthening family-school partnerships, and improving school culture, although challenges were encountered.

Culturally Responsive Family Engagement activities, such as interactive workshops, listening sessions, DEI roundtables, and community events, were effective in building trust and collaboration between families and educators. Families reported feeling more included, and workshops successfully addressed cultural differences. However, challenges such as language barriers, uneven participation rates among underserved families, and logistical issues in event organization limited full effectiveness.

Best Practices for Family-School Partnering (Action 2.2) were effective in equipping families with tools and resources to partner with schools and in addressing the needs of specific student groups. Information sessions and targeted outreach increased support for African American,

LGBTQ, English Language Learner (ELL), and neurodiverse students. Despite these successes, variability in implementation across school sites and difficulties related to language accessibility and digital literacy slightly hindered full progress toward the goal.

Improving School Culture (Action 2.3) through the creation of a Positive Behavior Discipline matrix, establishment of Culture & Climate teams, and staff training led to a more supportive and positive school environment, with improvements noted in student behavior and family perceptions. While the actions were largely effective, challenges such as scheduling conflicts, inconsistent application of strategies, and underrepresentation in leadership groups limited the overall impact.

Monitoring metrics — including Family Relationships and Trust Survey results (with overall 91% positive responses) and tracking of participation rates, suspension rates, and chronic absenteeism — show positive trends, indicating that the actions taken are contributing to meaningful progress toward the LCAP goals.

Overall, while the actions were largely effective, ongoing attention to identified challenges will be essential to fully realize the intended outcomes.

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

Metric 2.10 was added per ACOE Technical Memo

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	Culturally Responsive Family Engagement	Provide culturally responsive family engagement and break down barriers which cause families to not participate in school events. : interactive workshops, listening sessions, support for parent led DEI Roundtable groups, community events for various affinity groups and support families of unduplicated students' parent/guardians with the cost of fingerprinting that is needed to participate in field trip and other on campus activities.	$112,505.00	Yes
2.2	Best Practices Family and School Partnering	Support school sites in common best practices across the district on how to engage and partner with families while providing families with the necessary information and tools to engage with our schools as educational partners and navigate the various school systems to support	$84,737.00	Yes

Action #	Title	Description	Total Funds	Contributing
		meeting the individual needs of their students with focused efforts for our African American families, LGBTQ youth and ELL students. In addition, we will increase support and focused practices for our families whose students are neurodiverse or have an individual education plan. We will provide families with the necessary information and tools to engage with our schools as educational partners and navigate the various special education and school systems to support meeting the individual needs of their students.		
2.3	School Culture	Implement a culturally responsive positive behavior support structure at all school sites that provide students with the opportunity to learn the expected behaviors and receive positive reinforcement for exhibiting those behaviors. New AUSD Positive Behavior Discipline matrix has been created and implemented at all TK-12 schools sites with extensive inclusion of PBIS, Restorative Practices and culturally responsive behavior support; Accompanying school-wide lessons provided for grades 3-12 so that students are taught AUSD's expected positive behaviors (as outlined in the matrix; created by Student Services Coordinator and Program Manager) All 15 school sites have robust Culture & Climate teams (led by PBIS lead teacher and coached by Student Services Program Manager) who are responsible for creating the systems and support for teaching school-site specific behavior expectations and celebrating students meeting expectations. We have added Restorative Practices to the TFI rubric so as to be able to assess for fidelity of implementation (this assessment tool is administered by Student Services Program Manager) School staff continue to be trained in strategies for creating positive classroom culture, offered by the Student Services Program Manager and Specific PD for classroom teachers on capturing students strengths and positive behaviors within referrals to intervention; coached and provided by Stu. Svcs. Program Manager. Coaching for writing Tier 3 Behavior Support Plans (an essential element of SWPBIS) using asset-based language and family partnership	$158,140.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Every school provides the academic, social/emotional, and culturally responsive support each student needs to reach their academic goals.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

The development of systems and structures to support our students academically, socially, and emotionally, especially those who have been marginalized historically. This includes providing teacher-led professional development and collaboration time so that our staff develop effective practices for supporting our students. It also includes maximizing overall staffing at schools in order to provide greater access to counseling and teachers. This strategy also provides teachers with more time to consult and plan with each other on how best to support students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of non LTEL English Learners who are at risk of becoming LTELs (% of English Learners who are in their 5th year of English Learner status)	2022-23 Actual (Data Quest) All:6,8% K-5: 11% 6-8: 1% 9-12: 2%	2023-24 Actual (Data Quest) All: 4.6% K-5: 7% 6-8: 1.47% 9-12: 3%		2026-27 Target: All: 5% K-5: 9% 6-8 :1% 9-12: 1%	All: 0% K-5: -4% 6-8: +.47% 9-12: +1%
3.2	English Learner Access to Common Core State Standards (CCSS): % of	22-23 Actual: K-5 100% 6-12 100%	23-24 Actual: K-5 100% 6-12 100%		2026-27 Target: K-5 100% 6-12 100%	K-5 0% 6-12 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	non-newcomer ELs accessing CCSS in setting with English-only peers					
3.3	Percent of students referred for a Special Education assessment who eligible for Special Education vs. those who are referred for a Special Education assessment and aren't eligible.	7/1/22 to 6/30/23 Percent of students eligible: 82% Percent of student ineligible: 18%	7/1/23 to 6/30/24 Percent of students eligible: 95% Percent of student ineligible: 5%		2026-27 Target: Percent of students eligible: 85% Percent of student ineligible: 15%	Percent of students eligible: +13% Percent of student ineligible: -13%"
3.4	Middle School drop out rate	2022-23 Actual: 0.3%	2023-24 Actual: 0.3%		2026-27 Target: 0 %	0%
3.5	High School drop out rate	2022-23 4 Year Cohort Drop Out (Data Quest) 1.2%	2023-25 4 Year Cohort Drop Out (Data Quest) 7.2%		2026-27 Target: 0.5%	+6%
3.6	Recorded interventions with goals and progress monitoring	80% of schools are using Aeries to document interventions assigned in COST. Of the interventions documented, 51% have accompanying goals with progress monitoring.	100% of schools are using Aeries to document interventions assigned in COST. Of the interventions documented, 75% have accompanying goals with progress monitoring.		2026-27 Target: 100% of COST interventions will be entered. Of the interventions entered, at least 65% have accompanying goals and progress monitoring attached.	+ 19% Cost Interventions + 24% Progress monitoring
3.7	Engaged and Trusting Family Relationships - % Positive responses on	Average Responses for the questions below were:	CCEIS Focal Scholars 0 out of		2026-27 Target: CCEIS Focal Scholars 0 out of	CCEIS Focal Scholars 0 out of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Family Relationships and Trust Survey	Teachers and administrators at this school believe that I am doing my best to help my child learn. (79%) I believe that staff at this school feel good about my support for their work. (72.4%) Staff at this school really care about this local community. (80.2%) I believe that I do a good job of supporting the teachers at this school. (78%) At this school, teachers and families think of each other as partners in educating children. (77.3%) I have full confidence in the teachers and administrators at this school. (76.6%) Staff at this school work hard to build a trusting relationship with parents. (72.9%) Teachers and administrators at this school believe that talking with parents helps them understand their students better. (70.8%)	11 responses were lower than average 100.0% 100.0% 100.0% 91.3% 100.0% 91.3% 91.3% 95.7% 91.3% 100.0% 100.0%		11 response to the items were lower than average Average score will vary year to year.	11 responses were lower than average 0% 12.5% 12/5% 37.5% 25% 25% 25% 25% 25% 25% 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		I feel respected by teachers and administrators at this school. (79%) I feel my cultural beliefs and practices are respected by teachers and administrators at this school. (71.6%) I respect the teachers and administrators at this school. (89.6%) CCEIS Focal Scholars 4 out of 11 response to the items were lower than average 100.0% 87.5% 87.5% 62.5% 75.0% 75.0% 75.0% 75.0% 75.0% 75.0% 100.0%				
3.8	High School Graduation Rate by subgroups: All, SED, EL, SWD, HY, AA, A, F, H/L, W, M	2022-23 Four Year Graduation Rate (Data Quest) All 94.9% English Learners 88.8% Socio Economically Disadvantaged 92.6%	2023-24 Four Year Graduation Rate (Data Quest) All 91.2% English Learners 82.5%		2026-27 Target: All 96% English Learners 90% Socio Economically	All: -3.7% English Learners: -6.3% Socio Economically Disadvantaged: -4.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities 75.6% Homeless Youth 86.7% African American 87.5% Asian 97.2% Filipino 97.9% Hispanic or Latino 92.2% Pacific Islander * Two or More 91.4% White 96.3% Not Reported * *cohort is less than 10 students	Socio Economically Disadvantaged 87.7% Students With Disabilities 67.9% Homeless Youth * African American 83.6% Asian 93.5% Filipino 97.9% Hispanic or Latino 86.9% Pacific Islander * Two or More 89.9% White 93.4% * Not reported cohort is less than 10 students		Disadvantaged 94% Students With Disabilities 80% Homeless Youth 90% African American 92% Asian 98% Filipino 98% Hispanic or Latino 94% Pacific Islander * Two or More 93% White 97% Not Reported * *cohort is less than 10 students	Students With Disabilities: -17.7% Homeless Youth: N/A African American: -3.9% Asian: -3.7% Filipino: 0% Hispanic or Latino: -5.3% Pacific Islander: N/A Two or More: -1.5% White: -2.8%
3.9	Chronic Absenteeism	2022-23 Actual (Data Quest) All 16.6% Socio Economically Disadvantaged 26% English Learners 21.5% Homeless Youth 56.8% Students with Disabilities 26.80% African American 36% American Indian or Alaska Native 50% Asian 7.5% Filipino 12.4%	2023-24 Actual (Data Quest) All 13.4% Socio Economically Disadvantaged 22.1% English Learners 19.6% Homeless Youth 58.8% Students with Disabilities 25.3% African American 28.5%		2026-27 Target: All 6% Socio Economically Disadvantaged 11% English Learners 5% Homeless Youth 25% Students with Disabilities 12% African American 18%	All -3.2% Socio Economically Disadvantaged -3.9% English Learners -1.9% Homeless Youth 2.0% Students with Disabilities -1.5% African American -7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic or Latino 26.6% Pacific Islander 33.3% White 14% Two or More Races 15% Not Reported 13.60%	American Indian or Alaska Native 27.8% Asian 6.5% Filipino 11% Hispanic or Latino 22.7% Pacific Islander 26.1% White 11.5% Two or More Races 11.5% Not Reported 16.5%		American Indian or Alaska Native 25% Asia 5% Filipino 7% Hispanic or Latino 10% Pacific Islander 18% White 4% Two or More Races 5% Not Reported 5%	American Indian or Alaska Native -22.2% Asian -1.0% Filipino -1.4% Hispanic or Latino -3.9% Pacific Islander -7.2% White -2.5% Two or More Races -3.5% Not Reported 2.9%
3.10	Suspension Rate	2022-23 Actual (Data Quest) All 2.60% Socio Economically Disadvantaged 4.4% English Learners 3.9% Homeless Youth 6.2% Students with Disabilities 5.5% African American 7.5% American Indian or Alaska Native 10.5% Asian 1% Filipino 2% Hispanic or Latino 3.4% Pacific Islander 14.8% White 2.4% Two or More Races 2.5% Not Reported 2.6%	2023-24 Actual (Data Quest) All 2.2% Socio Economically Disadvantaged 4.2% English Learners 4.3% Homeless Youth 9.1% Students with Disabilities 5.7% African American 7.8% American Indian or Alaska Native 11.1% Asian 1% Filipino 0.7%		2026-27 Target: All 2.0% Socio Economically Disadvantaged 2.5% English Learners 1% Homeless Youth 5% Students with Disabilities 4.5% African American 4% American Indian or Alaska Native 5% Asia 0.5% Filipino 1% Hispanic or Latino 3.4% Pacific Islander 5% White 2.4%	All -0.40% Socio Economically Disadvantaged -0.20% English Learners 0.40% Homeless Youth 2.90% Students with Disabilities 0.20% African American 0.30% American Indian or Alaska Native 0.60% Asian 0.00% Filipino -1.30% Hispanic or Latino 0.00% Pacific Islander -6.10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic or Latino 3.4% Pacific Islander 8.7% White 1.7% Two or More Races 1.8% Not Reported 2.5%		Two or More Races 1.5% Not Reported 1.5%	White -0.70% Two or More Races -0.70% Not Reported -0.10%
3.11	Students accessing individual mental health counseling district-wide	2023-24 625 students out of 9393 6%	2024-25 562 students out of 9563 6%		2026-27 Target: 21%	0%
3.12	Students accessing group mental health services	2023-24 693 students out of 9393 7%	2024-25 496 students out of 9563 5%		2026-27 Target: 22%	-2%
3.14						

Goal Analysis [2024-25]

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

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

The implementation of the 2024-25 Local Control and Accountability Plan (LCAP) for Alameda Unified School District included several key actions aimed at improving student support and outcomes. These actions were targeted intervention, increased FTE to support English Language Learners (ELLs), expanded mental health services, equity and inclusion, and mentoring and advising.

Action 3.1: Targeted Intervention The goal of targeted intervention was to monitor student progress and provide support when needed. Coordination of Services Teams (COST) were established at all school sites, led by Teacher Specialists (TSAs). These teams monitored student data, triaged referrals, assigned interventions, and provided direct student services. COST teams were successfully set up at all 15 school sites, and TSAs monitored student data and triaged referrals effectively.

Action 3.2: Increased FTE to Support English Language Learners This action aimed to provide additional Full-Time Equivalent (FTE) positions to support English Language Learners (ELLs), allowing for smaller class sizes and proficiency-based scheduling. Additional FTE positions were allocated, and sheltered courses for newcomers were provided. However, some schools faced challenges in effectively integrating these additional resources into their existing schedules. Integrating additional FTE positions into existing schedules proved challenging for some schools, but the allocation of additional FTE positions helped lower class sizes and provided more targeted support for ELLs.

Action 3.3: Expanded Mental Health Services The goal of expanded mental health services was to support students' ability to access learning by providing individual and group counseling referrals, case management services, and professional development for staff on trauma-informed practices. Counseling referrals and case management services were provided, and professional development sessions on trauma-informed practices were conducted. However, some schools reported challenges in coordinating these services and ensuring consistent access for all students. Despite these challenges, expanded mental health services provided crucial support for students, improving their ability to access learning and enhancing overall well-being.

Action 3.4: Equity and Inclusion This action aimed to support schools with the highest unduplicated counts by providing additional staffing, materials, supplies, professional development, and services to increase student inclusion and acceleration. Additional resources were successfully provided to targeted schools, and professional development sessions were conducted. Effectively utilizing additional resources to achieve desired outcomes required ongoing support and capacity-building for school staff, but the provision of additional resources helped increase student inclusion and acceleration, particularly for underserved student groups.

Action 3.5: Mentoring and Advising The goal of mentoring and advising was to support case management, family communication, and direct intervention services for students identified as needing additional support. Mentoring and advising services were provided, and case management and family communication. However, some schools reported challenges in consistently implementing these services due to varying levels of staff expertise and resource availability.

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.

Actions 3.4

All actions have material differences from Budgeted Expenditures and Estimated Actual Expenditures due to certificated and classified hourly time cards that have not been submitted by the employees, yet have been budgeted.

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

The implementation of the 2024-25 Local Control and Accountability Plan (LCAP) for Alameda Unified School District included several key actions aimed at improving student support and outcomes. These actions were targeted intervention, increased FTE to support English Language Learners (ELLs), expanded mental health services, equity and inclusion, and mentoring and advising. While the overall

implementation was successful, there were substantive differences between planned actions and actual implementation, along with several challenges and successes.

Action 3.1: Targeted Intervention aimed to monitor student progress and provide support when needed. Coordination of Services Teams (COST) were established at all school sites, led by Teacher Specialists (TSAs). These teams monitored student data, triaged referrals, assigned interventions, and provided direct student services. COST teams were successfully set up at all 15 school sites, and TSAs monitored student data and triaged referrals effectively. However, some sites faced challenges in consistently implementing interventions due to varying levels of staff expertise and resource availability. Despite these challenges, COST teams successfully identified students needing support and provided targeted interventions, leading to improved student outcomes.

Chronic Absenteeism: The rate decreased by 3.2 percentage points, indicating improved student attendance. This suggests that COST teams and targeted interventions are helping address attendance barriers.
ELA & Math SBAC: Both scores improved slightly, showing that academic interventions are having a positive, though modest, impact on student achievement.
A-G Completion: This metric declined by 4.1 percentage points, indicating a need for stronger academic planning and support to ensure students meet college entrance requirements.
COST Referrals: 100% of schools are using Aeries to track referrals and 75% in progress monitoring, an increase of +19% Cost Interventions and +24% for Progress monitoring

Action 3.2: Increased FTE to Support English Language Learners aimed to provide additional Full-Time Equivalent (FTE) positions to support English Language Learners (ELLs), allowing for smaller class sizes and proficiency-based scheduling. Additional FTE positions were allocated, and sheltered courses for newcomers were provided. However, some schools faced challenges in effectively integrating these additional resources into their existing schedules. Integrating additional FTE positions into existing schedules proved challenging for some schools, but the allocation of additional FTE positions helped lower class sizes and provided more targeted support for ELLs, leading to improved language proficiency. The reduction in the percentage of English Learners at risk of becoming LTELs—from 6.8% to 4.6%—demonstrates that the additional FTE support has contributed to improved language acquisition outcomes. While implementation challenges remain, particularly around scheduling and integration, the data suggests that the increased instructional capacity is helping more ELLs progress toward reclassification in a timely manner.

Action 3.4: Equity and Inclusion aimed to support schools with the highest unduplicated counts by providing additional staffing, materials, supplies, professional development, and services to increase student inclusion and acceleration. Additional resources were successfully provided to targeted schools, and professional development sessions were conducted. However, some schools faced challenges in effectively utilizing these resources to achieve desired outcomes. Effectively utilizing additional resources to achieve desired outcomes required ongoing support and capacity-building for school staff, but the provision of additional resources helped increase student inclusion and acceleration, particularly for underserved student groups.

Family engagement also improved, as reflected in the Wellness Survey, which showed an overall 91.6% positive response rate, with even higher ratings among Hispanic/Latino (93%), Asian (94%), and Filipino (95%) families. The California Healthy Kids Survey (CHKS) also revealed gains in students' perceptions of school safety for LGBTQ+ students, with agreement rates rising to 79% in grade 7, 90% in grade 9, and 92% in grade 11. General school safety perceptions improved in grades 7 and 9, with increases of 4% and 9% respectively, though

grade 11 saw a 9% decline. These results suggest that while the action has been successful in fostering a more inclusive and supportive environment, continued attention is needed to ensure consistent improvements across all grade levels.

Action 3.5: Mentoring and Advising provided targeted case management, family communication, and direct student support. These services were implemented successfully, with strong outcomes reflected in the Family Relationships and Trust Survey, where 100% of CCEIS Focal Scholars reported positive responses. Key California Dashboard indicators also showed progress: chronic absenteeism declined by 3.2%, suspension rates dropped from 2.6% to 2.2%, and expulsion rates remained at 0%. Middle school dropout rates held steady at 0.3%, though high school dropout rates rose from 1.2% to 7.2%, highlighting a need for continued focus at the secondary level. While some schools faced implementation challenges due to staffing capacity, the action overall strengthened student support systems and improved outcomes for high-need students.

LEA- Wide Actions:
Action 3.1: Targeted Intervention aimed to monitor student progress and provide support when needed. Coordination of Services Teams (COST) were established at all school sites, led by Teacher Specialists (TSAs). These teams monitored student data, triaged referrals, assigned interventions, and provided direct student services. COST teams were successfully set up at all 15 school sites, and TSAs monitored student data and triaged referrals effectively. However, some sites faced challenges in consistently implementing interventions due to varying levels of staff expertise and resource availability. Despite these challenges, COST teams successfully identified students needing support and provided targeted interventions, leading to improved student outcomes.

Chronic Absenteeism: The rate decreased by 3.2 percentage points, indicating improved student attendance. This suggests that COST teams and targeted interventions are helping address attendance barriers.
ELA & Math SBAC: Both scores improved slightly, showing that academic interventions are having a positive, though modest, impact on student achievement.
A-G Completion: This metric declined by 4.1 percentage points, indicating a need for stronger academic planning and support to ensure students meet college entrance requirements.
COST Referrals: 100% of schools are using Aeries to track referrals and 75% in progress monitoring, an increase of +19% Cost Interventions and +24% for Progress monitoring

Action 3.3: Despite the intention to expand mental health services, the number of students accessing both individual and group counseling has declined. While the percentage of students receiving individual counseling remained flat at 6%. Group counseling participation dropped by 2 percentage points. Expanded Mental Health Services were aimed to support students' ability to access learning by providing individual and group counseling referrals, case management services, and professional development for staff on trauma-informed practices. Counseling referrals and case management services were successfully provided, and professional development sessions on trauma-informed practices were conducted. However, some schools reported challenges in coordinating these services and ensuring consistent access for all students. Despite these challenges, expanded mental health services provided crucial support for students, improving their ability to access learning and enhancing overall well-being.

Overall, the implementation of actions 3.1, 3.2, 3.3, 3.4, and 3.5 showed positive outcomes in providing targeted support, increasing resources for ELLs, expanding mental health services, enhancing equity and inclusion, and improving mentoring and advising. Despite facing

challenges in staff expertise, resource availability, and logistical coordination, continuous efforts to address these challenges and build on the successes will be essential for improving student support and outcomes.

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

Action 3.2 will be used to implement DA work to help refine our work with LTEL

Action 3.3
Increase funding to show multi-year plan for mental health services using carryover dollars

Things considering to increase the effectiveness of action 3.3
Increasing outreach and visibility of available services.
Streamlining referral processes through COST teams.
Evaluating staffing capacity and site-level implementation barriers.

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	Targeted Intervention	Implement common teaming structures that are designed to monitor student progress and provide differentiated support when needed. Provide additional staffing to support students access and participation in targeted interventions. As part of AUSD's MTSS strategic plan, COST teams are in place at all 15 school sites and led by TSAs who function as intervention leads These teams monitor school-wide student data in an effort to identify students in need of additional academic or behavioral support. They also triage referrals to intervention from staff and families, assign Tier 2 or 3 interventions as needed and monitor student progress in those intervention as applicable Intervention leads and instructional coaches also provide direct student service in the form of small group intervention or 1:1 Tier 3 support(s) Student Services Program Manager provides ongoing coaching/support to COST teams and intervention leads throughout the	$1,552,086.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school year. Runs end-of-year reports using “goals” tab of Aeries to monitor/adjust interventions being offered.		
3.2	Increased FTE to Support English Language Learners	Targeted FTE to support English Learners – FTE allocations for Designated ELD and Literacy intervention sections above base allocation, allowing for lowered class sizes and proficiency-based scheduling. Also provides for sheltered courses for newcomers. DA support to refine action	$415,915.00	Yes
3.3	Expanded Mental Health Services	Provide expanded mental health services to support students ability to access learning. Each school site will make individual and group counseling referrals to Alameda Family Services (contracted mental health provider) through their COST meetings. School sites will have a link for self-referral to counseling services on their school website. Alameda Family Services will provide Case Management Services to identified families that need additional support with housing and basic needs. Alameda Family Services will collaborate with site administrators to provide professional development to staff around trauma-informed practices	$1,420,327.00	Yes
3.4	Equity and Inclusion	Support schools with the highest unduplicated count to provide additional staffing, materials, supplies, professional development, and professional services to increase student inclusion and acceleration with specific focus on our students who are identified as needing additional support on the California data dashboard. This includes additional administrative support, and AVID programs.	$934,118.00	Yes
3.5	Mentoring and Advising	Provide Mentoring and advising to support case management, family communication and direct intervention services for students who are identified as needing additional support on the california data dashboard. Our Advisors are assigned to 2 elementary and 2 middle schools to assist with general education support and intervention. One wellness coordinator to support unhoused youth with case management and wrap services districtwide and All TK-12 schools are expected to identify focal students	$818,156.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and provide wrap around support. Focal students can be student from the student group on the california dashboard indicated in red and or Black, Multi-Ethnic and or Latino students who are below the 50th percentile in STAR Reading and Math, Chronically Absent, and have 1 or more Office Referral/Suspension.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Island High School has prioritized addressing the needs of historically underserved student groups, specifically Socioeconomically Disadvantaged (SED) students and Students with Disabilities (SWD), due to their low performance on key California School Dashboard indicators such as Graduation Rate and College/Career Readiness.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Chronic absenteeism are disproportionately affecting SWD
Low graduation rates are disproportionately impacting SWD
SED and SWD students need greater access to personalized graduation planning
Limited opportunities for college and career preparation (e.g., dual enrollment, CTE)
The goal is to increase attendance, improve graduation outcomes and expand college and career readiness specifically focused on Socioeconomically Disadvantaged (SED)
Key actions:
Promote alignment between student support systems, especially PBIS and CoST, with an emphasis on improving attendance and graduation rates.
Lead and coordinate the schoolwide advisory program, focusing on college and career readiness.
Co-facilitate professional development on Restorative Justice to strengthen and expand the school's restorative practices.
Island High School - (2024 - 2025) Year in Review
Island High School entered the 2024-2025 school year in a transitional phase following a period of stress and disruption. A leadership change marked the beginning of a year focused on healing, evaluating existing systems, and aligning practices with WASC goals and ESSA/LCAP requirements. Key WASC goals included improving attendance, fostering community among staff and students, and increasing parental and community engagement.
Key Actions & Strategies:
Weekly staff meetings were intentionally used to assess strengths, identify improvement areas, and support staff healing.
Data was collected from multiple sources (e.g., Schoolzilla, Challenge Exams, credit completion, attendance) to guide improvement efforts.
Focused effort on AA/B (African American/Black) students to close achievement and attendance gaps.
Emphasis on restorative practices, distributive leadership, and culturally responsive and trauma-informed instruction.
Notable Progress:

Graduation rate:
The graduation rate is projected to increase from 57.8% in 2023–2024 to 64% in 2024–2025.
Attendance:
Overall attendance rose from 57.4% to 64.9%.
AA/B student attendance increased from 51.5% to 66%, surpassing the school average.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	High School Graduation Rate*	2023-24 Four Year Graduation Rate (Data Quest) All 91.2% English Learners 82.5% Socio Economically Disadvantaged 87.7% Students With Disabilities 67.9% Homeless Youth * African American 83.6% Asian 93.5% Filipino 97.9% Hispanic or Latino 86.9% Pacific Islander * Two or More 89.9% White 93.4% * Not reported cohort is less than 10 students	Equity Multiplier was first identified for the 2025-26 LCAP Cycle		2026-27 Target: All 96% English Learners 90% Socio Economically Disadvantaged 94% Students With Disabilities 80% Homeless Youth 90% African American 92% Asian 98% Filipino 98% Hispanic or Latino 94% Pacific Islander * Two or More 93% White 97% Not Reported * *cohort is less than 10 students	Equity Multiplier was first identified for the 2025-26 LCAP Cycle

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Suspension Rate	2023-24 Actual (Data Quest) All 2.2% Socio Economically Disadvantaged 4.2% English Learners 4.3% Homeless Youth 9.1% Students with Disabilities 5.7% African American 7.8% American Indian or Alaska Native 11.1% Asian 1% Filipino 0.7% Hispanic or Latino 3.4% Pacific Islander 8.7% White 1.7% Two or More Races 1.8% Not Reported 2.5%	Equity Multiplier was first identified for the 2025-26 LCAP Cycle		2026-27 Target: All 2.0% Socio Economically Disadvantaged 2.5% English Learners 1% Homeless Youth 5% Students with Disabilities 4.5% African American 4% American Indian or Alaska Native 5% Asia 0.5% Filipino 1% Hispanic or Latino 3.4% Pacific Islander 5% White 2.4% Two or More Races 1.5% Not Reported 1.5%	Equity Multiplier was first identified for the 2025-26 LCAP Cycle
4.3	College/Career Readiness: Percentage of high school graduates who placed in the 'prepared' level for the C/C indicator on the California Dashboard	23-24 Actual: All 63.1% SED 49% EL 22.2% SWD 20.5% HY * AA 30.9% Asian 75.5% H/L 46.6% White 71.4% Multi 69.6%	Equity Multiplier was first identified for the 2025-26 LCAP Cycle		2026-27 Target: All 70% SED 55% EL 37% SWD 17% HY 18% AA 30% Asian 80% H/L 56% White 75% Multi 70%	Equity Multiplier was first identified for the 2025-26 LCAP Cycle

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

Goal Analysis [2024-25]

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

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

Equity Multiplier was first identified for the 2025-26 LCAP Cycle

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.

Equity Multiplier was first identified for the 2025-26 LCAP Cycle

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

Equity Multiplier was first identified for the 2025-26 LCAP Cycle

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.

Equity Multiplier was first identified for the 2025-26 LCAP Cycle

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	Promote alignment between student support systems, especially PBIS and COST, with an emphasis on	This year was one of discovery and transformation. Staff showed readiness to challenge old paradigms and innovate. Moving forward, the school aims to strengthen student support systems, prioritize equity, and build an inclusive, data-informed culture to meet the needs of all students—especially historically underserved populations. Island High School continues to focus on strengthening systems of student support to address chronic attendance issues and a declining graduation	$104,243.00	No

Action #	Title	Description	Total Funds	Contributing
	improving attendance and graduation rates.	rate. While attendance has shown a steady and promising upward trend—especially among African American/Black students—the reasons behind this improvement are still being explored. In contrast, only 44% of seniors are currently on track to graduate, continuing a multi-year downward trend. This may be due in part to staff raising academic expectations, prompting some students with significant credit deficits to opt for adult school. The school is critically examining how so many students became so credit-deficient by their senior year and questioning the former culture of low expectations reflected in the motto “Success by Choice,” which shifted accountability away from adults. The school recognizes that quantitative data alone isn’t enough, and has engaged in continuous conversations with students, families, and community partners to uncover the deeper mindsets, practices, and structural issues contributing to these challenges. Key findings point to implicit and explicit bias, low academic rigor, and a core curriculum misaligned with post secondary opportunities, all of which reflect systemic inequities and a limited vision for student success. Addressing these issues requires a comprehensive, systemic, and sustained effort, with a focus on improving relationships, shifting adult mindsets, and aligning curriculum and expectations with high academic standards.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,701,825	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.544%	0.528%	$526,716.00	8.072%

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
1.3	**Action:** Mathematics coaching and Professional Learning with a focus on 4th -8th grades **Need:** On the Math State Assessment, the DFS has improved, increasing by +3 to +14.9 points for students identifying as Asian, Two or More Races, and African American, and students who are Socioeconomically Disadvantaged, and significantly (+15% or more points) for	Providing specific coaching and professional learning for the new California Math Framework district-wide is essential for effectively supporting English language learners (ELLs), socioeconomically disadvantaged students, and foster students. This targeted professional development equips teachers with tailored instructional strategies, builds their capacity to implement equitable teaching practices, and fosters a supportive learning environment. It also promotes collaboration among educators, enabling	Math SBAC, Math EAP and Career Pathway AND UC ‘a-g’ Completion: Percentage of 12th grade students completing Career Technical Education (CTE) Pathway AND UC ‘a-g’ requirements

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students Experiencing Homelessness. The DFS on the Math State Assessment is very high (+35 points or more) for students who identify as Asian and high (0 to +34.9 points) for students who identify as White and Two or More Races. A decline in DFS, ranging from -3 to -15 points, was noted for students of Filipino, Hispanic, and those with Disabilities, while English Learning students saw a significant decrease of -15.1 or more points. Moreover, the DFS on Math remains low for African American or Hispanic students, as well as for English Language Learners, Socioeconomically Disadvantaged students, and those Experiencing Homelessness, with scores ranging from -25.1 to -95 points, and very low, at -95.1 points or more, for Students with Disabilities. **Scope:** LEA-wide	the sharing of best practices, and includes mechanisms for monitoring and adjusting implementation to meet students' evolving needs. Ultimately, this focused support ensures all students have access to high-quality math education, leading to improved educational outcomes. Research supports the importance of providing specific coaching and professional learning to effectively implement educational frameworks, particularly for diverse student populations such as English language learners (ELLs), socioeconomically disadvantaged students, and foster students. Here are several key studies and sources: 1. **Tailored Instructional Strategies and Teacher Capacity**: • A study by Calderón, Slavin, and Sánchez (2011) in the *Journal of Educational Research* emphasizes the importance of tailored instructional strategies for ELLs, highlighting how professional development that includes language acquisition strategies significantly improves ELLs' academic performance . • Darling-Hammond, Hyler, and Gardner (2017) in their report for the Learning Policy Institute found that high-quality professional development increases teacher effectiveness and positively impacts student achievement, particularly in diverse classrooms .	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		2. **Promoting Equity and Access**: • Research by Ladson-Billings (1995) on culturally relevant pedagogy demonstrates that when teachers are trained to connect curriculum content to students' cultural backgrounds, students from socioeconomically disadvantaged backgrounds engage more deeply and perform better academically . • The California Department of Education (CDE) emphasizes that the new Math Framework aims to provide equitable access to quality math education, addressing systemic barriers faced by underserved student groups . 3. **Fostering a Supportive Learning Environment**: • The Collaborative for Academic, Social, and Emotional Learning (CASEL) underscores the importance of social-emotional learning (SEL) and trauma-informed practices in creating supportive classroom environments, which are critical for the success of foster students and others who may experience instability . 4. **Enhancing Collaboration and Best Practices**: • Vescio, Ross, and Adams (2008) found that professional learning communities (PLCs) enhance teacher collaboration, leading to improved instructional practices and student outcomes .	

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
		• Hord (1997) in her work on professional learning communities, highlights how collaborative environments foster shared best practices and continuous improvement among educators . 5. **Monitoring and Adjusting Implementation**: • A study by Guskey (2002) on professional development and teacher change emphasizes the need for continuous assessment and adjustment in teaching practices to effectively meet diverse student needs . These sources collectively underscore the critical role of targeted professional learning and coaching in improving educational outcomes for ELLs, socioeconomically disadvantaged students, and foster students by equipping teachers with the necessary skills and strategies to address their unique challenges.	
1.4	**Action:** Professional Learning and Coaching **Need:** AUSD demonstrates robust ELA and Math achievement, with the overall average distance from meeting standard (DFS) ranging from +10 to +44.9 points, indicating strong academic performance district-wide. Notably, the DFS on the ELA State Assessment has shown positive trends, increasing by +3 to +14.9 points for students identifying as Two or More Races and African American, and significantly (+15% or more points) for	Providing specific coaching and professional learning on the California State Standards with an emphasis on student discourse district-wide can significantly support English language learners (ELLs), socioeconomically disadvantaged students, and foster students for several key reasons: 1. Enhanced Language Development for ELL English language learners benefit greatly from structured opportunities to engage in academic discourse. When educators are trained to facilitate student discourse aligned with California State Standards, they can create more inclusive	Math SBAC & ELA SBAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students Experiencing Homelessness. Additionally, the DFS on the ELA State Assessment is very high (+45 points or more) or high (+10 to +44.9 points) for students who identify as Asian, White, Two or More Races, and Filipino. On the Math State Assessment, the DFS has improved, increasing by +3 to +14.9 points for students identifying as Asian, Two or More Races, and African American, and students who are Socioeconomically Disadvantaged, and significantly (+15% or more points) for Students Experiencing Homelessness. The DFS on the Math State Assessment is very high (+35 points or more) for students who identify as Asian and high (0 to +34.9 points) for students who identify as White and Two or More Races. Moreover, the majority of AUSD's English Learning students are advancing towards English language proficiency, reflecting effective language acquisition programs and support. Furthermore, there has been a notable increase in the percentage of AUSD graduates meeting A-G Requirements over time, with percentages rising from 54% to 67.5% overall, and for specific student groups: Two or More Races (65/54% to 69%), White (54% to 72%), Hispanic/Latino (36% to 45.7%), Filipino (46% to 69.6%), Asian (69% to 81.3%), Socioeconomically Disadvantaged Students (39 to 56.3%), and English Learning Students (24% to 40/31.4%). A comprehensive assessment of student performance reveals nuanced trends across various demographic groups. Firstly, the	classrooms where ELLs are encouraged to practice and develop their language skills in a meaningful context. Specific coaching helps teachers employ strategies such as sentence frames, academic vocabulary scaffolding, and collaborative discussions, which are critical for language acquisition. This approach helps ELLs to: • Improve their speaking and listening skills. • Gain confidence in using academic language. • Better understand content through interactive dialogue and peer support. 2. Equity and Access for Socioeconomically Disadvantaged Students Socioeconomically disadvantaged students often face barriers that can impede their academic success, including limited access to enriching educational experiences. Professional learning focused on student discourse can: • Foster a more equitable classroom environment where all students' voices are valued. • Encourage active participation and engagement, which is crucial for students who may otherwise feel marginalized. • Provide teachers with strategies to create a supportive learning atmosphere that mitigates the effects of economic disadvantage, such as cooperative learning and peer-assisted activities. 3. Support for Foster/Homeless Students Foster students frequently encounter instability and trauma, which can impact their educational	

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
	average distance from standard (DFS) on the ELA State Assessment has shown a decline, ranging from -3 to -15 points for students identifying as White, Filipino, Hispanic, and those with Disabilities, with a significant decrease of -15.1 points or more observed for English Learning students. Conversely, the DFS for African American, English Learning, Socioeconomically Disadvantaged students, and those Experiencing Homelessness is notably low, ranging from -5.1 to -70 points, with an even lower score of -70.1 points or more recorded for Students with Disabilities. Similarly, on the Math State Assessment, a decline in DFS, ranging from -3 to -15 points, was noted for students of Filipino, Hispanic, and those with Disabilities, while English Learning students saw a significant decrease of -15.1 or more points. Moreover, the DFS on Math remains low for African American or Hispanic students, as well as for English Learning, Socioeconomically Disadvantaged students, and those Experiencing Homelessness, with scores ranging from -25.1 to -95 points, and very low, at -95.1 points or more, for Students with Disabilities. Notably, there has been a 7.6% decline in the percentage of English Learning students making progress towards English language proficiency compared to the previous year. Additionally, the College and Career Indicator remains low, ranging from 10% to 34.9%, for African American students, those with Disabilities, English Learning Students, and Students Experiencing Homelessness. Lastly, the percentage of AUSD graduates meeting A-	outcomes. Emphasizing student discourse within the curriculum supports foster students by: • Building a sense of community and belonging in the classroom, which is vital for students who may lack stability elsewhere. • Offering them consistent opportunities to express their thoughts and ideas, thereby fostering resilience and self-advocacy skills. • Helping them develop strong interpersonal skills through structured peer interactions, which can be particularly beneficial given their unique social and emotional needs. 4. Alignment with California State Standards The California State Standards emphasize critical thinking, communication, collaboration, and creativity. Professional development focused on these standards ensures that: • Teachers are well-equipped to integrate discourse that meets rigorous academic expectations. • Instruction is consistent across the district, providing all students with high-quality learning experiences. • Students are prepared for college and career readiness by developing essential skills in reasoning, argumentation, and collaboration. 5. Professional Growth and Instructional Consistency Ongoing coaching and professional learning empower teachers to:	

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
	G requirements has stagnated at a low range of 10-19% for Students with Disabilities and 30%-43% for students identifying as African American. **Scope:** LEA-wide	• Continuously refine their instructional practices, ensuring they are up-to-date with best practices for facilitating student discourse. • Share successful strategies and collaborate with colleagues, fostering a district-wide culture of professional growth and instructional excellence. • Implement differentiated instruction tailored to the diverse needs of their students, including ELLs, socioeconomically disadvantaged students, and foster students. Conclusion This action district wide promotes language development, equity, community building, and alignment with academic standards, ensuring that all students have the opportunity to succeed and thrive in their educational journeys. Providing district-wide coaching and professional learning on the California State Standards with an emphasis on student discourse significantly supports English language learners (ELLs), socioeconomically disadvantaged students, foster and homeless students by enhancing language development, promoting equity, and fostering a sense of community. Research shows that structured academic dialogue helps ELLs improve their language skills and gain confidence (Zwiers, O'Hara, & Pritchard, 2014) . Socioeconomically disadvantaged students benefit from inclusive environments that encourage active participation and engagement, which are critical for overcoming barriers to academic success (Jensen, 2009) .	

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 students, who often face instability, find supportive learning atmospheres through consistent opportunities for expression and collaboration, which help them build resilience and interpersonal skills (Stone, D'Andrade, & Austin, 2007) . Professional development for teachers on these standards ensures they are equipped with strategies to create equitable, high-quality learning experiences, ultimately preparing all students for college and career readiness (Darling-Hammond, Hyler, & Gardner, 2017) . References 1. Zwiers, J., O'Hara, S., & Pritchard, R. (2014). Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy. Stenhouse Publishers. 2. Jensen, E. (2009). Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It. ASCD. 3. Stone, S., D'Andrade, A., & Austin, M. J. (2007). Educational Services for Children in Foster Care: Common and Uncommon Perspectives. Child Welfare, 86(5), 1-24. 4. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Learning Policy Institute.	
1.6	**Action:** Retain High Quality Staff **Need:** An analysis of student performance metrics reveals significant trends, both positive and concerning, within specific demographic	By attracting and retaining high-quality staff, we create a school environment that is welcoming, supportive, and academically rigorous. This is the foundation all students need to succeed, but it's especially critical for those facing additional challenges.This is especially true for our English language learners, students from	Retention data

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
	groups. Chronic absenteeism experienced a notable decline from the previous year, dropping by 5.7%, indicating improved attendance rates. Despite this progress, chronic absenteeism remains notably high at 37.7% for students identifying as African American. Conversely, the graduation rate for African American students stands at a commendable 90%, signifying success in academic attainment. However, there are evident challenges, with A-G requirement completion notably low at 4.3% for African American students. Moreover, the suspension rate has increased significantly by 2.2%, particularly affecting African American students, with a suspension rate of 6.8%. Additionally, the average distance from meeting standard has increased in both ELA (6.5 points) and Math (9.7 points) for African American students, although it remains low in both subjects, with ELA standing at 43.9 points below standard and Math at 93.2 points below standard. These data points underscore the importance of targeted interventions to address disparities in academic achievement and disciplinary outcomes among African American students. A comprehensive assessment of student performance reveals nuanced trends across various demographic groups. Firstly, the average distance from standard (DFS) on the ELA State Assessment has shown a decline, ranging from -3 to -15 points for students identifying as White, Filipino, Hispanic, and those with Disabilities, with a significant decrease of -15.1 points or more observed for	socioeconomically disadvantaged backgrounds, and homeless or foster youth. These students often face challenges outside of academics that can impact their learning. Attracting and retaining high-quality staff is crucial for their success for the following reasons: Understanding Needs: High-quality staff have the training and experience to identify the specific needs of each student. This includes recognizing cultural differences for English learners, understanding the challenges of poverty, and having the sensitivity to support students experiencing homelessness or foster care. Building Relationships: These students often crave stability and positive relationships with adults. High-quality staff have the patience and dedication to build trust and rapport. This creates a safe space where students feel comfortable taking risks, asking questions, and seeking help. Tailored Instruction: High-quality staff are skilled at differentiating instruction. They can adapt their teaching methods to meet the individual learning styles and pace of each student. This ensures all students, regardless of background, are challenged and supported in reaching their full potential. Research to support the importance of high-quality staff for specific student populations: English Language Learners (ELLs): A study by Winsler et al. (2017) found that a student's social skills and emotional well-being, fostered by strong teacher-student relationships,	

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
	English Learning students. Conversely, the DFS for African American, English Learning, Socioeconomically Disadvantaged students, and those Experiencing Homelessness is notably low, ranging from -5.1 to -70 points, with an even lower score of -70.1 points or more recorded for Students with Disabilities. Similarly, on the Math State Assessment, a decline in DFS, ranging from -3 to -15 points, was noted for students of Filipino, Hispanic, and those with Disabilities, while English Learning students saw a significant decrease of -15.1 or more points. Moreover, the DFS on Math remains low for African American or Hispanic students, as well as for English Learning, Socioeconomically Disadvantaged students, and those Experiencing Homelessness, with scores ranging from -25.1 to -95 points, and very low, at -95.1 points or more, for Students with Disabilities. Notably, there has been a 7.6% decline in the percentage of English Learning students making progress towards English language proficiency compared to the previous year. Additionally, the College and Career Indicator remains low, ranging from 10% to 34.9%, for African American students, those with Disabilities, English Learning Students, and Students Experiencing Homelessness. Lastly, the percentage of AUSD graduates meeting A-G requirements has stagnated at a low range of 10-19% for Students with Disabilities and 30%-43% for students identifying as African American.	were linked to their English proficiency [Source: Effects of Socioeconomic Status on English Language Learners' Success in School - UW Tacoma Digital Commons]. This highlights the importance of staff who can build positive relationships with ELL students. Socioeconomically Disadvantaged Students: The Moving Beyond Access report by the Pell Institute emphasizes that strong relationships with teachers and advisors are crucial for students from low-income backgrounds to succeed in college [Source: Moving Beyond Access: College Success for Low-Income, First-Generation Students. Pell Institute]. This showcases how high-quality staff advocating for resources and providing guidance can make a significant difference. Homeless and Foster Youth: Research by Brinser & Wissel (2018) highlights the importance of school counselors who are aware of the unique challenges faced by students in foster care. These counselors can provide social-emotional support and connect them with needed resources [Source: Serving Students in Foster Care: Implications and Interventions for School Counselors]. This aligns with the need for high-quality staff who can identify and address the specific needs of homeless and foster youth. Overall Impact: A study by the National Bureau of Economic Research found that students with high-quality teachers in elementary school showed higher academic achievement and earnings later in life [Source: The Long-Run Impacts of High-Quality K-12 Teachers]. This emphasizes the broader positive impact of effective staff on student success.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.7	**Action:** Differentiated Professional Learning **Need:** A comprehensive assessment of student performance reveals nuanced trends across various demographic groups. Firstly, the average distance from standard (DFS) on the ELA State Assessment has shown a decline, ranging from -3 to -15 points for students identifying as White, Filipino, Hispanic, and those with Disabilities, with a significant decrease of -15.1 points or more observed for English Learning students. Conversely, the DFS for African American, English Learning, Socioeconomically Disadvantaged students, and those Experiencing Homelessness is notably low, ranging from -5.1 to -70 points, with an even lower score of -70.1 points or more recorded for Students with Disabilities. Similarly, on the Math State Assessment, a decline in DFS, ranging from -3 to -15 points, was noted for students of Filipino, Hispanic, and those with Disabilities, while English Learning students saw a significant decrease of -15.1 or more points. Moreover, the DFS on Math remains low for African American or Hispanic students, as well as for English Learning, Socioeconomically Disadvantaged students, and those Experiencing Homelessness, with scores ranging from -25.1 to -95 points, and very low, at -95.1 points or more, for Students with Disabilities. Notably,	A teacher with strong curriculum knowledge can be a game-changer for all students, but especially for English Learners (ELs) and socioeconomically disadvantaged students in Alameda. Investing in an additional day of professional learning district wide for teachers can significantly impact our unduplicated students in the following areas: Targeted Instruction: Understanding the curriculum allows teachers to tailor instruction to the specific language needs of ELs. They can break down complex concepts, use visuals, and incorporate scaffolding techniques to ensure ELs grasp content effectively. Bridge the Gap: Curriculum knowledge helps teachers bridge the gap between a student's native language and English. They can identify opportunities to connect the curriculum to students' prior knowledge and cultural backgrounds, fostering deeper understanding. Differentiation Strategies: Professional learning equips teachers with differentiation strategies that cater to the varying English proficiency levels within their classrooms. This ensures ELs receive the targeted support they need to access and succeed in the curriculum. Academic Language Development: A strong grasp of the curriculum allows teachers to integrate academic language development strategies into their lessons. This provides disadvantaged students, who may lack exposure to such language outside of school, with the tools they need to understand complex texts and participate effectively in class discussions.	Math SBAC & ELA SBAC

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
	there has been a 7.6% decline in the percentage of English Learning students making progress towards English language proficiency compared to the previous year. Additionally, the College and Career Indicator remains low, ranging from 10% to 34.9%, for African American students, those with Disabilities, English Learning Students, and Students Experiencing Homelessness. Lastly, the percentage of AUSD graduates meeting A-G requirements has stagnated at a low range of 10-19% for Students with Disabilities and 30%-43% for students identifying as African American. **Scope:** LEA-wide	Culturally Responsive Teaching: Professional learning can introduce culturally responsive teaching practices. Teachers can then leverage the experiences and backgrounds of disadvantaged students to make the curriculum more relevant and engaging, fostering a sense of belonging and motivation. Closing the Opportunity Gap: By ensuring disadvantaged students have equal access to the curriculum and the language skills needed to navigate it, teachers can help close the opportunity gap and set these students on the path to academic success. Overall Benefits: Equity and Access: Curriculum knowledge empowers teachers to create a more equitable and accessible learning environment for all students, regardless of their language background or socioeconomic status. Teacher Confidence: Professional learning boosts teacher confidence in their ability to effectively teach the curriculum to diverse learners. This translates to a more positive and supportive classroom atmosphere for all students. Student Engagement: When the curriculum is presented in a clear and differentiated way, students, particularly ELs and disadvantaged students, can become more engaged and motivated to learn.	
1.8	**Action:** Site SPSA Goals and Actions targeted support **Need:**	Providing funds directly to schools to address the needs of low-performing students, particularly English language learners, homeless students, and those from socioeconomically disadvantaged backgrounds, can be highly beneficial. These	Math SBAC & ELA SBAC

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
	A comprehensive assessment of student performance reveals nuanced trends across various demographic groups. Firstly, the average distance from standard (DFS) on the ELA State Assessment has shown a decline, ranging from -3 to -15 points for students identifying as White, Filipino, Hispanic, and those with Disabilities, with a significant decrease of -15.1 points or more observed for English Learning students. Conversely, the DFS for African American, English Learning, Socioeconomically Disadvantaged students, and those Experiencing Homelessness is notably low, ranging from -5.1 to -70 points, with an even lower score of -70.1 points or more recorded for Students with Disabilities. Similarly, on the Math State Assessment, a decline in DFS, ranging from -3 to -15 points, was noted for students of Filipino, Hispanic, and those with Disabilities, while English Learning students saw a significant decrease of -15.1 or more points. Moreover, the DFS on Math remains low for African American or Hispanic students, as well as for English Learning, Socioeconomically Disadvantaged students, and those Experiencing Homelessness, with scores ranging from -25.1 to -95 points, and very low, at -95.1 points or more, for Students with Disabilities. Notably, there has been a 7.6% decline in the percentage of English Learning students making progress towards English language proficiency compared to the previous year. Additionally, the College and Career Indicator remains low, ranging from 10% to 34.9%, for African American students, those with	students often face unique challenges that standardized tests may not fully capture. By empowering schools to decide how to allocate resources, they can tailor interventions and support to the specific needs of their student population. This flexibility allows schools to address issues specific to thier student population ultimately creating a more effective path towards improved academic performance for all students.	

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
	Disabilities, English Learning Students, and Students Experiencing Homelessness. Lastly, the percentage of AUSD graduates meeting A-G requirements has stagnated at a low range of 10-19% for Students with Disabilities and 30%-43% for students identifying as African American. **Scope:** LEA-wide		
1.12	**Action:** Data Driven Decision Making and Cycles of Continuous Improvement **Need:** An analysis of student performance metrics reveals significant trends, both positive and concerning, within specific demographic groups. Chronic absenteeism experienced a notable decline from the previous year, dropping by 5.7%, indicating improved attendance rates. Despite this progress, chronic absenteeism remains notably high at 37.7% for students identifying as African American. Conversely, the graduation rate for African American students stands at a commendable 90%, signifying success in academic attainment. However, there are evident challenges, with A-G requirement completion notably low at 4.3% for African American students. Moreover, the suspension rate has increased significantly by 2.2%, particularly affecting African American students, with a suspension rate of 6.8%. Additionally, the average distance from	Supporting the analysis of standards-aligned assessments can significantly benefit unduplicated count (UDC) students in Alameda. Data impacts the following: Targeted Interventions: Analyzing standards-aligned assessments allows educators to pinpoint specific areas of weakness for each student. This data-driven approach ensures that interventions and support are targeted to address individual needs, rather than a one-size-fits-all approach. Early Identification of Learning Gaps: Timely identification of learning gaps is crucial for our students who qualify as unduplicated students. Standards-aligned assessments provide regular snapshots of student progress, allowing teachers to catch difficulties early before they snowball into larger problems. This early intervention can significantly improve their academic trajectory. Monitoring Progress and Informing Instruction: By analyzing trends in student performance across different standards, educators can evaluate the effectiveness of current teaching strategies. This data can then be used to adjust instruction, personalize learning experiences, and ensure	On average, site leaders (principals, assistant principals, teacher leaders) will report a 4 or greater on a 5 point when asked to “rate the support you have received from the RAD Team”

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
	meeting standard has increased in both ELA (6.5 points) and Math (9.7 points) for African American students, although it remains low in both subjects, with ELA standing at 43.9 points below standard and Math at 93.2 points below standard. These data points underscore the importance of targeted interventions to address disparities in academic achievement and disciplinary outcomes among African American students. **Scope:** LEA-wide	unduplicated students are progressing towards meeting the expected standards. Addressing Underlying Issues: Analyzing assessments alongside factors like attendance or participation can help identify potential underlying issues like unstable housing for homeless students or language barriers for ELs. This information can then be used to connect students with the appropriate support services. Site and District-Level Accountability: Analyzing assessment data across a school or district allows for identification of systemic trends in performance for our students who fall into the category of our unduplicated count population. This data can be used to hold schools and districts accountable for ensuring all students, regardless of background, have an equal opportunity to succeed. It can also inform our district-wide actions and resource allocation to better support our students who qualify as unduplicated. Overall, supporting the analysis of standards-aligned assessments provides educators with valuable data to personalize learning, identify and address learning gaps early, and ultimately ensure students in Alameda have the tools and support they need to achieve academic success.	
2.1	**Action:** Culturally Responsive Family Engagement **Need:** White, Black, Declined to State, SWD, Sexual Identify Non-Heterosexual, Gender Identity Non-Binary based on the disaggregated responses from the Engaged and Trusting Family Relationships have lower response	Providing culturally responsive family engagement activities like interactive workshops, listening sessions, support for parent-led DEI (Diversity, Equity, and Inclusion) roundtables, and affinity group community events benefit English learners, homeless students, and socioeconomically disadvantaged students in the following ways: : Building Trust and Collaboration: When families from diverse backgrounds feel welcome, valued,	Family Relationships and Trust Survey

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	when asked about staff relationship with families and understanding of families' culture. The lowest average scoring items were “Staff at this school work hard to build a trusting relationship with parents” (3.8), and “Teachers and administrators at this school believe that talking with parents helps them understand their students better”. The responses from families of students served through Special Education, and families of students who identify as black/African American were statistically similar to those of families not using Special Education services and other races. Responses from families of students of English Learners and CCEIS Scholar Students were slightly higher than other families. Responses from families of Non-Binary students were lower than other families. Average Responses for the questions below were: Teachers and administrators at this school believe that I am doing my best to help my child learn. (79%) I believe that staff at this school feel good about my support for their work. (72.4%) Staff at this school really care about this local community. (80.2%) I believe that I do a good job of supporting the teachers at this school. (78%) At this school, teachers and families think of each other as partners in educating children. (77.3%) I have full confidence in the teachers and administrators at this school. (76.6%)	and heard by the school community, trust and collaboration increase. This fosters a stronger partnership between families and educators, ultimately benefiting student learning. Addressing Cultural Differences: Interactive workshops can equip families with strategies to support their child's learning at home, considering their cultural background. This can be especially helpful for EL families who may have limited experience with the US education system. Empowering Families as Advocates: Listening sessions and support for parent-led DEI roundtables create a space for families to voice their concerns and suggestions. This empowers them to become advocates for their children's education and hold schools accountable for meeting their needs. Building Community and Belonging: Community events for affinity groups create a sense of belonging for students and families. This can be particularly important for our unduplicated students who may feel isolated due to language barriers, economic hardship, or housing instability. Seeing positive representations of their culture and background within the school community can boost their self-esteem and motivation. Improved Student Outcomes: Research shows that strong family engagement leads to improved academic achievement, attendance, and behavior for all students, but especially for unduplicated students who may need extra support at home [Source: The National Center for Education Statistics. (2019). Parent and family involvement in education. Retrieved from [invalid URL removed]]. By providing culturally responsive family engagement activities, schools can create a more	

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	Staff at this school work hard to build a trusting relationship with parents. (72.9%) Teachers and administrators at this school believe that talking with parents helps them understand their students better. (70.8%) I feel respected by teachers and administrators at this school. (79%) I feel my cultural beliefs and practices are respected by teachers and administrators at this school. (71.6%) I respect the teachers and administrators at this school. (89.6%) Responses from Families: Students with IEPs 8 out of 11 response to the items were lower than average 80.7% 77.3% 77.3% 78.4% 76.1% 71.6% 73.9% 68.8% 77.8% 69.3% 86.4% Black/ AA Students 8 out of 11 response to the items were lower than average 78.5% 73.4% 77.2% 74.7% 73.4%	welcoming and inclusive environment for our unduplicated population and their families. This collaboration empowers families to be active participants in their child's education, ultimately leading to better student outcomes.	

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	69.6% 69.6% 69.6% 81.0% 65.8% 91.1% CCEIS Focal Scholars 4 out of 11 response to the items were lower than average 100.0% 87.5% 87.5% 62.5% 75.0% 75.0% 75.0% 75.0% 75.0% 75.0% 100.0% LGBTQ+ Students 10 out of 11 response to the items were lower than average 66.3% 57.6% 76.1% 60.9% 70.7% 66.3% 60.9% 63.0% 69.6% 63.0% 84.8%		

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	Non-Binary Students 7 out of 11 response to the items were lower than average 82.4% 67.6% 82.4% 73.5% 70.6% 79.4% 64.7% 70.6% 76.5% 55.9% 94.1% **Scope:** LEA-wide		
2.2	**Action:** Best Practices Family and School Partnering **Need:** White, Black, Declined to State, SWD, Sexual Identify Non-Heterosexual, Gender Identity Non-Binary based on the disaggregated responses from the Engaged and Trusting Family Relationships have lower response when asked about staff relationship with families and understanding of families' culture. The lowest average scoring items were “Staff at this school work hard to build a trusting relationship with parents” (3.8), and “Teachers and administrators at this school believe that talking with parents helps them understand their students better”. The responses from	By implementing common best practices for family engagement and empowering families, schools can create a more inclusive and supportive environment for all students. This is particularly important for unduplicated students who may benefit from additional support at home and a strong partnership between families and educators. This collaboration can lead to improved academic achievement, better attendance, and a stronger sense of belonging for unduplicated students. The following are some key reasons to support common best practices for family engagement: Reduced Confusion and Increased Participation:	Family Relationships and Trust Survey

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	families of students served through Special Education, and families of students who identify as black/African American were statistically similar to those of families not using Special Education services and other races. Responses from families of students of English Learners and CCEIS Scholar Students were slightly higher than other families. Responses from families of Non-Binary students were lower than other families. Average Responses for the questions below were: Teachers and administrators at this school believe that I am doing my best to help my child learn. (79%) I believe that staff at this school feel good about my support for their work. (72.4%) Staff at this school really care about this local community. (80.2%) I believe that I do a good job of supporting the teachers at this school. (78%) At this school, teachers and families think of each other as partners in educating children. (77.3%) I have full confidence in the teachers and administrators at this school. (76.6%) Responses from Families: Students with IEPs 8 out of 11 response to the items were lower than average 80.7% 77.3% 77.3% 78.4%	Standardized Approach: Common best practices across the district ensure a consistent approach to family engagement. This reduces confusion for families, especially those with multiple children in different schools, and newcomers to the district. This consistency makes it easier for families to understand expectations and navigate the various school systems. Targeted Information and Tools: Providing families with the necessary information and tools specific to their student's needs empowers them to become active partners in their child's education. This may include translated materials for EL families, resources on navigating Individualized Education Plans (IEPs) for students with disabilities, or workshops on specific academic topics relevant to their child's grade level. Building Trust and Breaking Down Barriers: Overcoming Language Barriers: When schools prioritize culturally responsive communication, EL families feel more welcome and included. This can involve translated materials, interpreters at meetings, and workshops offered in multiple languages. Breaking down language barriers fosters trust and collaboration between families and educators. Addressing Historically Underserved Families: Some families may lack experience navigating school systems or have had bad experiences in the school systems. Standardized best practices can ensure all families, regardless of socioeconomic background or race, receive equal	

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	76.1% 71.6% Black/ AA Students 8 out of 11 response to the items were lower than average 78.5% 73.4% 77.2% 74.7% 73.4% 69.6% CCEIS Focal Scholars 4 out of 11 response to the items were lower than average 100.0% 87.5% 87.5% 62.5% 75.0% 75.0% LGBTQ+ Students 10 out of 11 response to the items were lower than average 66.3% 57.6% 76.1% 60.9% 70.7% 66.3% Non-Binary Students 7 out of 11 response to the items were lower than average 82.4% 67.6% 82.4% 73.5%	access to information and resources needed to support their child's education. Empowering Advocacy and Addressing Specific Needs: Supporting Individualized Learning: By equipping families with tools and knowledge, they can better understand and explain their child's learning style and specific needs. This empowers them to advocate for their child and work collaboratively with educators to develop effective learning strategies. Addressing Underlying Challenges: Homeless students and those from disadvantaged backgrounds may face challenges outside of academics. Standardized best practices can ensure families have access to resources and support services available within the district or community. This might include information on food banks, after-school programs, or mental health services	

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	70.6% 79.4% **Scope:** LEA-wide		
2.3	**Action:** School Culture **Need:** The suspension rate within the AUSD has shown an increase, ranging from +0.3% to +2% across various student demographics, including Filipino, White, Two or More Races, Hispanic, Pacific Islander, as well as students who are Learning English, Socioeconomically Disadvantaged, and Foster Youth. Notably, the suspension rate has significantly risen by +2.1% or more among students identifying as African American. Moreover, the suspension rate remains high, ranging from 4.6% to 8% for African American students, Students with Disabilities, and Foster Youth, while Pacific Islander students experience even higher rates. Chronic absenteeism persists as a significant challenge, with rates exceeding 20.1% for Students Experiencing Homelessness, Students with Disabilities, Socioeconomically Disadvantaged students, and those identifying as Hispanic or African American. Additionally, other student groups, such as White, Two or More Races, Filipino, and English Learning students, also face elevated absenteeism rates ranging from 10.1% to 20%.	Implementing a culturally responsive positive behavior support structure (PBIS) across all school sites benefit all students but can provide additional support for our unduplicated student population (English learners, homeless students, and socioeconomically disadvantaged students): PBIS Supports: Reduced Confusion and Increased Understanding: Clear Expectations: A district-wide PBIS system establishes clear and consistent expectations for behavior across all schools. This minimizes confusion, especially for students who may be new to the district or have limited English proficiency. Culturally Responsive Practices: A culturally responsive PBIS system considers the diverse backgrounds and cultural norms of students. This means acknowledging different communication styles and incorporating positive reinforcement methods that resonate with various cultural groups. Building Trust and Positive Relationships: Emphasis on Positive Reinforcement: PBIS focuses on rewarding positive behaviors rather than solely punishing negative ones. This creates a more positive and supportive school climate, which is especially important for unduplicated students who may have experienced challenges or disruptions in their educational journey.	Tiered Fidelity Inventory, Suspension rate and Chronic absenteeism rate, California Healthy Kids Survey

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	Scope: LEA-wide	Building Rapport with Educators: A consistent PBIS framework allows educators to focus on building positive relationships with all students. This fosters trust and can be particularly helpful for homeless students who may feel isolated or for EL students who are still navigating language barriers. Addressing Underlying Needs: Early Intervention and Support: PBIS helps identify potential behavioral issues early on. This allows for targeted interventions and support to address the root causes of the behavior, which may be related to factors outside of school such as unstable housing or language barriers for EL students. Tiered Support System: A well-designed PBIS system offers a tiered support system. This ensures that students receive the level of support they need, from universal classroom expectations to targeted interventions for students who require additional assistance. Improved Academic Outcomes and Sense of Belonging: Reduced Disruptions: By promoting positive behavior, PBIS can lead to fewer disruptions in the classroom. This creates a more focused learning environment that benefits all students, especially those who may be easily distracted by disruptions. Sense of Community and Belonging: A positive school climate fostered by PBIS can improve student well-being and create a sense of belonging. This is crucial for unduplicated students who may feel marginalized or disconnected from their peers. By implementing a culturally responsive PBIS system, schools can create a more inclusive and supportive environment for all students. This can	

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		lead to improved academic outcomes, reduced disciplinary incidents, and a stronger sense of belonging for our unduplicated students.	
3.1	**Action:** Targeted Intervention **Need:** As part of AUSD's MTSS strategic plan, COST teams are in place at all 15 school sites and led by TSAs who function as intervention lead these teams monitor school-wide student data in an effort to identify students in need of additional academic or behavioral support. They also triage referrals to intervention from staff and families, assign Tier 2 or 3 interventions as needed and monitor student progress in those intervention as applicable. Our ELL, Foster Youth and Low Income students are not perform at the same levels of our other subgroups in regards to SBAC and A-G completion rates. **Scope:** LEA-wide	implementing common teaming structures and additional staff district-wide to monitor student progress and provide differentiated support benefits our unduplicated student population (English learners, homeless students, and socioeconomically disadvantaged students) by providing the following: Stronger Collaboration and Data-Driven Decisions: Shared Responsibility: Common teaming structures create a collaborative environment where teachers, specialists, and support staff work together to track student progress. This shared responsibility ensures no student falls through the cracks, especially those who may need extra support. Data-Driven Interventions: These teams can analyze student data, including assessments and classroom performance, to identify areas of strength and weakness. This data-driven approach allows for targeted interventions and personalized learning plans that address the specific needs of each student, including unduplicated populations. Addressing Unique Needs of Unduplicated Students: Early Identification of Challenges: Regular progress monitoring allows for the early	Chronic absenteeism rate, ELA & Math SBAC,A-G completion rate, COST referrals and progress monitoring

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		identification of learning gaps or challenges faced by unduplicated students. This can include language barriers for EL students, academic delays for students experiencing homelessness, or socioeconomic factors impacting learning. Tailored Support and Differentiation: Teams can develop differentiated instruction strategies to cater to the specific needs of unduplicated students. This can involve providing additional support in core subjects for EL students, developing social-emotional learning programs for students experiencing homelessness, or offering targeted resources for students from disadvantaged backgrounds. Communication and Bridging Gaps: Improved Communication with Families: Teams can work together to develop effective communication strategies with families from diverse backgrounds. This could involve translated progress reports for EL families, culturally responsive communication methods, or family conferences tailored to address specific student needs. Bridging the Gap Between School and Home: Collaboration between teachers, support staff, and families allows for a more holistic approach to student success. This can help bridge the gap between what happens at school and at home, especially for unduplicated students who may face challenges outside of the classroom. Overall Benefits and Equity:	

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		Equity and Access: Common teaming structures and additional specialized staff ensure all students, regardless of background, have equal access to monitoring, support, and differentiated instruction. This promotes equity and ensures unduplicated students receive the resources they need to succeed. Improved Academic Achievement: By providing targeted support and addressing individual needs, teaming structures and specialized staff can support improved academic achievement for all students, with a particular benefit for unduplicated students who may need extra help closing the opportunity gap. By implementing common teaming structures district-wide and providing additional specilaized support staff, schools can create a more responsive and supportive learning environment for all students. This collaboration and data-driven approach can significantly benefit our unduplicated student population, ensuring they receive the targeted support and interventions needed to reach their full potential.	
3.3	**Action:** Expanded Mental Health Services **Need:** Mental health problems in early childhood and adolescence increase the risk for poor academic performance, indicating the need for awareness and treatment to provide fair opportunities to access education. Access to mental health treatment is an essential	Providing expanded mental health services district-wide and at all school sites support students' ability to access learning, particularly benefiting our unduplicated count (UDC) students in the following ways: Improved Focus and Learning Capacity: Addressing Mental Health Challenges: Mental health challenges like anxiety, depression, or	Students accessing individual mental health counseling district-wide, students accessing group mental health services

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	component of student success. Students struggling with poor mental health will face overall poor academic outcomes. Currently, in the 23-24 school year, there are 625 students accessing individual mental health counseling district-wide. Of those 625 students: 56 are EL, 12 are homeless, 97 are Black or African American, 151 are Hispanic, and 25 are American Indian or Alaskan Native. Currently in the 23-24 school year, there are 693 students accessing group mental health services. Of those 693 students: 56 are EL, 10 are homeless, 81 are Black or African American, 153 are Hispanic, and 30 are American Indian or Alas **Scope:** LEA-wide	trauma can significantly impact a student's ability to focus, retain information, and participate actively in class. Expanded mental health services can help students address these challenges, improving their overall learning capacity. Reduced Absenteeism and Disruptions: Untreated mental health issues can lead to increased absences and disruptive behavior in class. Increased access to mental health services can lead to fewer disruptions and allow students to be present and engaged in learning. Building Resilience and Social-Emotional Skills: Prevention and Early Intervention: Expanded services can provide preventive care and early intervention for mental health concerns. This can be especially helpful for UDC students who may face higher risks of anxiety, depression, or trauma due to factors like homelessness, poverty, or language barriers. Social-Emotional Learning (SEL): School-based mental health professionals can integrate social-emotional learning (SEL) strategies into the curriculum. These skills like coping mechanisms, emotional regulation, and relationship building are crucial for academic success and overall well-being. Addressing Specific Needs of Unduplicated Students: Culturally Responsive Care: Mental health services can be tailored to address the specific	

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		needs and cultural backgrounds of unduplicated students. This may involve therapists familiar with the challenges faced by homeless youth, or counselors who can provide services in multiple languages for EL students. Addressing Underlying Issues: Mental health challenges can sometimes be symptoms of underlying issues like unstable housing or language barriers. Therapists can work with students to address these issues directly or connect them with appropriate resources within the school or community. Overall Benefits: Improved Academic Performance: By addressing mental health concerns and building social-emotional skills, expanded services can lead to improved academic performance for all students, especially Unduplicated students who may face additional challenges. Increased Graduation Rates: Students who receive support for their mental health are more likely to stay engaged in school and graduate. Positive School Climate: Expanded mental health services can contribute to a more positive and supportive school climate where all students feel safe and able to learn. By providing expanded mental health services district-wide, schools can create a more comprehensive and supportive learning environment. This can be particularly	

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		transformative for unduplicated students, empowering them to overcome challenges, develop resilience, and reach their full academic potential	
3.4	**Action:** Equity and Inclusion **Need:** Elementary schools with the highest unduplicated count will be staffed with a principal, an assistant principal, scholar advisor. And two instructional coaches and one intervention lead Professional development will include focus on CLRT including initial training and ongoing coaching. Staff schoolwide will be trained and implement AVID WICOR strategies (Writing, Inquiry, Collaboration, Organization, and reading Unduplicated students often face unique challenges outside of academics that can hinder their learning. These challenges may include poverty, homelessness, language barriers, or unstable family situations. Providing additional staffing, like counselors or TSA's, allows schools to address these underlying issues directly and connect students with necessary support services. **Scope:**	Supporting schools with the highest unduplicated count (UDC) students through additional resources can be highly beneficial for this student population, which includes English learners (ELs), socioeconomically disadvantaged students, and homeless and foster youth for the following reasons: Addressing Underlying Challenges: Unduplicated students often face unique challenges outside of academics that can hinder their learning. These challenges may include poverty, homelessness, language barriers, or unstable family situations. Providing additional staffing, like counselors or TSA's, allows schools to address these underlying issues directly and connect students with necessary support services. Targeted Support and Differentiation: Additional staff and professional development equip teachers with the skills and resources to differentiate instruction. This means tailoring lessons to meet the specific needs of each student, ensuring ELs receive targeted language support and disadvantaged students have access to high-quality materials and teaching. Professional services can provide specialized interventions for students who are struggling	Aggregate data of students accessing services. Aggregate data on Wellness Surveys Aggregate data from CHKS

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	Schoolwide	academically or socially. This can be especially helpful for Unduplicated students who may have fallen behind due to factors outside their control. Increased Inclusion and Acceleration: Reduced intervention group sizes: Additional staffing allows for smaller intervention group sizes, which can lead to a more inclusive learning environment where all students receive more individualized attention. This is critical for unduplicated students who may benefit from extra support to keep pace with their peers. AVID (Advancement Via Individual Determination) programs can equip students with the skills and knowledge they need to be successful in college preparatory courses. This can help accelerate learning and open doors to higher education opportunities for UDC students. Administrative Support: More administrative support staff can free up teachers' time to focus on instruction. Additionally, support staff can assist families, especially those with limited English proficiency, in navigating school systems and accessing resources. Overall Benefits: Improved Academic Achievement: By providing targeted support, addressing underlying challenges, and creating a more inclusive environment, schools can help unduplicated	

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		students achieve academic success and close the achievement gap. Increased Graduation Rates: When students feel supported and have access to the resources they need, they are more likely to graduate high school and pursue further education. Positive School Climate: A well-resourced school with a focus on student well-being can foster a more positive and supportive climate where all students feel valued and empowered to succeed. By focusing resources on schools with high unduplicated populations, districts can address the unique needs of these students and ensure they have a fair shot at academic success. This investment can have a transformative impact on the lives of these students and contribute to a more equitable education system overall.	
3.5	**Action:** Mentoring and Advising **Need:** Alameda Unified School District (AUSD) was found significantly disproportionate in the over-identification of African American students for Special Education, specifically in the Category of Other Health Impaired (OHI). It should also be noted that while African American students make up 5% of the district's student enrollment, African American students make up 25% of those receiving Special Education Services. AUSD is now on the 3rd plan mandated by the state of California to	Four Advisors are assigned to 2 elementary and 2 middle schools to assist with general education support and intervention. All TK-8 schools are expected to identify Scholar students and provide wrap around support. AUSD is committed to providing additional support to provide direct services to African American/Multi Ethnic, and Latino students on our school campuses. Aligned to the goals of the Strategic Plan and CCEIS, the Scholar Staff/Student Advisor role has been designed to support a designated list of students K-3, 6th-7th grade, on the following school campuses: Ruby Bridges, Maya Lin, Wood Middle and Encinal Jr. Jets for	1) CA Dashboard Indicators - Chronic Absenteeism, Suspension Rates, Expulsion Rates, High School Drop Out Rates, Middle School Drop Out Rates, Expulsion Rate 2)Engaged and Trusting Family Relationships - % Positive responses on Family Relationships and Trust Survey for CCEIS Focal Scholars Group

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	implement activities that aim to disrupt this trend. These activities have been co-created by AUSD leadership,teachers, staff, and parents. Premature Identification: The hyper-focus on African American student behaviors, premature identification of a disability prior to appropriately implemented interventions result in a direct pathway to special education, a permanent placement for most. Pre-Referrals & Interventions: Inconsistent documentation, implementation, and equitable resources across schools for AUSD's Multi-Tiered System of Support. Behavior Management: Due to systemic failures and lack of training within AUSD to understand, and appropriately respond to African American student behaviors leads to the premature assumption of a disability prior to appropriately implementing culturally responsive behavior management practices. Family Partnerships: AUSD's lack of authentic partnerships with African American/Black/Multi-Ethnic parents and families historically have led to distrustful relationships between families and district/site staff . Race and Culture:	the 2023-2025 school years. The Advisor's caseload will consist of up to 20 students, who meet the criteria set forth in CCEIS including STAR Reading, STAR Math (below 50th percentile), Attendance, and Engagement. Advisors will work with administrators, Scholar teachers, Scholar students and their families, and integrate into pre-existing support teams to ensure that these students make significant academic and social emotional progress while under their care.	

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	Systemic racism, bias, and lack of cultural humility result in unaddressed microaggressions, a curriculum that does not reflect the diverse community it serves, and special education assessments that inadequately address issues of race, culture, and the family, in telling the child's story. Literacy/Access to Educational Opportunity: AUSD's failure to ensure that there is a robust, consistently implemented Reading/ELA and Math curriculum contributes to students not entering the secondary school on grade level. Absenteeism: African American students have less instructional time due to attendance contributing to lower academic achievement. There is also a lack of clarity at the site level around effective truancy interventions, and supports. Executive Functioning: The lack of Tier I instruction on executive function skills contributes to some students becoming eligible for special education and negatively impacting the transition from elementary to secondary. **Scope:** Schoolwide		

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.

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1.5	**Action:** Teacher Leader Development and collaboration **Need:** Collaborative Inquiry Groups to Improve Teacher Practice and Increase Student Engagement Academic engagement is one of the key predictors for success in school. Teacher behavior has a significant impact on the levels of student engagement in the classroom. Collaborative inquiry groups have been shown to not only change teacher practice because they can meet teachers' psychological needs of competence, relatedness and autonomy, but also serve as a model of the type of autonomy supportive conditions that teachers can implement that would lead to increased engagement in the classroom **Scope:** Limited to Unduplicated Student Group(s)	Professional development to support school teams and teacher leaders to align site-level goals to culturally-responsive district priorities and increase teacher capacity to facilitate their own learning. Support teachers and school teams with collaborative inquiry, data analysis, and reflection on practice to promote student learning and refine instruction	ELA SBAC, ELA EAP, Math SBAC, Annual growth target for English Language Proficiency Assessment for California (ELPAC) English Learner Reclassification Rate: % of ELs reclassifying to Fluent English Proficient (FEP)
1.13	**Action:** Coordination and Support of English Language Learners **Need:**	Maintain coordinator of language and literacy position to manage implementation of designated ELD and integrated ELD program.	Annual growth target for English Language Proficiency Assessment for California (ELPAC) English Learner

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	To coordinate our district wide efforts in improving outcomes for English Language Learners **Scope:** Limited to Unduplicated Student Group(s)	ELL student will receive targeted supports and services to address their needs which will provide access to general education as they reclassified.	Reclassification Rate: % of ELs reclassifying to Fluent English Proficient (FEP) English Language Development (ELD) Standards Implementation: % of ELs receiving designated ELD instruction with fidelity to district model and aligned to ELD Standards
3.2	**Action:** Increased FTE to Support English Language Learners **Need:** Smaller classes and proficiency-based scheduling allows students to have more targeted support especially for our LTEL(s) who need extra to support as the ELPAC increase in rigor each year they are classified as a LTEL. **Scope:** Limited to Unduplicated Student Group(s)	Student data used to identify the number of sections. Teachers and TSAs reviewed multiple sources of ELL student data to determine appropriate placement by language fluency and progress. Ensure teachers are trained to implement new adopted Secondary ELD curriculum. With reduced class sizes and more targeted instructions students will be able to reduce the number of ELL students being classified as LTEL as well as support LTEL in being reclassified.	Percentage of non LTEL English Learners who are at risk of becoming LTELs (% of English Learners who are in their 5th year of English Learner status)

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.

These services are the most effective use of LCFF funds to meet AUSD's goals for our unduplicated pupils in the state and any local priority areas. We developed this plan through examining current research, surveying and meeting with families from the impacted student groups and considering the needs, conditions and circumstances of our unduplicated pupils. Based on the feedback and collaboration with our educational partners, collaboration with multiple committees, we created measurable outcomes for each goal. We are emphasizing Multi-Tiered Systems of Support (MTSS), socioemotional learning (SEL), English language development, instructional differentiation , culturally

and linguistically responsive instruction, diversity equity and inclusion (DEI) and materials and other approaches to instruction that will address how to accelerate learning. Specifically academic supports such as professional development on PLC's with an equity lens, Teacher Created Materials (TCM-connected to Sharroky Hollie's work) to learn about and implement culturally and linguistically responsive (CLR) classroom strategies, and grading for equity piloting and PD will make instruction more accessible and engaging for unduplicated pupils. Further, social emotional supports such as additional MTSS staffing, intervention leads and coaches help us to ensure that unduplicated pupils receive the additional social emotional support that they need to be emotionally healthy and to learn in an emotionally-safe environment. Our description in Prompt #1 above explains how we have developed LEA-wide and School-wide actions that contribute to increasing services for our unduplicated students. In addition to these LEA- and School-wide actions, we have developed the following actions that are only available to English Learners, Foster Youth, and/or Low-Income students (also known as "Limited" actions) to meet our minimum proportionality percentage (MPP) of 5.77%. In addition, AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. These total amounts and the specific actions/services each school site has planned in collaboration with their School Site Council (SSC) are detailed in their SPSA plans. These supports range from additional staffing to support implementation of integrated and designated ELD, additional counseling, staffing for delivering intervention services and SIPPS and Orton Gillingham training. We believe with the below actions increase services by 8.14% in an impactful manner

Family Engagement Coordinator and School Smarts (Action 2.2, 2.3)

MTSS, Intervention Leads, and additional staffing to support MTSS (Action 5.3)

Instructional Coaches, Professional Development, Assessment and Equity (Actions 1.3,1.4,1.5,1.6,1.7)

Culturally and Linguistically Responsive Teaching and Learning Practices and additional supports to ELD and Literacy intervention sections(Actions 2.1,3.2, 3.4, 3.5)

Unduplicated Students Supports LEA and site specific (LEA Actions 3.1, Site Actions 3.3, 3.4)

District Focus School through LCAP Goal 7 - Ruby Bridges (Site Action 7.4)

The link to each site’s School Site Council and Board of Education approved Single Plan for Student Achievement (SPSA) is included above the table detailing their LCFF Supplemental actions/services. SPSAs can be referenced for more detailed description of individual site context. Also included is the link to the most recent School Accountability Report Card (SARC) for each school site.

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.

Not Applicable

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	102,087,263	7,701,825	7.544%	0.528%	8.072%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$84,121,427.00	$1,008,956.00	$472,568.00	$60,392.00	$10,084,120.00	$8,504,514.00	$1,579,606.00

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	Equitable Grading	All	No			All Schools	Ongoing	$30,000.00	$10,000.00		$40,000.00			$40,000.00	
1	1.2	Literacy Framework development and professional learning - address in prompt 4 (Pk-3 Literacy Focus)	All	No			All Schools Specific Schools: Alameda, Encinal Secondary	Ongoing	$109,448.00	$11,500.00		$120,948.00			$120,948.00	
1	1.3	Mathematics coaching and Professional Learning with a focus on 4th -8th grades	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$329,403.00	$0.00	$299,335.00		$30,068.00		$329,403.00	
1	1.4	Professional Learning and Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$877,564.00	$0.00	$877,564.00				$877,564.00	
1	1.5	Teacher Leader Development and collaboration	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$175,392.00	$54,608.00	$230,000.00				$230,000.00	
1	1.6	Retain High Quality Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,000,000.00	$0.00	$1,000,000.00				$1,000,000.00	
1	1.7	Differentiated Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$383,349.00	$0.00	$383,349.00				$383,349.00	

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	1.8	Site SPSA Goals and Actions targeted support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$277,101.00	$42,599.00	$319,700.00				$319,700.00	
1	1.9	Strategic Scheduling	All	No			All Schools	Discontinued in 2025-26 and 2026-27	$165,156.00	$0.00		$165,156.00			$165,156.00	
1	1.10	Improve outcomes in ELA and Mathematics for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$201,998.00	$0.00		$201,998.00			$201,998.00	
1	1.11	Increase the learning rigor and engagement of students in ESN classes.	Students with Disabilities	No			Specific Schools: Alameda High, ASTI, Earhart, Edison, Ruby Bridges, Wood	Ongoing	$311,738.00	$0.00		$311,738.00			$311,738.00	
1	1.12	Data Driven Decision Making and Cycles of Continuous Improvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$264,448.00	$0.00	$264,448.00				$264,448.00	
1	1.13	Coordination and Support of English Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$174,716.00	$0.00	$174,716.00				$174,716.00	
1	1.14	Inclusion for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$64,873.00	$0.00		$64,873.00			$64,873.00	
2	2.1	Culturally Responsive Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$92,505.00	$20,000.00	$112,505.00				$112,505.00	
2	2.2	Best Practices Family and School Partnering	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$64,247.00	$20,490.00	$84,737.00				$84,737.00	
2	2.3	School Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$155,140.00	$3,000.00	$158,140.00				$158,140.00	

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
3	3.1	Targeted Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,552,086.00	$0.00	$1,491,694.00			$60,392.00	$1,552,086.00	
3	3.2	Increased FTE to Support English Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Alameda High, Encinal, Lincoln, Wood 6-12	Ongoing	$415,915.00	$0.00	$415,915.00				$415,915.00	
3	3.3	Expanded Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$60,000.00	$1,360,327.00	$977,827.00		$442,500.00		$1,420,327.00	
3	3.4	Equity and Inclusion	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Love, Paden, Ruby Bridges, Wood, Encinal	Ongoing	$934,118.00	$0.00	$934,118.00				$934,118.00	
3	3.5	Mentoring and Advising	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Ruby Bridges, Maya Lin, Encinal, Wood	Ongoing	$761,074.00	$57,082.00	$818,156.00				$818,156.00	
4	4.1	Promote alignment between student support systems, especially PBIS and COST, with an emphasis on improving attendance and graduation rates.	Students with Disabilities SWD, SED	No			Specific Schools: Island High	Ongoing	$104,243.00	$0.00		$104,243.00			$104,243.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
102,087,263	7,701,825	7.544%	0.528%	8.072%	$8,542,204.00	0.000%	8.368 %	**Total:**	$8,542,204.00
								LEA-wide Total:	$5,969,299.00
								Limited Total:	$820,631.00
								Schoolwide Total:	$1,752,274.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Mathematics coaching and Professional Learning with a focus on 4th -8th grades	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$299,335.00	
1	**1.4**	Professional Learning and Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$877,564.00	
1	**1.5**	Teacher Leader Development and collaboration	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$230,000.00	
1	**1.6**	Retain High Quality Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000,000.00	
1	**1.7**	Differentiated Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$383,349.00	
1	**1.8**	Site SPSA Goals and Actions targeted support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$319,700.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.12	Data Driven Decision Making and Cycles of Continuous Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$264,448.00	
1	1.13	Coordination and Support of English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$174,716.00	
2	2.1	Culturally Responsive Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,505.00	
2	2.2	Best Practices Family and School Partnering	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$84,737.00	
2	2.3	School Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$158,140.00	
3	3.1	Targeted Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,491,694.00	
3	3.2	Increased FTE to Support English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Alameda High, Encinal, Lincoln, Wood 6-12	$415,915.00	
3	3.3	Expanded Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$977,827.00	
3	3.4	Equity and Inclusion	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Love, Paden, Ruby Bridges, Wood, Encinal	$934,118.00	
3	3.5	Mentoring and Advising	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ruby Bridges, Maya Lin, Encinal, Wood	$818,156.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,364,942.00	$8,834,994.00

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**	Equitable Grading	No	$40,000	$20,607
1	**1.2**	Literacy Framework development and professional learning	No	$41,250.00	$2,679
1	**1.3**	Mathematics coaching and Professional Learning	Yes	$327,918	$318,448
1	**1.4**	Professional Learning and Coaching	Yes	$911,647.00	$918,757
1	**1.5**	Teacher Leader Development and collaboration	No	$366,405	$302,803
1	**1.6**	Retain High Quality Staff	Yes	$1,000,000.00	$1,000,000
1	**1.7**	Differentiated Professional Learning	Yes	$368,272	$368,272
1	**1.8**	Site SPSA Goals and Actions targeted support	Yes	$327,796	$265,407
1	**1.9**	Strategic Scheduling	No	$165,156	0
1	**1.10**	Improve outcomes in ELA and Mathematics for Students with Disabilities	No	$293,598	$293,598

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Increase the learning rigor and engagement of students in ESN classes.	No	$311,157.00	$311,348
1	1.12	Data Driven Decision Making and Cycles of Continuous Improvement	No Yes	$260,702	$258,094
1	1.13	Coordination and Support of English Language Learners	Yes	$218,753	$154,436
1	1.14			$73,332	$106,130
2	2.1	Culturally Responsive Family Engagement	Yes	$108,927	$93,074
2	2.2	Best Practices Family and School Partnering	Yes	$121,719	$132,624
2	2.3	School Culture	Yes	$148,590	$138,529
3	3.1	Targeted Intervention	Yes	$1,496,730	$1,470,562
3	3.2	Increased FTE to Support English Language Learners	Yes	$484,198	$478,013
3	3.3	Expanded Mental Health Services	Yes	$655,000	$640,000
3	3.4	Equity and Inclusion	Yes	$1,036,020	$965923
3	3.5	Mentoring and Advising	Yes	$607,772	$595,690

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$7,532,675	$7,555,565.00	$7,005,959.00	$549,606.00	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	1.3	Mathematics coaching and Professional Learning	Yes	$297,850.00	$299,306		0
1	1.4	Professional Learning and Coaching	Yes	$911,647.00	$918,757		0
1	1.6	Retain High Quality Staff	Yes	$1,000,000.00	$1,000,000		0
1	1.7	Differentiated Professional Learning	Yes	$368,272.00	$368,272		0
1	1.8	Site SPSA Goals and Actions targeted support	Yes	$327,796.00	$258,175		0
1	1.12	Data Driven Decision Making and Cycles of Continuous Improvement	Yes	$260,702.00	$258,094		0
1	1.13	Coordination and Support of English Language Learners	Yes	$218,753.00	$154,436		0
2	2.1	Culturally Responsive Family Engagement	Yes	$108,927.00	$103,074		0
2	2.2	Best Practices Family and School Partnering	Yes	$121,719.00	$122,522		0
2	2.3	School Culture	Yes	$148,590.00	$139,521		0
3	3.1	Targeted Intervention	Yes	$1,496,730.00	$1,470,562		0
3	3.2	Increased FTE to Support English Language Learners	Yes	$418,617.00	$412,566		0
3	3.3	Expanded Mental Health Services	Yes	$340,000.00	$139,512		0

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)
3	**3.4**	Equity and Inclusion	Yes	$928,190.00	$763,132		0
3	**3.5**	Mentoring and Advising	Yes	$607,772.00	$598,030		0

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$99,792,626	$7,532,675	0	7.548%	$7,005,959.00	0.000%	7.021%	$526,716.00	0.528%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 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 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

ALAMEDA COUNTY OFFICE OF EDUCATION
ACCOUNTABILITY PARTNERSHIPS

Alameda Unified 2024-25 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #	
LEA-wide Lowest Performance	District	African American	Suspension	2	4	Please enter Goal and Action numbers in columns F and G indicating where each action is addressed in district's 2024-25 LCAP
LEA-wide Lowest Performance	District	Homeless	Chronic Absenteeism	3	6	LEA-Wide
LEA-wide Lowest Performance	District	Pacific Islander	Suspension	2	4	LEA-Wide
LEA-wide Lowest Performance	District	Students with Disabilities	ELA	1	10	LEA-Wide
LEA-wide Lowest Performance	District	Students with Disabilities	Math	1	10	LEA-Wide
Required Action for English Learners	District	English Learner	N/A	3	1	Limited Action
Required Action for Long Term English Learners (LTEL)	District	LTEL	N/A	3	2	Limited Action
Required Action for Students with Disabilities	District	Students with Disabilities	N/A	1	10	Limited Action
School Student Group Lowest Performance	Alameda High	Hispanic	Suspension	1	8	Limited Action
School Student Group Lowest Performance	Alameda High	Students with Disabilities	Suspension	1	8	Limited Action
School Student Group Lowest Performance	Amelia Earhart Elementary	Students with Disabilities	Chronic Absenteeism	1	8	Limited Action
School Student Group Lowest Performance	Bay Farm	Hispanic	Chronic Absenteeism	1	8	Limited Action
School Student Group Lowest Performance	Edison Elementary	Students with Disabilities	Chronic Absenteeism	1	8	Limited Action
School Student Group Lowest Performance	Encinal Junior/Senior High	African American	Math	1	8	Limited Action
School Student Group Lowest Performance	Encinal Junior/Senior High	African American	Suspension	1	8	Limited Action
School Student Group Lowest Performance	Encinal Junior/Senior High	English Learner	Math	1	8	Limited Action
School Student Group Lowest Performance	Encinal Junior/Senior High	English Learner	Suspension	1	8	Limited Action
School Student Group Lowest Performance	Encinal Junior/Senior High	Socioeconomically Disadvantage	Suspension	1	8	Limited Action
School Student Group Lowest Performance	Encinal Junior/Senior High	Students with Disabilities	Suspension	1	8	Limited Action
School Student Group Lowest Performance	Island High (Continuation)	Socioeconomically Disadvantage	CCI	1	8	Limited Action
School Student Group Lowest Performance	Island High (Continuation)	Socioeconomically Disadvantage	Graduation	1	8	Limited Action
School Student Group Lowest Performance	Lincoln Middle	Socioeconomically Disadvantage	Chronic Absenteeism	1	8	Limited Action
School Student Group Lowest Performance	Lincoln Middle	Two Or More Races	Chronic Absenteeism	1	8	Limited Action
School Student Group Lowest Performance	Lincoln Middle	White	Chronic Absenteeism	1	8	Limited Action
School Student Group Lowest Performance	Maya Lin	Students with Disabilities	ELA	1	8	Limited Action
School Student Group Lowest Performance	Ruby Bridges Elementary	Filipino	Chronic Absenteeism	1	8	Limited Action
School Student Group Lowest Performance	Will C. Wood Middle	African American	Chronic Absenteeism	1	8	Limited Action
School Student Group Lowest Performance	Will C. Wood Middle	African American	Math	1	8	Limited Action
School Student Group Lowest Performance	Will C. Wood Middle	Asian	Chronic Absenteeism	1	8	Limited Action
School Student Group Lowest Performance	Will C. Wood Middle	English Learner	Chronic Absenteeism	1	8	Limited Action
School Student Group Lowest Performance	Will C. Wood Middle	Students with Disabilities	ELA	1	8	Limited Action
School Student Group Lowest Performance	Will C. Wood Middle	Students with Disabilities	Math	1	8	Limited Action
School Student Group Lowest Performance	William G. Paden Elementary	Socioeconomically Disadvantage	Suspension	1	8	Limited Action
School Student Group Lowest Performance	William G. Paden Elementary	Students with Disabilities	Chronic Absenteeism	1	8	Limited Action
School-wide Lowest Performance	Island High (Continuation)	All Students	CCI	1	8	Schoolwide
School-wide Lowest Performance	Island High (Continuation)	All Students	Graduation	1	8	Schoolwide
School-wide Lowest Performance	Lincoln Middle	All Students	Chronic Absenteeism	1	8	Schoolwide
Required Action(s) for Technical Assistance	District					Make copies of this row as needed for additional Technical Assistance actions

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Budget Adoption Process: Public Hearing of Budget Proposal 2025-2026 (10 Mins/Public Hearing/Information)

Item Type: General Business

Background: Pursuant to CA Education Code sections 42127 (a) and (b), school districts are required to submit an adopted operating budget for all funds to the County Superintendent of Schools by July 1 of each fiscal year. Additionally, a Public Hearing must be held prior to the adoption of the budget.

Tonight, Assistant Superintendent Shariq Khan will present the proposed 2025-2026 budget. Mr. Khan will return to present the final budget for adoption at the Board's June 24, 2025 meeting.

NOTE: The Presentation and SACS were uploaded to the agenda at 1:40pm on Friday, June 6.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation: This item is presented for information and will return to the Board for approval at a subsequent meeting.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

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ATTACHMENTS:

Description	Upload Date	Type
ACOE Common Message	6/4/2025	Backup Material
Presentation	6/6/2025	Presentation
SACS	6/6/2025	Backup Material

CALIFORNIA COUNTY
SUPERINTENDENTS

The Common Message

2025-26 May Revision

BASC

Business and Administration
Services Committee

ACOE 5.30.2025

Writers and Contributors

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Federal Funding Uncertainties	Misty Key, Ventura	Janet Riley, Merced
Cash Flow	Misty Key, Ventura	Janet Riley, Merced
Reserves/Reserve Cap	Shannon Hansen, San Benito	Liann Reyes, Santa Cruz
Attendance Recovery and Instructional Continuity	Scott Price, Riverside	Maribel Paez, Imperial
Transitional Kindergarten	Janet Riley, Merced	Dean West, Orange
Local Control and Accountability Plan (LCAP)/LREBG	Josh Schultz, Napa	Steve Torres, Santa Barbara
Summary	Jamie Dial, Kings	Nicolas Schweizer, Sacramento

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Sources

Association of California School Administrators
Ball/Frost Group, LLC
California Association of School Business Officials
California Collaborative for Educational Excellence
California Department of Education
California Department of Finance
California Public Employees' Retirement System
California State Teachers' Retirement System
California State Board of Education
California School Boards Association
California School Information Services
Capitol Advisors
Fiscal Crisis and Management Assistance Team
K-12 High Speed Network
National Forest Counties and Schools Coalition
School Services of California
Small School Districts' Association
Statewide Local Educational Consortium Co-Chairs
WestEd

Background

Since May 2008, county office of education (COE) chief business officials (CBOs) have collaborated to develop common messages to guide districts in crafting assumptions for their budget and interim reports. The Business and Administration Services Committee (BASC) supports this endeavor by providing COE CBOs with a uniform common message based on assumptions used by the California Department of Finance (DOF).

The Business Administration Services Committee (BASC) would like to thank the California Department of Finance (DOF), State Board of Education (SBE), California Department of Education (CDE), Fiscal Crisis and Management Assistance Team (FCMAT), and our colleagues listed in the "Sources" section of this message for providing BASC and our local educational agencies (LEAs) with the most up-to-date information at the time of writing.

The BASC Common Message is intended to provide guidance and recommendations to COEs, which then tailor this guidance to the unique circumstances of the local educational agencies (LEAs) in their respective counties. Even within a single county, the guidance may vary considerably based on each district's educational, fiscal and operational characteristics. Consequently, districts and other entities seeking to understand the guidance applicable to a specific LEA should refer to the information released by the COE in the county where that LEA is located.

Please see the updated District Advisory Assignments for the Adopted Budget

- ACOE Support Contacts for Districts
- District Business & Advisory Services Webpage

Resources:

FCMAT:
- Leadership and Fiduciary Responsibilities for School Business Officials
- Position Control and Financial Management
- Fraud and Insolvency Risk Indicators for School Districts and Charter Schools
- Leading Through Challenges
- To Gift or Not to Gift (Public Funds)
- Projection Pro for Multiyear and Cashflow Projection

Key Guidance Based on Governor's May Revision

On May 14, 2025, Governor Gavin Newsom released the May Revision for the proposed 2025-26 State Budget. At May Revise the budget includes an increase of approximately $2.9 billion in Proposition 98 guarantee funding over the three-year period relative to the 2024 Budget Act and a decrease of approximately $4.6 billion from the Governor's Budget in January. The revision proposes to appropriate only $117.6 billion for education programs in 2024-25, instead of the current calculated Proposition 98 level of $118.9 billion. The difference between the

appropriated and the calculated levels is less than at Governor's Budget, $1.3 billion instead of $1.6 billion. This is intended to mitigate the risk of appropriating more resources than are ultimately available when the final calculation for 2024-25 is made during the 2025-26 fiscal year. The 2025-26 budget includes $114.6 billion in Proposition 98 funding for all TK-12 programs for continued fiscal stability to meet the obligations to TK-12 education.

The major TK-12 funding provisions in the 2025-26 May Revision are as follows:

- Adjusts the 2024-25 mandatory Proposition 98 Rainy Day fund deposit of $1.2 billion down to $540 million due to adjustment of capital gains revenues for the year. Additionally, a decrease in Proposition 98 guarantee triggers a mandatory withdrawal of $540 million in 2025-26 exhausting the remaining fund balance of the reserve account.

- Funded cost-of-living adjustment (COLA) to the Local Control Funding Formula (LCFF), LCFF Equity Multiplier and several other categorical programs outside the LCFF are reduced to 2.30% from 2.43% at Governor's Budget. Specified categorical programs receiving COLA include Special Education, Child Nutrition, Youth in Foster Care, Mandated Block Grant, Adults in Correctional Facilities Program, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education Program. May Revise includes suspension of State Preschool Program COLA for 2025-26.

- May Revise proposes deferring $1.8 billion in LCFF funding from June 2026 to July 2026. Prior deferrals of $246.6 million for TK-12 education from 2023-24 and 2024-25 are fully repaid in the three-year budget window.

- Provides a total of $2.1 billion in ongoing funding (inclusive of all prior years' investments) to support the full implementation of universal transitional kindergarten (TK) so that all children who turn four years old by September 1 of the school year can enroll in TK. This is a slight decrease from the Governor's Budget estimate of $2.4 billion. The budget also provides an accumulated amount of $1.2 billion in on-going funding to support lowering the average student-to-adult ratio from 12-to-1 to 10-to-1 in every TK class. This is also lower than the $1.5 billion included in the Governor's Budget for this purpose.

- Increases the proposed adjustment for the Expanded Learning Opportunities Program from $4.435 billion to $4.515 billion in total ongoing funds for full implementation of the program increasing the number of LEAs that offer universal access to students from those with an unduplicated pupil percentage of at least 75% to those with an unduplicated pupil percentage of at least 55%. This funding also includes ongoing support to LEAs with less than 55% unduplicated pupils to provide access to all unduplicated pupils. Trailer bill also provides for a one-year grace period in transitioning from Tier II to Tier I. Additionally, the May Revise includes an additional $10 million to increase the minimum grant amount from $50,000 to $100,000 per LEA.

- The May Revise includes $200 million in one-time Proposition 98 funds to support

evidence-based professional learning for elementary school educators aligned with the English Language Arts/English Language Development Framework, and $10 million in one-time Proposition 98 funding for the Sacramento County Office of Education to partner with the UCSF Dyslexia Center to support the Multitudes screener. These funds are in addition to the following investments included at the Governor's Budget to support literacy instruction: $500 million in one-time funds for TK-12 literacy and mathematics coaches, $40 million in one-time funds for purchase of screening materials and training for educators to administer literacy screening, $25 million to spend by 2029-30 to launch Literacy and Mathematics Networks within the Statewide System of Support, and $300,000 in one-time non-Proposition 98 in 2024-25 for the Instructional Quality Commission to develop a curriculum guide and resources for teaching personal finance per Assembly Bill (AB) 2927.

- May Revise builds on the funding for teacher preparation and professional development proposed in January to:
    - Repurpose $150 million in one-time funding for the Teacher Recruitment Incentive Grant to $100 million in one-time Proposition 98 funding for stipends of $10,000 for at least 500 hours of student teaching on a first-come, first-served basis. The remaining $50 million is part of the Proposition 98 budget solution.
    - Extending by one year the deadlines for clear credential candidates who received a related waiver during the COVID-19 Pandemic to complete an induction program or two years of service, and for teacher candidates who received a related waiver during the COVID-19 Pandemic to pass the Reading Instruction Competence Assessment.
    - Allow (1) credential candidates who completed preparation programs that were aligned to the Reading Instruction Competence Assessment to take that assessment on or before October 31, 2025; and (2) the Commission on Teacher Credentialing to adopt and administer an off-the-shelf reading instruction competence assessment that meets the requirements outlined in statute for candidates who have yet to pass a reading assessment and cannot take the state's literacy performance assessment.

- Reduces the investment in the Student Support and Professional Development Discretionary Block Grant from $1.8 billion to $1.7 billion. The block grant maintains the flexibility to use the funding for discretionary purposes and to fund statewide priorities including: (1) professional development for teachers on the ELA/ELD framework; (2) professional development for teachers on the mathematics framework; (3) teacher recruitment and retention strategies; and (4) career pathways and dual enrollment. Proposed funds will be disbursed based on average daily attendance (ADA) and will be available through June 30, 2029. Final expenditures must be reported to the CDE by September 30, 2029.

- The May Revise does not include any changes to Governor's Budget proposal to restore $378.6 million in one-time funding to support the Learning Recovery Emergency Block

Grant (LREBG) through 2027-28.

- May Revise proposed $90.7 million in additional ongoing funding to fully fund the universal meals program in 2025-26 and provides $21.9 million in additional ongoing Proposition 98 funds for the Summer Electronic Benefits Transfer (SUN Bucks) program, which provides nutrition funding to eligible students during the summer months.
- May Revise includes $15 million in one-time Proposition 98 General Fund for Secondary School Redesign Pilot Program for a COE to administer a pilot program to redesign middle and high schools to better serve the needs of all students and increase student outcomes, and to manage a network of grantees to support peer learning and documentation of practices.
- Includes $2 million in ongoing Proposition 98 General Fund to support Regional English Learner lead agencies that help schools provide focused support to English learners.
- One-time property tax backfills of $1.2 million in 2024-25 and $8.5 million in 2025-26 for impacted basic aid school districts due to the recent wildfires in Southern California.
- A one-time $500,000 in Proposition 98 General Fund to support the California Association of Student Councils.
- To address the projected budget shortfall, the May Revision includes a reduction of $177.5 million in remaining, unused General Fund from a $2 billion one-time allocation provided to the Office of Public School Construction in the 2023 Budget Act for TK-12 school facilities. These funds were made available on an as-needed basis for fire-impacted LEAs through August 2025; however, impacted schools have indicated that they do not plan to apply for the funds by this date. Proposition 2 facilities funds will be available as needed for fire-impacted LEAs moving forward.

Although the May Revision fully funds the COLA and avoids cuts to ongoing education programs, it only does so by deferring $1.8 billion in LCFF payments from June to July of 2026. The financial impact of devasting wildfires in Southern California and federal policy and funding changes being pursued by the new federal administration bring a risk of additional state budget shortfalls in future years.

The federal administration's tariff policies and potential federal funding reductions and layoffs could negatively affect the state's economy, reduce state revenues and increase state costs. The May Revision assumes a "growth recession," a period of below-trend growth and rising unemployment, but it does not reflect a traditional economic recession. Given the inconsistent federal tariff policy, stock market volatility, heightened uncertainty among both businesses and consumers, and higher inflation expectations, the relative probability of a recession is higher than in a typical period of normal growth and stability. In a mild recession state revenues could be around $14 billion lower than the May Revision forecast.

Furthermore, the federal administration and Congress are considering significant cuts to education programs and to other programs, such as Medicaid, which would have a direct effect on LEA budgets but could potentially have a much larger indirect effect to the extent they force

the state to redirect funding from schools to mitigate the impact of federal funding cuts. Projected declines in state revenue combined with growth in Medi-Cal costs have created a state budget deficit that is projected to grow significantly in the future. Federal funding reductions, especially to Medicaid, will significantly increase the state's budget deficit and may require the state to suspend Proposition 98 and reduce education funding.

Many LEAs continue to experience chronic student absences, long-term declining enrollment, and various cost pressures such as increased pension rates and energy costs. As a reminder, the Arts, Music and Instructional Materials Discretionary Block Grant and the Educator Effectiveness Block Grant expire on June 30, 2026, and the LREBG expires on June 30, 2028.

In addition, districts' fund balances have dwindled due to spending down of prior years' one-time revenues. The decision about how much of a general fund unrestricted fund balance is prudent to maintain will depend on each LEA's unique circumstances. For example, LEAs may be vulnerable to natural disasters or dependent on slow-growing local revenue sources and so may need to maintain a higher level in the unrestricted fund balance. The June to July funding deferral proposed in the May Revision along with cuts to federal grant funding and the state's uncertain revenue projections, add pressure locally to maintain reserves above minimum required amounts. For example, the Government Finance Officers Association (GFOA) recommends reserving an amount equal to not less than two months of general fund operating expenditures, or 17% of general fund expenditures and other financing uses.

Given the risks associated with the state budget, LEAs should exercise caution before making any long-term commitments and LEAs should consider increasing reserves so that they can manage the deferral and absorb potential state and federal funding reductions.

Planning Factors for 2025-26 and Multiyear Projections

Key planning factors for LEAs to include in their 2025-26 adopted budgets and multiyear projections (MYPs) based on the latest information available at the time of writing.

Planning Factor	2025-26	2026-27	2027-28
Cost-of-Living Adjustment (COLA)			
Local Control Funding Formula (LCFF) COLA	2.30%	3.02%	3.42%
Special Education COLA	2.30%	3.02%	3.42%

Employer Benefit Rates			
CalSTRS	19.10%	19.10%	19.10%
CalPERS-Schools	26.81%	26.90%	27.80%
State Unemployment Insurance	0.05%	0.05%	0.05%
Lottery			
Unrestricted per ADA	$191.00	$191.00	$191.00
Proposition 20 per ADA	$82.00	$82.00	$82.00
Minimum Wage	$16.90[1]	$17.40[2]	$17.80[3]
Universal TK/ADA LCFF add-on	$3,148.00[4]	$3,243.00[4]	$3,354.00[4]
Mandate Block Grant			
School Districts			
Grades K-8 per ADA	$39.09	$40.27	$41.65
Grades 9-12 per ADA	$75.31	$77.58	$80.23
Charter Schools			
Grades K-8 per ADA	$20.52	$21.14	$21.86
Grades 9-12 per ADA	$57.04	$58.76	$60.77

[1]Effective January 1, 2026, [2]Effective January 1, 2027, [3]Effective January 1, 2028.
[4]The rates do not reflect the May Revise proposal to increase the rate to $5,545 in 2025-26, $5,712 in 2026-27, and $5,907 in 2027-28.

Deficit Spending

Although districts experienced higher fund balances as a result of unprecedented pandemic one-time funding from federal and state sources, many are returning to ongoing support levels that are much more constrained. Taking proactive steps to reduce spending early helps safeguard reserve levels, preventing their depletion, and minimizes the need for deeper reductions in the future. Assumptions in multiyear projections should be well documented, with full-time equivalent positions aligned with criteria and standards.

For any significant reductions deferred to the 2026-27 or 2027-28 fiscal year(s), it is crucial to explicitly identify these adjustments and ensure that the governing board acknowledges the

stabilization measures required based on current financial conditions. Below is a sample fiscal solvency statement that can serve as a stand-alone resolution or be included in the budget approval:

> **Sample Fiscal Solvency Statement**
> In preparing the 2025-26 Adopted Budget, the board acknowledges its fiduciary responsibility to maintain fiscal solvency for the current year and two subsequent fiscal years.
>
> The district's budget stabilization plan includes position reductions, non-personnel cost reductions, and established timelines for ongoing budget planning and actions. These plans are based on the current state budget, anticipated revenue losses due to declining student enrollment, and rising ongoing costs. Under these assumptions, the board projects the need for $XX million in budget reductions in 2026-27 and an additional $XX million in reductions in 2027-28 to maintain fiscal solvency.

As districts potentially face declining fund balances, exercising caution when allocating funds for negotiated salary compensation is imperative. Revenue gains from COLA may be offset by declining enrollment and rising costs, including retirement contributions and health benefits. Each district's capacity to sustain compensation increases will vary based on its unique financial circumstances. Thoughtful planning and conservative financial management are critical to ensuring long-term stability.

Federal Funding Uncertainties

Federal funding is an area about which there may be some of the greatest uncertainties regarding ongoing revenues. While federal sources make up approximately 10% of an average LEA's the budget, the complexities of layoff provisions and the timing of possible reductions makes the unknowns even harder to predict; therefore, it is imperative to plan for multiple scenarios.

It is anticipated that some of the federal programs identified for cuts would impact funding in 2026-27 for LEAs. However, nothing is certain, and these times are unprecedented. There is potential for some reductions in 2025-26.

Districts are reminded that potential reductions in federally-funded programs are on top of other pressures on their budgets – declining enrollment, increased costs, one-time funds expiring, and so on. We must also recognize that the May Revise points out that the state budget is now facing a larger deficit than previously projected. Solutions have been proposed to avoid cuts in funding for 2025-26; however, with the uncertain economic forecast, we cannot assume the 2026-27 fiscal year will maintain the same funding levels, including a funded COLA.

Districts should prepare now for multiple uncertain funding streams and ensure that elements of the known details are handled with fidelity, such as:

- Decreases in expenses commensurate with declines in enrollment.
- Reduced expenses equivalent to the amount of the one-time programs no longer funded.
- Sufficient reserves to sustain expenses when funding is unexpectedly reduced mid-year pursuant to the recent federal letters.

Cash Flow

The May Revise proposes to pay off the cash deferral that is in effect for 2024-25. The 2025-26 proposed state budget has a projected deficit and one of the solutions to avoid a reduction in revenue to LEAs is a new cash deferral of $1.8 billion from June 2026 to July 2026.

The accuracy of cash flow projections will be of utmost importance leading into 2025-26 given the amount of uncertainty in overall funding. If a district discovers projected low cash balances for any month, it is better to seek advice well in advance about whether a Tax and Revenue Anticipation Note (TRAN) or internal borrowing is necessary, so that the district can join a TRAN pool.

Since deficit spending reduces fund balance reserves, maintaining substantial reserves is essential to safeguard against potential future economic downturns. Although school districts may face reserve cap limitations on assigned and unassigned fund balances during periods of increased state revenue, it remains prudent to regularly review overall reserves to ensure long-term financial stability. For more information, refer to FCMAT's March 2022 fiscal alert about managing local reserves under the cap.

Note: Ensure cash flow projections are fully updated. 18 of the 18 districts in Alameda County are tapping into their reserves this year. When districts have low reserve balances, cash balances are also impacted. When developing your financial report, be sure to verify assumptions to help inform what, if any, loans or temporary borrowing measures should be investigated. Please reach out to your ACOE Fiscal Advisor as a resource to review your cash flow projections.

The principal apportionment (includes the LCFF state aid, special education AB 602, Arts and Music for Schools Prop 28, Expanded Learning Opportunities Program, and a few other programs) is steady, and the timing of the revenues can be predicted. However, the increasing number of categorical and block grant programs (especially the newly proposed block grant) do not have as reliable a cash flow schedule to meet local cash flow needs associated with the categorical funds. In some cases, LEAs could spend funds associated with the categorical and block grant programs long before the revenues are received.

The CDE updates their webpage on cash flow of various programs at https://www.cde.ca.gov/fg/aa/ca/estcashflow.asp as soon as they have the estimated timing of the various apportionments.

Running out of cash is the one and only reason districts experience fiscal insolvency, so it is imperative that districts complete their cash flow projections as accurately as possible and monitor cash balances daily or weekly. Early exploration of temporary borrowing solutions, board-adopted cash borrowing resolutions and attention to all receivables should be monitored for potential cash assistance.

Reserves/Reserve Cap

Given the ongoing uncertainty regarding the federal budget, including potential reductions in education-related funding, it is essential to approach fiscal planning with increased caution. Current federal budget discussions indicate possible impacts on state and local educational agencies. Maintaining strong reserves is essential to mitigate potential impacts, safeguard districts' financial stability, and ensure the continuity of essential programs and services.

The Governor's May Revision for 2025–26 reflects a more constrained fiscal outlook, projecting a $12 billion general fund deficit and proposing a range of budget solutions, including spending reductions and funding shifts. As part of this plan, the state will draw down the Public School System Stabilization Account (PSSSA), reducing its balance to zero.

As a result of this withdrawal, the local reserve cap is not expected to be triggered in either the 2025–26 or 2026–27 fiscal years. Under current law, districts subject to the 10% cap on reserves would apply in fiscal years immediately following those in which the PSSSA balance equals or exceeds 3% of the total TK–12 share of the Proposition 98 guarantee.

With continued uncertainty at both the federal and state levels, careful reserve management is more important than ever. Maintaining reserves that are strategically organized and clearly documented will help ensure districts' long-term fiscal stability.

Attendance Recovery

Considering the state's current budget challenges and projections, districts should take advantage of all opportunities to provide students with additional learning opportunities while recovering student average daily attendance (ADA). Beginning July 1, 2025, school districts and classroom-based charter schools can provide classroom-based students with attendance recovery opportunities to make up lost instructional time, offset student absences, and mitigate learning loss, thus also mitigating the fiscal impacts of absences.

Students may only be credited up to the lesser of: 1) 10 days attendance, or, 2) the number of their absences in that school year. Recovery time must be taught by certificated teachers of the LEA. Participation is not mandatory and shall be at the election of the student, parent, or guardian.

Expanded Learning Opportunity Program (ELOP) funds may be used to fund attendance recovery programs in conjunction with, and on the same site(s) as, the LEA's ELOP program activities.

Detailed instructions and answers to common questions can be found on the CDE's Attendance Recovery webpage. You can also review a presentation from the CDE's School Fiscal Services Division at https://www.cde.ca.gov/fg/it/documents/aaitwebinar24.pdf.

Instructional Continuity

Instructional Continuity provisions focus on facilitating continuity of learning during emergencies that disrupt regular classroom instruction.

As of July 1, 2025, LEAs must include an instructional continuity plan in their comprehensive school safety plan. Plans must include procedures for student engagement within five (5) days of an emergency and hybrid or remote learning opportunities within ten (10) instructional days.

Instructional Continuity also encourages LEAs to plan to meet the instructional standards that are equivalent to independent study programs.

Form J-13A submittals for events occurring in fiscal year 2026-27 and beyond will require, LEAs to certify that they have a comprehensive school safety plan that includes an instructional continuity plan that complies with the aforementioned engagement and instructional offering requirements. If the LEA did not offer engagement and instruction during an emergency, it must, as part of the J-13A submittal, describe the circumstances that prevented it from doing so and explain what engagement and instruction, if any, it did provide.

Detailed instructions and answers to common questions can be found on the CDE's Instructional Continuity webpage. You can also review a presentation from the CDE at https://www.cde.ca.gov/re/di/or/documents/icpwebinarpresentation.pdf.

Transitional Kindergarten

The 2025-26 K-12 Trailer Bill includes intent language that LEAs provide language development support to multilingual learners in TK, and that local educational agencies, teachers and staff assigned to TK classrooms provide parents and guardians of pupils enrolled in TK with information regarding the benefits of multilingualism.

In addition, the Trailer Bill states that commencing with the 2027-28 school year, LEAs serving pupils in TK shall screen those pupils whose primary language is a language other than English. For the 2026-27 school year, LEAs may screen TK pupils. The screening tool will be determined by the state superintendent of public instruction in 2025-26.

Effective July 1, 2025, the adult-to-student ratio will be 1 adult to 10 students. Refer to the CDE's TK FAQ #15 under Transitional Kindergarten Class Size Ratio Information at https://www.cde.ca.gov/fg/it/tkfiscalfaq.asp#how-can-schools-meet-the-110-adult-to-student-ratio-requirement-upon-full-implementation-of-transitional-kindergarten-tk-in-fiscal-year-fy-2025-26-updated-09-sep-2024.

There are separate penalties for not meeting the required 1-to-10 adult-to-pupil ratio, for not maintaining an average TK class enrollment of not more than 24 pupils for each school site, and for teachers not meeting the TK credentialing requirements listed below. The 2025-26 K-12

Trailer Bill includes language to change the class size penalty to loss of ADA funding for each student over the 24-pupil limit, which will also provide relief for mid-year TK class size growth.

Credentialed teachers assigned to TK classes (including independent study), must meet one of the following criteria by August 1, 2025:

- Have completed at least 24 units in early childhood education, childhood development, or both.
- Have professional experience in a classroom setting with preschool-age children, as determined and documented by the employing LEA, that is comparable to 24 units of relevant education and meets the criteria established by the LEA's governing board or body.
- Hold a child development teacher permit or an early childhood education specialist credential issued by the California Commission on Teacher Credentialing.

LCAP and the Learning Recovery Emergency Block Grant

The State Board of Education (SBE) adopted revised LCAP instructions at their November 2024 meeting (see https://www.cde.ca.gov/re/lc/)) to require the inclusion of all LREBG expenditures in the LCAP going forward. The May Revision continues to provide $378.6 million additional LREBG funding to LEAs in 2025-26. Assuming this proposal is approved, all LEAs that were eligible for the original LREBG funding in 2022-23 will have LREBG expenditures that will need to be included in the LCAP.

For those LEAs that are already planning on carrying over LREBG funds to 2025-26, additional funds allocated through the 2025-26 budget could be incorporated into the 2025-26 budget and LCAP through a midyear update and the Annual Update in 2025-26. For LEAs that were not expecting LREBG funds in 2025-26, options might include:

- Incorporating the new allocation into their 2025-26 LCAP and budget adoption but clearly calling out in writing in the LCAP and budget assumptions that these dollars and actions are dependent on the new LREBG funds being included in the adopted state budget.
- Documenting the needs assessment in the LCAP summary sections but waiting to put the funds into the LCAP and budget. Then the dollars and actions could be added as part of the midyear update and Annual Update if the funds are approved in the state budget.
- Waiting until 2026-27 to incorporate the funds into the budget and LCAP, recognizing that even more LREBG funds may be allocated by the state in subsequent years.

LEAs should consult with their COE for specific guidance.

Summary

This edition of the Common Message gives LEAs data and guidance for fiscal planning and for

developing their 2025-26 budget and multiyear projections. The information provided for 2025-26 and beyond includes the latest known proposals and projections to assist with multiyear planning. The state budget continues to face additional risks due to the results of massive wildfires and federal policy and funding changes, which may impact both revenues and expenditures. LEAs face short-and long-term challenges, including risks to the state revenue forecast, reduced ADA due to declining enrollment and student absence rates, inflationary pressures including pension rate increases, and expired one-time funds. Because each LEA has unique funding and program needs, it remains essential that LEAs continually assess their individual situations, work closely with their respective COEs, and develop comprehensive plans to maintain fiscal solvency while preserving the integrity of their educational programs.

Budget & LCAP Adoption Process

Public Hearing on Proposed Budget for Fiscal Year 2025-2026

June 10, 2025

Agenda

Background & Timeline

Overview of budget requirements and key dates in the adoption process.

Financial Update

Additional information on Governor's May Revise and Estimated Actuals

Budget 2025-26

Assumptions, General Fund budget, and multi-year projections through 2027-2028.

Background

Legal Requirements

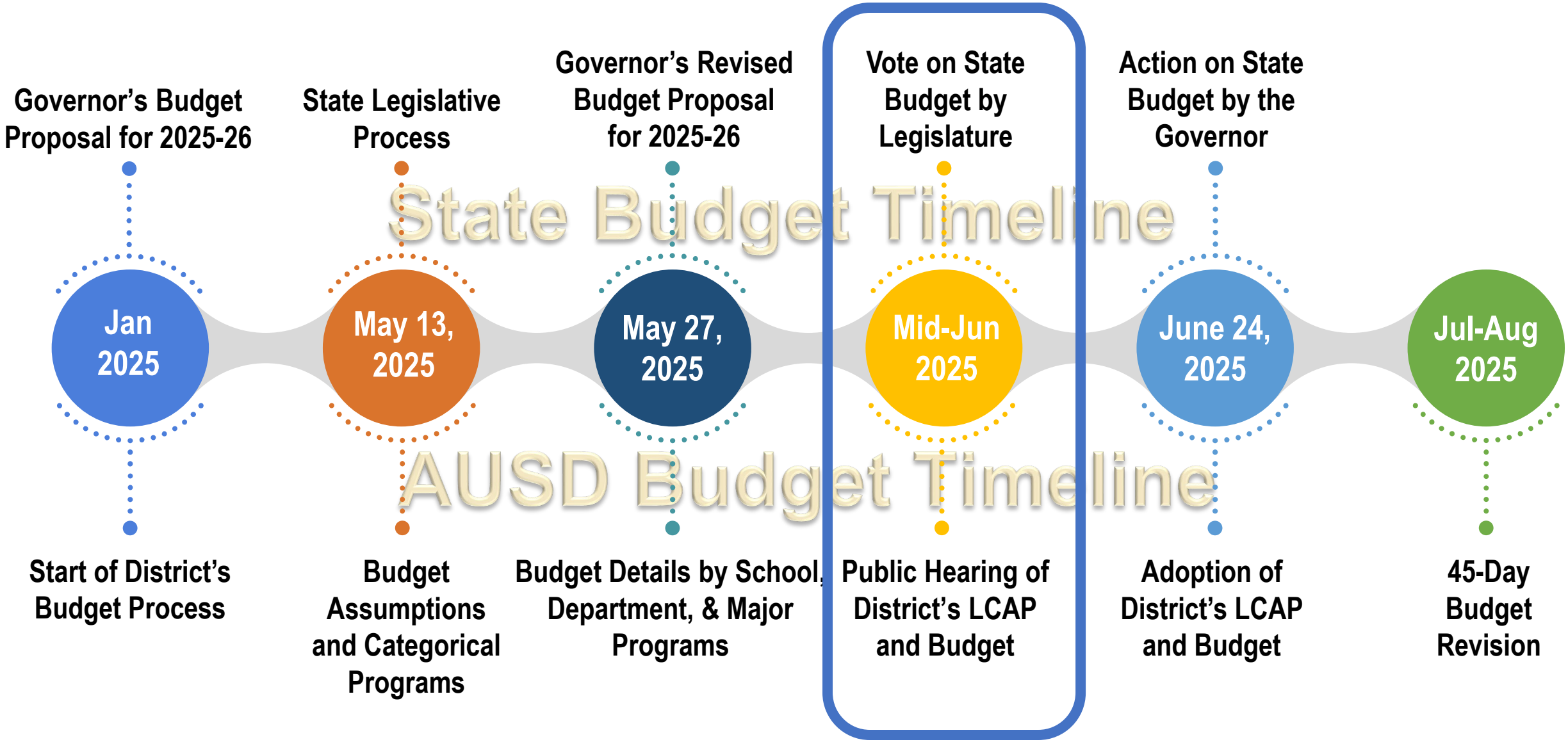
State law mandates AUSD's Board adopt both budget and LCAP by June 30, 2025.

Certification Options

Board must certify the district's three-year financial outlook as positive, qualified, or negative.

Staff Recommends a positive certification

Timeline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Adoption of District's LCAP and Budget
45-Day Budget Revision

Governor's May Revise –Additional Information

Fiscal Reality

Higher 24-25 revenue offset by $12 billion deficit projected for 25-26.

Reserve Depletion

Public School System Stabilization Account will reach zero balance.

COLA Limitations

Pre-School, After-School, and CTE will not receive the 2.3% cost-of-living adjustment.

Administrative Shift

Districts now responsible for Summer EBT (SUN Bucks) data collection.

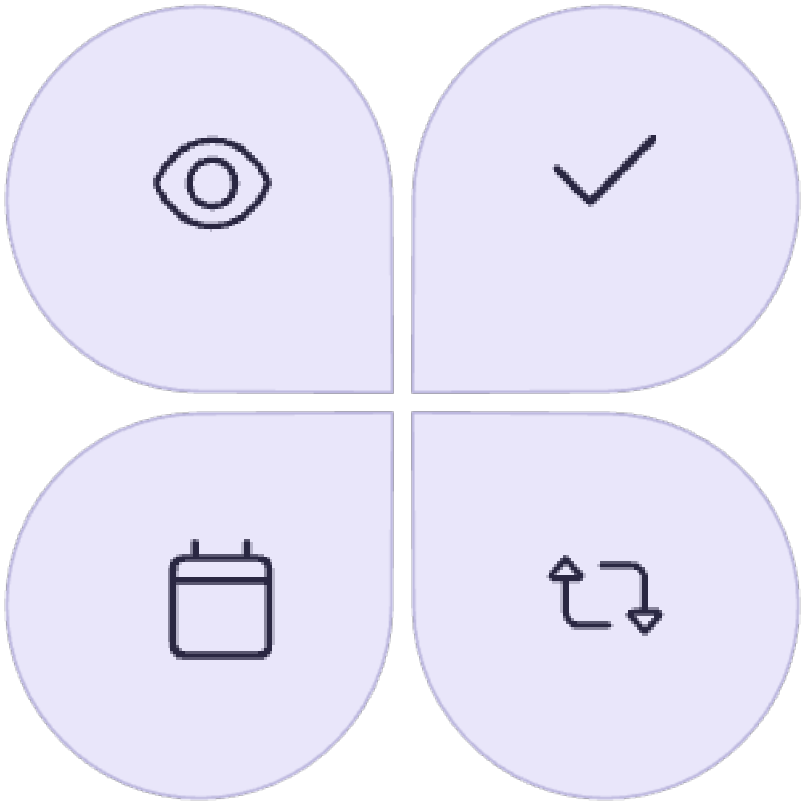
Estimated Actuals

Projection

Best estimate of current year revenue and expenditures.

Known Changes

Incorporates year-to-date spending and anticipated final activities.



Timing

Developed in May-June, just before fiscal year end.

Updates

Reflects newer information than second interim budget from January.

Ending Fund Balance

Beginning Balance
Starting point from previous fiscal year close.

Revenues
All income sources throughout the fiscal year.

Expenditures
All spending and obligations for the fiscal year.

Ending Balance
Final reserve amount that impacts future certification.

- Estimated Actuals project the Ending Fund Balance before the books are officially closed in September
- Influences the 3-year out Ending Fund Balance that becomes the basis of positive, qualified, or a negative certification

Factors Impacting Estimated Actuals

- **At Second Interim we estimated Ending Fund Balance of approx. $28.7 million**

- **Revenues**
  - **Average Daily Attendance (ADA)**
  - **Additional grants – Approx $2 million**
  - **Resolution with AT&T on a multiyear federal rebate - Approx $300K**

- **Expenditures**
  - **Special Education Contracts**
    - **Approx $3 million is unpaid as of May 30, 2025**

Projected Ending Fund Balance for 2024-25

- Actual Ending Fund Balance will be calculated by end of August 2025
- 1% change in expenditures is about $1.7 million

Description	Total
	(Millions)
Ending Fund Balance Projection at Second Interim (Jan 31, 2025)	$ 28.7
Additional Revenue	2.3
Allowance for Special Education Contracts & Other open Purchase	1.1
Total	$ 32.1

Summary of Assumptions

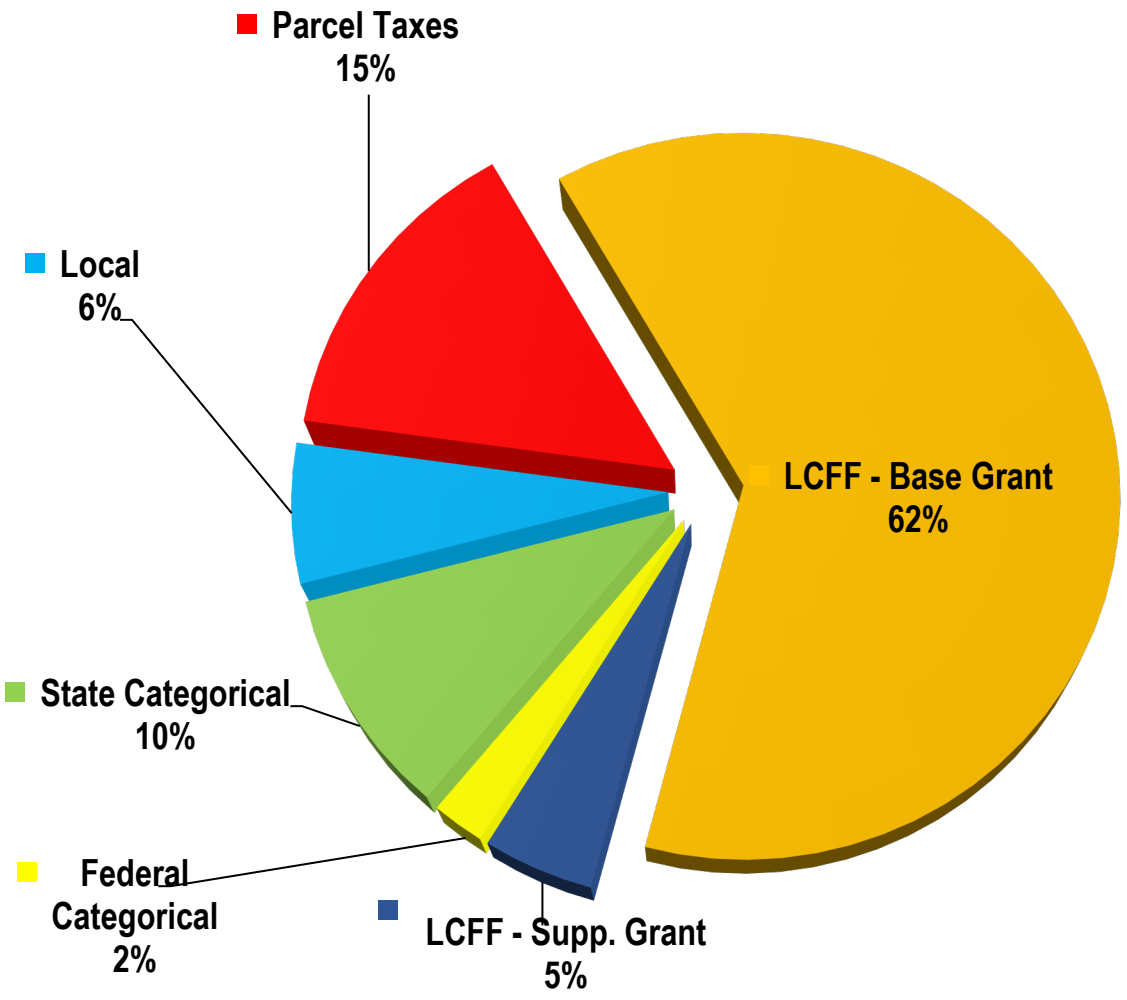
Categories	Source	2024-25 Actual	2025-26 Projected MYP Year 1	2026-27 Projected MYP Year 2	2027-28 Projected MYP Year 3
District Enrollment	CALPADS/Projection	9,292	9,292	9,106	8,924
ADA - Actual/Projected		8,805	8,805	8,630	8,457
Actual ADA as a %age of Enrollment		94.8%	94.8%	94.8%	94.8%
Funded ADA-Actual/Projected		8,805	8,805	8,805	8,746
Funded ADA as a %age of Enrollment		94.8%	94.8%	96.7%	98.0%
Unduplicated EL/FRPM Count		3,486	3,486	3,416	3,348
Unduplicated EL/FRPM Percentage		38%	38%	38%	38%
Measure B1 Parcel Tax		$12.5M			
Measure A Parcel Tax		$10.5M			
Measure E Parcel Tax			$24.0M	$24.0M	$24.0M
COLA	ACOE	1.07%	2.30%	3.02%	3.42%
Increase in LCFF Base/Deficit Factor		0.00%	0.00%	0.00%	0.00%
Increase in Consumer Price Index (CPI)		3.07%	3.42%	2.98%	2.77%
State Teacher's Retirement System	ACOE	19.1%	19.1%	19.1%	19.1%
Public Employee Retirement System	CalPERS	27.1%	26.8%	26.9%	27.8%
Deferred Maintenance Budget	AUSD	$ 500,000	$ 500,000	$ 500,000	$ 3,000,000

Proposed Budget for FY 2025-2026

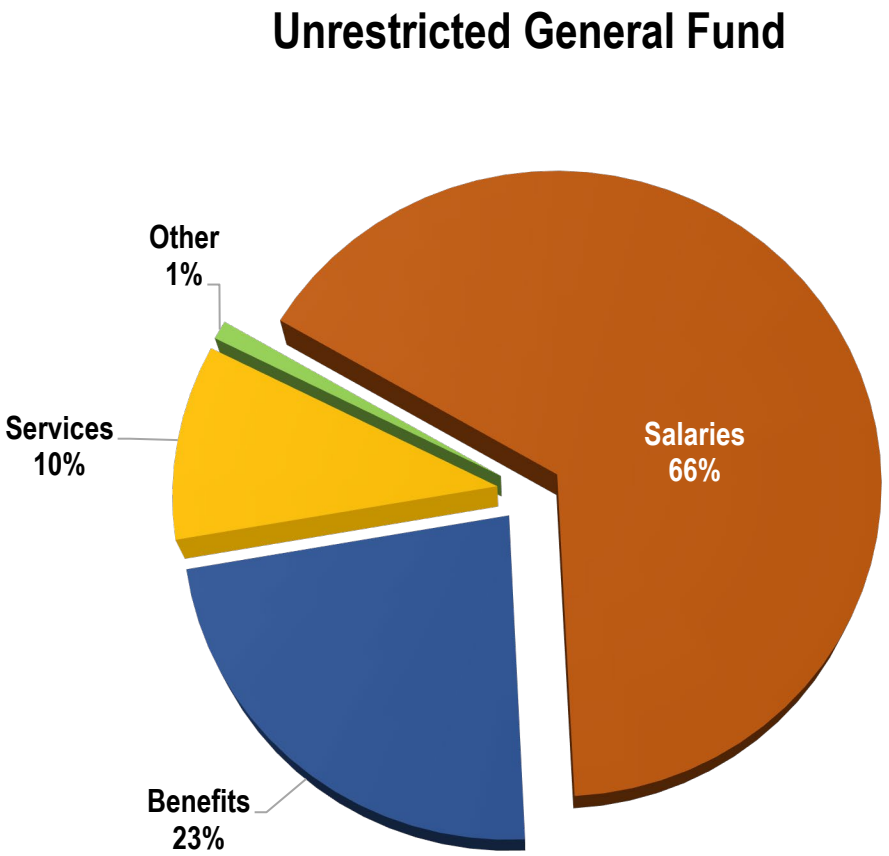
	Unrestricted		Restricted		Total
	Totally Unrestricted	LCFF Supplemental	Special Education	All Other	General Fund
REVENUES					
LCFF Revenue	$ 110,244,547	$ -	$ 917,432	$ -	$ 111,161,979
Federal Categorical Revenue			2,282,657	1,431,494	3,714,151
State Categorical Revenue	1,983,519		3,043,306	11,466,476	16,493,301
Parcel Tax	24,007,918				24,007,918
Local Revenue	2,239,148		7,708,175	373,947	10,321,270
Total Revenues	$ 138,475,132	$ -	$ 13,951,570	$ 13,271,917	$ 165,698,619
EXPENDITURES					
Certificated Salaries	$ 51,501,617	$ 4,512,069	$ 13,995,726	$ 2,359,432	$ 72,368,844
Classified Salaries	14,753,749	904,249	8,119,776	3,866,966	27,644,740
Benefits	23,352,447	1,744,201	8,179,037	8,320,826	41,596,511
Books & Supplies	3,306,599	53,126	424,150	1,385,646	5,169,521
Services & Op. Expenses	10,677,625	287,545	11,847,167	3,941,322	26,753,659
Capital Outgo & Transfers	(2,954,783)	607,607	2,657,452	716,070	1,026,346
Total Expenditures	$ 100,637,254	$ 8,108,797	$ 45,223,308	$ 20,590,262	$ 174,559,621
Other Sources (Uses)	$ (45,016,268)	$ 7,701,825	$ 30,940,617	$ 5,992,023	$ (381,803)
Net Inc. (Dec) in Fund Bal.	$ (7,178,390)	$ (406,972)	$ (331,121)	$ (1,326,322)	$ (9,242,805)
Beginning Balance	$ 30,046,200	$ 2,064,006		$ 13,731,711	$ 45,841,917
Ending Balance	$ 22,867,810	$ 1,657,034	$ (331,121)	$ 12,405,389	$ 36,599,112

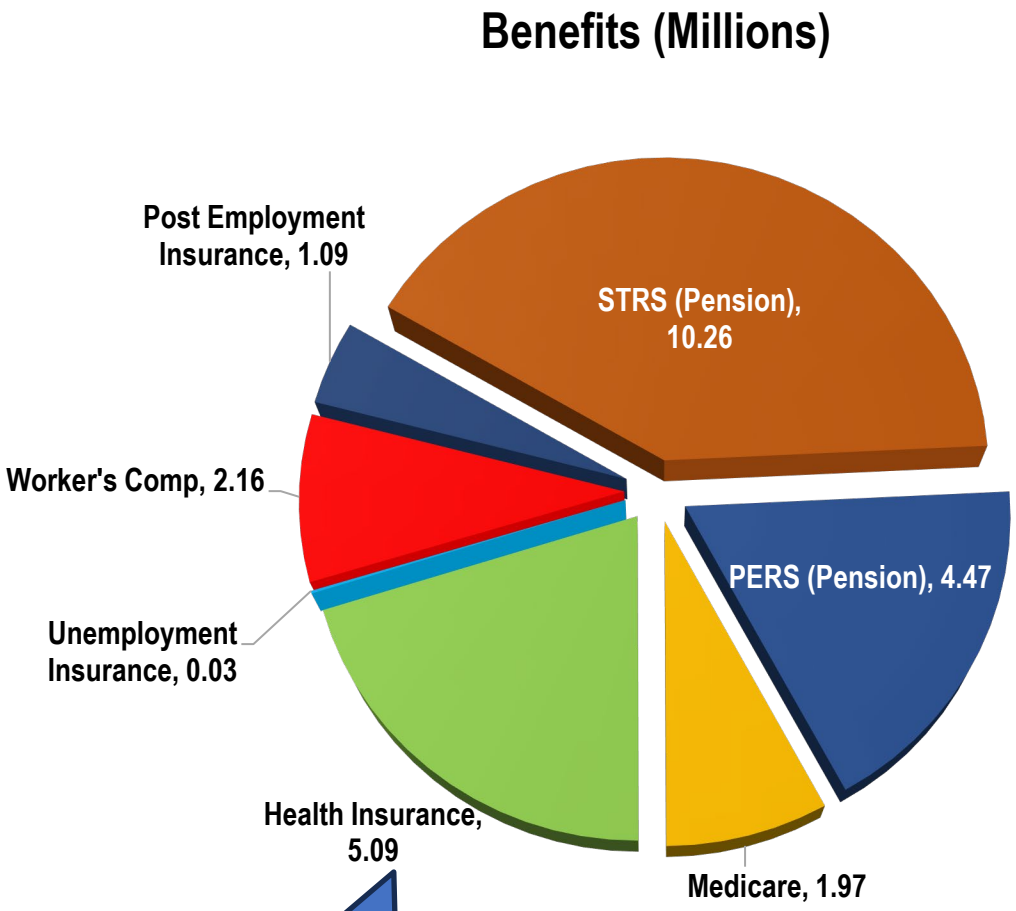
General Fund Revenue (Unrestricted & Restricted)

Description	Total
	(Millions)
LCFF Base Grant	$ 103.5
LCFF Supp. Grant	7.7
Federal Revenue	3.7
Other State Revenue	16.5
Other Local Revenue	10.3
Parcel Taxes	24.0
Total	$ 165.7

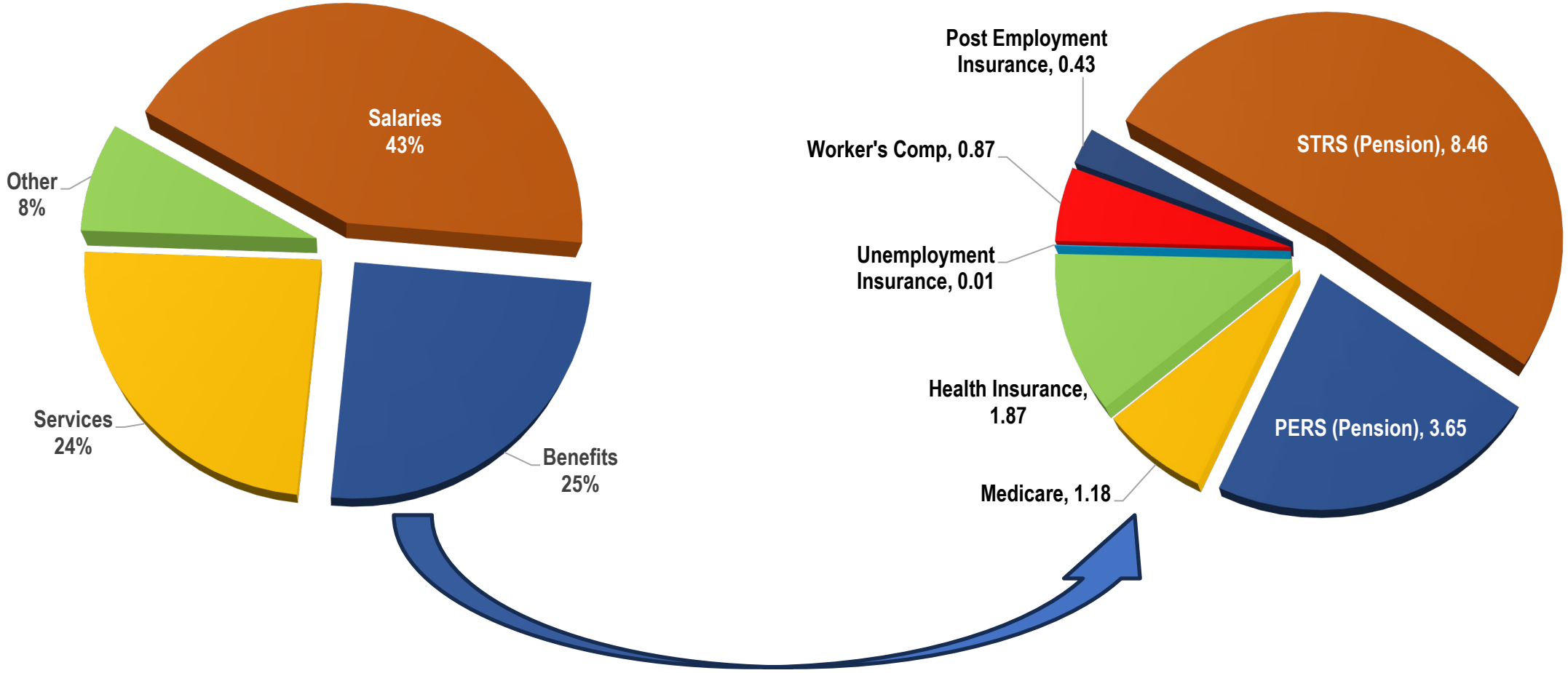


General Fund Expenditures - Unrestricted



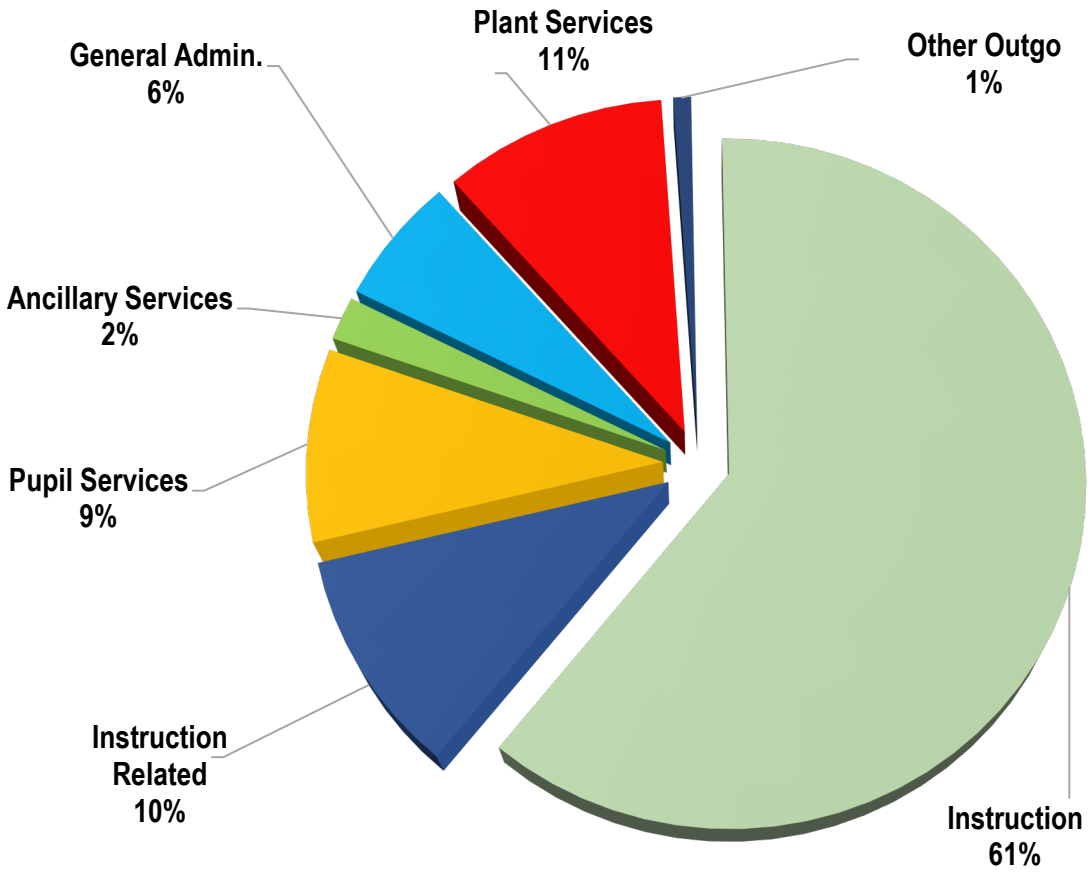


General Fund Expenditures - Restricted



Expenditures – Major Operational Areas

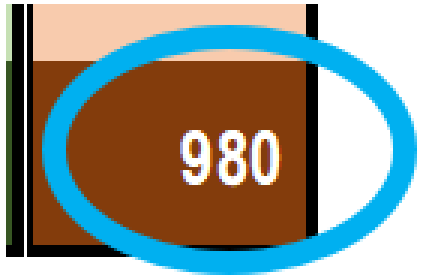
Major Operational Areas	
Instruction	Activities dealing directly with the interaction between teachers and students
Instruction Related	Library & Media teachers, School Administration, Teaching Staff Development
Pupil Services	Counselors, Psychologists, Specialized Special Ed. Services, Transportation, Health Services
Ancillary Services	Athletics, After School Services
General Admin.	Fiscal Services, Technology Services, Insurance, Human Resources, Legal, Superintendent
Plant Services	Utilities, Custodial Services, Maintenance Staff



Full Time Equivalent (FTE) Employees

Employee Category	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25			2025-26
						Adoption	First Interim	Second Interim	Budgeted
Certificated Non-Management	542	520	518	507	531	543	544	548	563
Classified Non-Management	332	306	296	326	341	337	352	352	357
Certificated Management	39	40	40	41	45	42	42	42	42
Classified Management	19	18	19	19	19	19	19	19	19
Total FTE	932	884	873	893	936	940	957	961	980

Full Time Equivalent (FTE) Employees



- Includes 17 FTE that are funded by one-time funds
- Approximately 8 FTE positions will be closed at the end of 2025-26, and
- Another 5.5 FTE at the end of 2026-27

Positions and Services funded using one-time funds

Program	24-25	25-26	26-27	27-28	28-29	29-30
	Amount (Thousands)					
Expanded mental health contract	$ 640	$ 640	$ 640	$ 555	$ 340	$ 340
LGBTQ Liaison	110	129	80	80	30	30
Expanded secondary counseling	273	277	285	300		
Program Manager - Intervention Leads		60	65	70		
Elementary math stipends	30	30	30	25		
Wellness Resource & SEL Counselor	268	283	253			
Support new collaboration	230	230	230			
Addl. Site admin support for SPED	181	181	181			
Addl. Site admin support for Lincoln	171	176	181			
Arts teacher at Maya Lin	112	102	102			
Student advisor/mentor (Equity Office)		100	100			
Multiyear tutoring pool	50	50	50			
Literacy Framework & Grading Policy	81	81	81			
Teacher induction program	400	400				
TSA Special Education	102	129				
Addl. Campus security at EHS & AHS	114	114				
Campus support WMS Construction	58	66				
Teen parenting program	141	39				
AVID	40					
Digital communication specialist	40					
Total	$ 3,041	$ 3,087	$ 2,278	$ 1,030	$ 370	$ 370

Multiyear Projections - Unrestricted General Fund

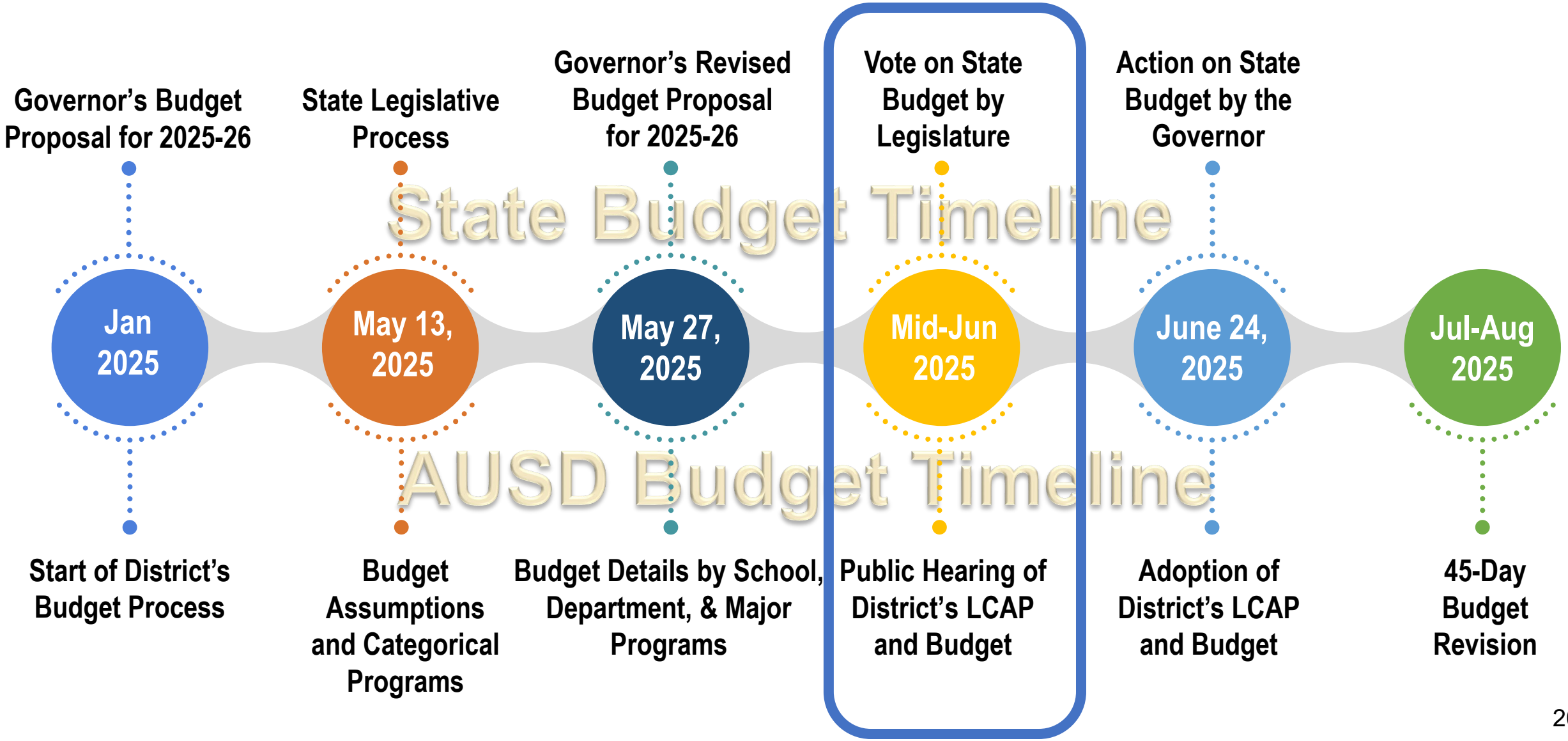
Line	Description	2025-26	2026-27	2027-28
		Proposed Amount (Millions)	Projected Amount (Millions)	Projected Amount (Millions)
A	Beginning Fund Bal., July 1	$ 32.10	$ 24.52	$ 16.18
B	Revenues	$ 138.47	$ 141.68	$ 142.30
C1	Expenditures	$ 108.74	$ 111.14	$ 111.24
C2	Contribution to Restricted	$ 37.31	$ 38.88	$ 39.56
D = B-C1-C2	Surplus (Deficit)	$ (7.58)	$ (8.34)	$ (8.50)
E = A+D	Projected Ending Bal., June 30	$ 24.52	$ 16.18	$ 7.68
F	Assignments/Commitments			
G = E-F	Unassigned/Unappropriated Ending Fund Balance	$ 24.52	$ 16.18	$ 7.68

The Road Ahead

- Items to watch
  - Discretionary Block Grant
  - Additional funding for TK
  - Learning Recovery Block Grant (LRBG) adjustments
  - Literacy and Math block grants

- Ending fund balance for 2024-25
  - Opportunity to transfer expenditures to categorical programs as part of closing fiscal year 24-25 and provide a one-time boost to the ending fund balance

Timeline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Board Discussion &

Questions

Acronyms

AB	Assembly Bill	CPI	Consumer Price Index	LEA	Local Educational Agency
ACA	Affordable Care Act	CTE	Career Technical Education	LRE	Least Restrictive Environment
ADA	Average Daily Attendance	DOF	Department of Finance	MAA	Medi-Cal Administrative Activities
AP	Advanced Placement	DSA	Division of the State Architect	MOU	Memorandum of Understanding
API	Academic Performance Index	EC	Education Code	MTSS	Multi-Tiered Systems of Support
AYP	Adequate Yearly Progress	EL	English Learner	MYP	Multiyear Projection
BTSA	Beginning Teacher Support and Assessment	EPA	Education Protection Account	OPEB	Other Postemployment Benefits
CAASPP	California Assessment of Student Performance and Progress	ERAF	Education Revenue Augmentation Fund	OPSC	Office of Public School Construction
CALPADS	California Longitudinal Pupil Achievement Data System	ESSER	Elementary & Secondary School Emergency Relief	P-1	First Principal (Apportionment)
CalPERS	California Public Employees Retirement System	ESSA	Every Student Succeeds Act	P-2	Second Principal (Apportionment)
CalSTRS	California State Teachers Retirement System	ESY	Extended School Year	PAR	Peer Assistance and Review
CALTIDES	California Longitudinal Teacher Integrated Data Education System	FAPE	Free and Appropriate Public Education	PD	Professional Development
CARS	Consolidated Application and Reporting System	FCMAT	Fiscal Crisis & Management Assistance Team	PI	Program Improvement
CASEMIS	California Special Education Management Information System	FERPA	Family Educational Rights and Privacy Act	PTA	Parent Teachers Association
CBA	Collective Bargaining Agreement	FRPM	Free and Reduced-Price Meals	RDA	Redevelopment Agency
CBEDS	California Basic Educational Data System	FTE	Full-Time Equivalent	SACS	Standardized Account Code Structure
CCSS	Common Core State Standards	GAAP	Generally Accepted Accounting Principles	SBE	State Board of Education
CDE	California Department of Education	GASB	Governmental Accounting Standards Board	SDC	Special Day Class
CELDT	California English Language Development Test	IEP	Individualized Education Program	SELPA	Special Education Local Plan Area
CNIPS	Child Nutrition Information Payment System	LAO	Legislative Analyst's Office	SPSA	Single Plan for Student Achievement
COE	County Office of Education	LCAP	Local Control and Accountability Plan	TK	Transitional Kindergarten
COLA	Cost-of-Living Adjustment	LCFF	Local Control Funding Formula	TRANs	Tax and Revenue Anticipation Notes
COP	Certificate of Participation	LCFF/S	Local Control Funding Formula/Supplemental	UPP	Unduplicated Pupil Percentage

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For: 2024-25 Estimated Actuals	2025-26 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund	G	G
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund	G	G
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	G
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	G
40	Special Reserve Fund for Capital Outlay Projects	G	G
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund	G	G
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		S
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		G
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	G	
ICR	Indirect Cost Rate Worksheet	G	

L	Lottery Report	G	
MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS

ANNUAL BUDGET REPORT:

July 1, 2025 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 2060 Challenger Drive, Alameda, CA 94501

Date: 06/10/2025

Public Hearing:

Place: Alameda City Hall

Date: 06/10/2025

Time: 6:30 pm

Adoption Date: 06/24/2025

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Title:

Contact person for additional information on the budget reports:

Name: Steve Chonel

Title: Fiscal Director

Telephone: 510-337-7082

E-mail: schonel@alamedaunified.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			**No**	**Yes**
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?		X
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	
SUPPLEMENTAL INFORMATION (continued)			**No**	**Yes**
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2024-25) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
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:	06/24/2025	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	107,601,602.00	932,446.00	108,534,048.00	110,244,547.00	917,432.00	111,161,979.00	2.4%
2) Federal Revenue		8100-8299	0.00	4,708,060.00	4,708,060.00	0.00	3,714,151.00	3,714,151.00	-21.1%
3) Other State Revenue		8300-8599	2,001,053.00	15,040,894.00	17,041,947.00	1,983,519.00	14,509,782.00	16,493,301.00	-3.2%
4) Other Local Revenue		8600-8799	27,117,916.00	12,359,383.00	39,477,299.00	26,247,066.00	8,082,122.00	34,329,188.00	-13.0%
5) TOTAL, REVENUES			136,720,571.00	33,040,783.00	169,761,354.00	138,475,132.00	27,223,487.00	165,698,619.00	-2.4%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	51,972,569.00	15,644,896.00	67,617,465.00	56,013,686.00	16,355,158.00	72,368,844.00	7.0%
2) Classified Salaries		2000-2999	14,676,481.00	9,182,535.00	23,859,016.00	15,657,998.00	11,986,742.00	27,644,740.00	15.9%
3) Employee Benefits		3000-3999	22,405,073.00	14,165,212.00	36,570,285.00	25,096,648.00	16,499,863.00	41,596,511.00	13.7%
4) Books and Supplies		4000-4999	1,993,433.00	3,546,078.00	5,539,511.00	3,359,725.00	1,809,796.00	5,169,521.00	-6.7%
5) Services and Other Operating Expenditures		5000-5999	12,838,194.00	24,891,790.00	37,729,984.00	10,965,170.00	15,788,489.00	26,753,659.00	-29.1%
6) Capital Outlay		6000-6999	1,540,589.00	1,085,137.00	2,625,726.00	200,000.00	0.00	200,000.00	-92.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,419,757.00	0.00	1,419,757.00	1,415,411.00	0.00	1,415,411.00	-0.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(3,757,797.00)	3,222,121.00	(535,676.00)	(3,962,587.00)	3,373,522.00	(589,065.00)	10.0%
9) TOTAL, EXPENDITURES			103,088,299.00	71,737,769.00	174,826,068.00	108,746,051.00	65,813,570.00	174,559,621.00	-0.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			33,632,272.00	(38,696,986.00)	(5,064,714.00)	29,729,081.00	(38,590,083.00)	(8,861,002.00)	75.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	381,803.00	0.00	381,803.00	381,803.00	0.00	381,803.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(34,858,594.00)	34,858,594.00	0.00	(36,932,640.00)	36,932,640.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(35,240,397.00)	34,858,594.00	(381,803.00)	(37,314,443.00)	36,932,640.00	(381,803.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,608,125.00)	(3,838,392.00)	(5,446,517.00)	(7,585,362.00)	(1,657,443.00)	(9,242,805.00)	69.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	33,718,331.00	17,570,103.00	51,288,434.00	32,110,206.00	13,731,711.00	45,841,917.00	-10.6%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
c) As of July 1 - Audited (F1a + F1b)			33,718,331.00	17,570,103.00	51,288,434.00	32,110,206.00	13,731,711.00	45,841,917.00	-10.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			33,718,331.00	17,570,103.00	51,288,434.00	32,110,206.00	13,731,711.00	45,841,917.00	-10.6%
2) Ending Balance, June 30 (E + F1e)			32,110,206.00	13,731,711.00	45,841,917.00	24,524,844.00	12,074,268.00	36,599,112.00	-20.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	50,000.00	0.00	50,000.00	50,000.00	0.00	50,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	13,731,711.00	13,731,711.00	0.00	12,074,268.00	12,074,268.00	-12.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	3,064,006.00	0.00	3,064,006.00	3,064,006.00	0.00	3,064,006.00	0.0%
LCFF Supplemental	0000	9760	*2,064,006.00*		*2,064,006.00*			*0.00*	
Potential uninsured legal cost	0000	9760	*1,000,000.00*		*1,000,000.00*			*0.00*	
LCFF Supplemental	0000	9760			*0.00*	*2,064,006.00*		*2,064,006.00*	
Potential uninsured legal cost	0000	9760			*0.00*	*1,000,000.00*		*1,000,000.00*	
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	28,996,200.00	0.00	28,996,200.00	21,410,838.00	0.00	21,410,838.00	-26.2%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	70,419,926.29	(11,929,401.72)	58,490,524.57				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	46,914.86	0.00	46,914.86				
c) in Revolving Cash Account		9130	50,000.00	0.00	50,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	108,527.94	108,527.94				

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			70,516,841.15	(11,820,873.78)	58,695,967.37				
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	11,778,906.18	46,809.61	11,825,715.79				
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			11,778,906.18	46,809.61	11,825,715.79				
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)			58,737,934.97	(11,867,683.39)	46,870,251.58				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	45,155,302.00	0.00	45,155,302.00	61,858,925.00	0.00	61,858,925.00	37.0%
Education Protection Account State Aid - Current Year		8012	16,063,850.00	0.00	16,063,850.00	1,760,948.00	0.00	1,760,948.00	-89.0%
State Aid - Prior Years		8019	(240,951.00)	0.00	(240,951.00)	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	159,053.00	0.00	159,053.00	159,053.00	0.00	159,053.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	28,350,866.00	0.00	28,350,866.00	28,350,866.00	0.00	28,350,866.00	0.0%
Unsecured Roll Taxes		8042	2,423,542.00	0.00	2,423,542.00	2,423,542.00	0.00	2,423,542.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
Prior Years' Taxes		8043	(171,353.00)	0.00	(171,353.00)	(171,353.00)	0.00	(171,353.00)	0.0%
Supplemental Taxes		8044	761,465.00	0.00	761,465.00	761,465.00	0.00	761,465.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	16,234,037.00	0.00	16,234,037.00	16,234,037.00	0.00	16,234,037.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	5,794,848.00	0.00	5,794,848.00	5,794,848.00	0.00	5,794,848.00	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			114,530,659.00	0.00	114,530,659.00	117,172,331.00	0.00	117,172,331.00	2.3%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(500,000.00)		(500,000.00)	(500,000.00)		(500,000.00)	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	(6,429,057.00)	0.00	(6,429,057.00)	(6,427,784.00)	0.00	(6,427,784.00)	0.0%
Property Taxes Transfers		8097	0.00	932,446.00	932,446.00	0.00	917,432.00	917,432.00	-1.6%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			107,601,602.00	932,446.00	108,534,048.00	110,244,547.00	917,432.00	111,161,979.00	2.4%
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	2,499,710.00	2,499,710.00	0.00	2,123,284.00	2,123,284.00	-15.1%
Special Education Discretionary Grants		8182	0.00	292,236.00	292,236.00	0.00	159,373.00	159,373.00	-45.5%
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	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		1,354,609.00	1,354,609.00		1,071,879.00	1,071,879.00	-20.9%
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		240,108.00	240,108.00		186,200.00	186,200.00	-22.5%
Title III, Immigrant Student Program	4201	8290		1,803.00	1,803.00		0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Restricted (B)	2024-25 Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Restricted (E)	2025-26 Total Fund col. D + E (F)	% Diff Column C & F
Title III, English Learner Program	4203	8290		105,020.00	105,020.00		87,730.00	87,730.00	-16.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		152,942.00	152,942.00		85,685.00	85,685.00	-44.0%
Career and Technical Education	3500-3599	8290		61,632.00	61,632.00		0.00	0.00	-100.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	4,708,060.00	4,708,060.00	0.00	3,714,151.00	3,714,151.00	-21.1%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		1,554,412.00	1,554,412.00		1,498,920.00	1,498,920.00	-3.6%
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	463,692.00	463,692.00	0.00	463,692.00	463,692.00	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	428,738.00	0.00	428,738.00	428,881.00	0.00	428,881.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	1,542,015.00	659,826.00	2,201,841.00	1,554,638.00	667,436.00	2,222,074.00	0.9%
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		2,512,175.00	2,512,175.00		2,363,334.00	2,363,334.00	-5.9%
After School Education and Safety (ASES)	6010	8590		784,448.00	784,448.00		743,128.00	743,128.00	-5.3%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
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		380,845.00	380,845.00		466,635.00	466,635.00	22.5%
Arts and Music in Schools (Prop 28)	6770	8590		1,234,592.00	1,234,592.00		1,213,787.00	1,213,787.00	-1.7%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%

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All Other State Revenue	All Other	8590	30,300.00	7,450,904.00	7,481,204.00	0.00	7,092,850.00	7,092,850.00	-5.2%
TOTAL, OTHER STATE REVENUE			2,001,053.00	15,040,894.00	17,041,947.00	1,983,519.00	14,509,782.00	16,493,301.00	-3.2%
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	23,886,216.00	0.00	23,886,216.00	24,007,918.00	0.00	24,007,918.00	0.5%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,908,486.00	0.00	1,908,486.00	1,551,510.00	0.00	1,551,510.00	-18.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
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	936,973.00	4,599,546.00	5,536,519.00	300,000.00	373,947.00	673,947.00	-87.8%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	386,241.00	0.00	386,241.00	387,638.00	0.00	387,638.00	0.4%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		7,759,837.00	7,759,837.00		7,708,175.00	7,708,175.00	-0.7%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			27,117,916.00	12,359,383.00	39,477,299.00	26,247,066.00	8,082,122.00	34,329,188.00	-13.0%
TOTAL, REVENUES			136,720,571.00	33,040,783.00	169,761,354.00	138,475,132.00	27,223,487.00	165,698,619.00	-2.4%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	43,304,679.00	11,204,047.00	54,508,726.00	47,036,510.00	12,120,188.00	59,156,698.00	8.5%
Certificated Pupil Support Salaries		1200	2,016,683.00	2,559,713.00	4,576,396.00	2,163,434.00	2,753,990.00	4,917,424.00	7.5%
Certificated Supervisors' and Administrators' Salaries		1300	6,050,084.00	1,230,083.00	7,280,167.00	6,354,452.00	911,929.00	7,266,381.00	-0.2%
Other Certificated Salaries		1900	601,123.00	651,053.00	1,252,176.00	459,290.00	569,051.00	1,028,341.00	-17.9%
TOTAL, CERTIFICATED SALARIES			51,972,569.00	15,644,896.00	67,617,465.00	56,013,686.00	16,355,158.00	72,368,844.00	7.0%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	288,340.00	4,532,375.00	4,820,715.00	451,251.00	6,761,386.00	7,212,637.00	49.6%
Classified Support Salaries		2200	4,683,939.00	3,553,405.00	8,237,344.00	5,086,576.00	4,207,988.00	9,294,564.00	12.8%
Classified Supervisors' and Administrators' Salaries		2300	2,801,221.00	412,413.00	3,213,634.00	2,791,736.00	459,656.00	3,251,392.00	1.2%
Clerical, Technical and Office Salaries		2400	5,578,736.00	476,030.00	6,054,766.00	5,756,829.00	419,839.00	6,176,668.00	2.0%
Other Classified Salaries		2900	1,324,245.00	208,312.00	1,532,557.00	1,571,606.00	137,873.00	1,709,479.00	11.5%
TOTAL, CLASSIFIED SALARIES			14,676,481.00	9,182,535.00	23,859,016.00	15,657,998.00	11,986,742.00	27,644,740.00	15.9%
EMPLOYEE BENEFITS									

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
STRS		3101-3102	9,367,405.00	7,890,624.00	17,258,029.00	10,260,204.00	8,467,427.00	18,727,631.00	8.5%
PERS		3201-3202	4,114,540.00	2,752,258.00	6,866,798.00	4,473,544.00	3,653,660.00	8,127,204.00	18.4%
OASDI/Medicare/Alternative		3301-3302	1,978,853.00	982,637.00	2,961,490.00	1,977,158.00	1,183,743.00	3,160,901.00	6.7%
Health and Welfare Benefits		3401-3402	3,782,744.00	1,367,739.00	5,150,483.00	5,094,579.00	1,878,149.00	6,972,728.00	35.4%
Unemployment Insurance		3501-3502	33,553.00	12,779.00	46,332.00	34,527.00	13,886.00	48,413.00	4.5%
Workers' Compensation		3601-3602	2,105,273.00	779,593.00	2,884,866.00	2,165,925.00	870,632.00	3,036,557.00	5.3%
OPEB, Allocated		3701-3702	1,022,705.00	379,582.00	1,402,287.00	1,090,711.00	432,366.00	1,523,077.00	8.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			22,405,073.00	14,165,212.00	36,570,285.00	25,096,648.00	16,499,863.00	41,596,511.00	13.7%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	399,380.00	588,988.00	988,368.00	1,068,741.00	503,936.00	1,572,677.00	59.1%
Books and Other Reference Materials		4200	140,907.00	219,130.00	360,037.00	16,000.00	60,000.00	76,000.00	-78.9%
Materials and Supplies		4300	1,080,565.00	2,414,610.00	3,495,175.00	1,337,036.00	1,200,860.00	2,537,896.00	-27.4%
Noncapitalized Equipment		4400	372,581.00	323,350.00	695,931.00	937,948.00	45,000.00	982,948.00	41.2%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,993,433.00	3,546,078.00	5,539,511.00	3,359,725.00	1,809,796.00	5,169,521.00	-6.7%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	14,255,467.00	14,255,467.00	0.00	11,286,573.00	11,286,573.00	-20.8%
Travel and Conferences		5200	192,393.00	161,170.00	353,563.00	139,808.00	76,605.00	216,413.00	-38.8%
Dues and Memberships		5300	30,975.00	2,480.00	33,455.00	37,555.00	3,000.00	40,555.00	21.2%
Insurance		5400 - 5450	2,148,255.00	0.00	2,148,255.00	1,460,000.00	0.00	1,460,000.00	-32.0%
Operations and Housekeeping Services		5500	3,741,293.00	0.00	3,741,293.00	3,840,000.00	0.00	3,840,000.00	2.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	836,071.00	712,713.00	1,548,784.00	280,800.00	790,000.00	1,070,800.00	-30.9%
Transfers of Direct Costs		5710	(17,157.00)	17,157.00	0.00	(13,000.00)	13,000.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(12,379.00)	(209,880.00)	(222,259.00)	(16,800.00)	0.00	(16,800.00)	-92.4%
Professional/Consulting Services and Operating Expenditures		5800	5,161,748.00	9,952,683.00	15,114,431.00	4,516,707.00	3,619,311.00	8,136,018.00	-46.2%
Communications		5900	756,995.00	0.00	756,995.00	720,100.00	0.00	720,100.00	-4.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			12,838,194.00	24,891,790.00	37,729,984.00	10,965,170.00	15,788,489.00	26,753,659.00	-29.1%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	106,512.00	106,512.00	0.00	0.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	202,245.00	672,242.00	874,487.00	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
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	1,338,344.00	306,383.00	1,644,727.00	200,000.00	0.00	200,000.00	-87.8%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,540,589.00	1,085,137.00	2,625,726.00	200,000.00	0.00	200,000.00	-92.4%
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	17,201.00	0.00	17,201.00	0.00	0.00	0.00	-100.0%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	1,402,556.00	0.00	1,402,556.00	1,415,411.00	0.00	1,415,411.00	0.9%
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%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,419,757.00	0.00	1,419,757.00	1,415,411.00	0.00	1,415,411.00	-0.3%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(3,222,121.00)	3,222,121.00	0.00	(3,373,522.00)	3,373,522.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(535,676.00)	0.00	(535,676.00)	(589,065.00)	0.00	(589,065.00)	10.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(3,757,797.00)	3,222,121.00	(535,676.00)	(3,962,587.00)	3,373,522.00	(589,065.00)	10.0%
TOTAL, EXPENDITURES			103,088,299.00	71,737,769.00	174,826,068.00	108,746,051.00	65,813,570.00	174,559,621.00	-0.2%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	134,774.00	0.00	134,774.00	134,774.00	0.00	134,774.00	0.0%
To: Special Reserve Fund		7612	6,843.00	0.00	6,843.00	6,843.00	0.00	6,843.00	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	144,629.00	0.00	144,629.00	144,629.00	0.00	144,629.00	0.0%
Other Authorized Interfund Transfers Out		7619	95,557.00	0.00	95,557.00	95,557.00	0.00	95,557.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			381,803.00	0.00	381,803.00	381,803.00	0.00	381,803.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
(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	(34,858,594.00)	34,858,594.00	0.00	(36,932,640.00)	36,932,640.00	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			(34,858,594.00)	34,858,594.00	0.00	(36,932,640.00)	36,932,640.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(35,240,397.00)	34,858,594.00	(381,803.00)	(37,314,443.00)	36,932,640.00	(381,803.00)	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	107,601,602.00	932,446.00	108,534,048.00	110,244,547.00	917,432.00	111,161,979.00	2.4%
2) Federal Revenue		8100-8299	0.00	4,708,060.00	4,708,060.00	0.00	3,714,151.00	3,714,151.00	-21.1%
3) Other State Revenue		8300-8599	2,001,053.00	15,040,894.00	17,041,947.00	1,983,519.00	14,509,782.00	16,493,301.00	-3.2%
4) Other Local Revenue		8600-8799	27,117,916.00	12,359,383.00	39,477,299.00	26,247,066.00	8,082,122.00	34,329,188.00	-13.0%
5) TOTAL, REVENUES			136,720,571.00	33,040,783.00	169,761,354.00	138,475,132.00	27,223,487.00	165,698,619.00	-2.4%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		59,081,057.00	43,467,570.00	102,548,627.00	65,570,046.00	41,100,014.00	106,670,060.00	4.0%
2) Instruction - Related Services	2000-2999		14,439,453.00	3,915,270.00	18,354,723.00	14,718,442.00	3,409,420.00	18,127,862.00	-1.2%
3) Pupil Services	3000-3999		5,830,980.00	10,555,863.00	16,386,843.00	6,250,314.00	9,632,157.00	15,882,471.00	-3.1%
4) Ancillary Services	4000-4999		1,026,432.00	3,420,332.00	4,446,764.00	1,089,109.00	2,471,991.00	3,561,100.00	-19.9%
5) Community Services	5000-5999		11,555.00	12,257.00	23,812.00	53,682.00	172.00	53,854.00	126.2%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		7,938,509.00	3,561,801.00	11,500,310.00	7,132,170.00	3,448,203.00	10,580,373.00	-8.0%
8) Plant Services	8000-8999		13,340,556.00	6,804,676.00	20,145,232.00	12,516,877.00	5,751,613.00	18,268,490.00	-9.3%
9) Other Outgo	9000-9999	Except 7600-7699	1,419,757.00	0.00	1,419,757.00	1,415,411.00	0.00	1,415,411.00	-0.3%
10) TOTAL, EXPENDITURES			103,088,299.00	71,737,769.00	174,826,068.00	108,746,051.00	65,813,570.00	174,559,621.00	-0.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			33,632,272.00	(38,696,986.00)	(5,064,714.00)	29,729,081.00	(38,590,083.00)	(8,861,002.00)	75.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	381,803.00	0.00	381,803.00	381,803.00	0.00	381,803.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(34,858,594.00)	34,858,594.00	0.00	(36,932,640.00)	36,932,640.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(35,240,397.00)	34,858,594.00	(381,803.00)	(37,314,443.00)	36,932,640.00	(381,803.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,608,125.00)	(3,838,392.00)	(5,446,517.00)	(7,585,362.00)	(1,657,443.00)	(9,242,805.00)	69.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	33,718,331.00	17,570,103.00	51,288,434.00	32,110,206.00	13,731,711.00	45,841,917.00	-10.6%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
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)			33,718,331.00	17,570,103.00	51,288,434.00	32,110,206.00	13,731,711.00	45,841,917.00	-10.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			33,718,331.00	17,570,103.00	51,288,434.00	32,110,206.00	13,731,711.00	45,841,917.00	-10.6%
2) Ending Balance, June 30 (E + F1e)			32,110,206.00	13,731,711.00	45,841,917.00	24,524,844.00	12,074,268.00	36,599,112.00	-20.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	50,000.00	0.00	50,000.00	50,000.00	0.00	50,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	13,731,711.00	13,731,711.00	0.00	12,074,268.00	12,074,268.00	-12.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	3,064,006.00	0.00	3,064,006.00	3,064,006.00	0.00	3,064,006.00	0.0%
LCFF Supplemental	0000	9760	*2,064,006.00*		*2,064,006.00*			*0.00*	
Potential uninsured legal cost	0000	9760	*1,000,000.00*		*1,000,000.00*			*0.00*	
LCFF Supplemental	0000	9760			*0.00*	*2,064,006.00*		*2,064,006.00*	
Potential uninsured legal cost	0000	9760			*0.00*	*1,000,000.00*		*1,000,000.00*	
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	28,996,200.00	0.00	28,996,200.00	21,410,838.00	0.00	21,410,838.00	-26.2%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
2600	Expanded Learning Opportunities Program	531,052.00	531,052.00
6266	Educator Effectiveness, FY 2021-22	580,218.00	3,389.00
6300	Lottery: Instructional Materials	1,516,050.00	1,516,050.00
6318	Antibias Education Grant	9,068.00	9,068.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	5,331,259.00	5,331,259.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	180,733.00	180,733.00
7388	SB 117 COVID-19 LEA Response Funds	156,836.00	156,836.00
7399	LCFF Equity Multiplier	112,686.00	0.00
7412	A-G Access/Success Grant	93,344.00	93,344.00
7810	Other Restricted State	87,729.00	48,864.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	1,485,893.00	1,485,893.00
9010	Other Restricted Local	3,646,843.00	2,717,780.00
Total, Restricted Balance		13,731,711.00	12,074,268.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	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	280,080.00	280,080.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			280,080.00	280,080.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			280,080.00	280,080.00	0.0%
2) Ending Balance, June 30 (E + F1e)			280,080.00	280,080.00	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	280,080.00	280,080.00	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	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	280,077.09		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			280,077.09		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G10 + H2) - (I6 + J2)			280,077.09		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	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%
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			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	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 - 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	280,080.00	280,080.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			280,080.00	280,080.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			280,080.00	280,080.00	0.0%
2) Ending Balance, June 30 (E + F1e)			280,080.00	280,080.00	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	280,080.00	280,080.00	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	2024-25 Estimated Actuals	2025-26 Budget
8210	Student Activity Funds	280,080.00	280,080.00
Total, Restricted Balance		280,080.00	280,080.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	299,156.00	299,156.00	0.0%
3) Other State Revenue		8300-8599	1,030,750.00	1,039,245.00	0.8%
4) Other Local Revenue		8600-8799	23,746.00	15,284.00	-35.6%
5) TOTAL, REVENUES			1,353,652.00	1,353,685.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	849,481.00	689,789.00	-18.8%
2) Classified Salaries		2000-2999	227,669.00	251,984.00	10.7%
3) Employee Benefits		3000-3999	392,595.00	380,947.00	-3.0%
4) Books and Supplies		4000-4999	261,285.00	20,000.00	-92.3%
5) Services and Other Operating Expenditures		5000-5999	285,787.00	40,000.00	-86.0%
6) Capital Outlay		6000-6999	20,825.00	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	58,763.00	51,238.00	-12.8%
9) TOTAL, EXPENDITURES			2,096,405.00	1,433,958.00	-31.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(742,753.00)	(80,273.00)	-89.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	95,557.00	95,557.00	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			95,557.00	95,557.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(647,196.00)	15,284.00	-102.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	657,541.00	10,345.00	-98.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			657,541.00	10,345.00	-98.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			657,541.00	10,345.00	-98.4%
2) Ending Balance, June 30 (E + F1e)			10,345.00	25,629.00	147.7%
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	10,345.00	25,629.00	147.7%
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	342,728.22		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	4,968.11		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			347,696.33		
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	0.56		
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			0.56		
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)			347,695.77		
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	299,156.00	299,156.00	0.0%
TOTAL, FEDERAL REVENUE			299,156.00	299,156.00	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	980,444.00	980,444.00	0.0%
All Other State Revenue	All Other	8590	50,306.00	58,801.00	16.9%
TOTAL, OTHER STATE REVENUE			1,030,750.00	1,039,245.00	0.8%
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	16,833.00	15,284.00	-9.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	4,887.00	0.00	-100.0%
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	2,026.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			23,746.00	15,284.00	-35.6%
TOTAL, REVENUES			1,353,652.00	1,353,685.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	650,878.00	447,625.00	-31.2%
Certificated Pupil Support Salaries		1200	62,020.00	77,364.00	24.7%
Certificated Supervisors' and Administrators' Salaries		1300	136,583.00	164,800.00	20.7%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			849,481.00	689,789.00	-18.8%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	32,467.00	33,327.00	2.6%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	171,768.00	184,146.00	7.2%
Other Classified Salaries		2900	23,434.00	34,511.00	47.3%
TOTAL, CLASSIFIED SALARIES			227,669.00	251,984.00	10.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	214,919.00	189,574.00	-11.8%
PERS		3201-3202	52,324.00	62,111.00	18.7%
OASDI/Medicare/Alternative		3301-3302	34,073.00	29,807.00	-12.5%
Health and Welfare Benefits		3401-3402	38,118.00	55,431.00	45.4%
Unemployment Insurance		3501-3502	644.00	468.00	-27.3%
Workers' Compensation		3601-3602	35,348.00	29,143.00	-17.6%
OPEB, Allocated		3701-3702	17,169.00	14,413.00	-16.1%
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			392,595.00	380,947.00	-3.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	11,540.00	10,000.00	-13.3%
Materials and Supplies		4300	222,183.00	10,000.00	-95.5%
Noncapitalized Equipment		4400	27,562.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			261,285.00	20,000.00	-92.3%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	6,500.00	0.00	-100.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	7,529.00	10,000.00	32.8%
Professional/Consulting Services and Operating Expenditures		5800	271,758.00	30,000.00	-89.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			285,787.00	40,000.00	-86.0%
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	20,825.00	0.00	-100.0%
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			20,825.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	58,763.00	51,238.00	-12.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			58,763.00	51,238.00	-12.8%
TOTAL, EXPENDITURES			2,096,405.00	1,433,958.00	-31.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	95,557.00	95,557.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			95,557.00	95,557.00	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)			95,557.00	95,557.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	299,156.00	299,156.00	0.0%
3) Other State Revenue		8300-8599	1,030,750.00	1,039,245.00	0.8%
4) Other Local Revenue		8600-8799	23,746.00	15,284.00	-35.6%
5) TOTAL, REVENUES			1,353,652.00	1,353,685.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		1,463,932.00	744,163.00	-49.2%
2) Instruction - Related Services	2000-2999		419,742.00	478,862.00	14.1%
3) Pupil Services	3000-3999		82,415.00	105,862.00	28.4%
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		58,763.00	51,238.00	-12.8%
8) Plant Services	8000-8999		71,553.00	53,833.00	-24.8%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,096,405.00	1,433,958.00	-31.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(742,753.00)	(80,273.00)	-89.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	95,557.00	95,557.00	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			95,557.00	95,557.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(647,196.00)	15,284.00	-102.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	657,541.00	10,345.00	-98.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			657,541.00	10,345.00	-98.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			657,541.00	10,345.00	-98.4%
2) Ending Balance, June 30 (E + F1e)			10,345.00	25,629.00	147.7%
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	10,345.00	25,629.00	147.7%
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	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	10,345.00	25,629.00
Total, Restricted Balance		10,345.00	25,629.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	397,973.00	504,648.00	26.8%
3) Other State Revenue		8300-8599	3,960,609.00	3,669,161.00	-7.4%
4) Other Local Revenue		8600-8799	141,852.00	74,825.00	-47.3%
5) TOTAL, REVENUES			4,500,434.00	4,248,634.00	-5.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,141,688.00	1,122,492.00	-1.7%
2) Classified Salaries		2000-2999	1,061,998.00	1,080,590.00	1.8%
3) Employee Benefits		3000-3999	935,953.00	994,896.00	6.3%
4) Books and Supplies		4000-4999	133,381.00	131,699.00	-1.3%
5) Services and Other Operating Expenditures		5000-5999	352,345.00	660,161.00	87.4%
6) Capital Outlay		6000-6999	1,456,612.00	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	270,855.00	318,745.00	17.7%
9) TOTAL, EXPENDITURES			5,352,832.00	4,308,583.00	-19.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(852,398.00)	(59,949.00)	-93.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	134,774.00	134,774.00	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			134,774.00	134,774.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(717,624.00)	74,825.00	-110.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,792,507.00	1,074,883.00	-40.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,792,507.00	1,074,883.00	-40.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,792,507.00	1,074,883.00	-40.0%
2) Ending Balance, June 30 (E + F1e)			1,074,883.00	1,149,708.00	7.0%
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	1,074,883.00	1,149,708.00	7.0%
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	1,969,892.85		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,969,892.85		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.10		
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			0.10		
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)			1,969,892.75		
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	397,973.00	504,648.00	26.8%
TOTAL, FEDERAL REVENUE			397,973.00	504,648.00	26.8%
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	2,867,583.00	3,258,946.00	13.6%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,093,026.00	410,215.00	-62.5%
TOTAL, OTHER STATE REVENUE			3,960,609.00	3,669,161.00	-7.4%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	77,043.00	74,825.00	-2.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	18,643.00	0.00	-100.0%
Fees and Contracts					
Child Development Parent Fees		8673	7,601.00	0.00	-100.0%
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	38,565.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			141,852.00	74,825.00	-47.3%
TOTAL, REVENUES			4,500,434.00	4,248,634.00	-5.6%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Certificated Teachers' Salaries		1100	971,190.00	865,877.00	-10.8%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	170,498.00	170,500.00	0.0%
Other Certificated Salaries		1900	0.00	86,115.00	New
TOTAL, CERTIFICATED SALARIES			1,141,688.00	1,122,492.00	-1.7%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	822,768.00	784,229.00	-4.7%
Classified Support Salaries		2200	92,537.00	146,530.00	58.3%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	146,693.00	149,831.00	2.1%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			1,061,998.00	1,080,590.00	1.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	188,092.00	176,419.00	-6.2%
PERS		3201-3202	407,123.00	408,951.00	0.4%
OASDI/Medicare/Alternative		3301-3302	123,297.00	125,557.00	1.8%
Health and Welfare Benefits		3401-3402	114,219.00	180,684.00	58.2%
Unemployment Insurance		3501-3502	1,108.00	1,109.00	0.1%
Workers' Compensation		3601-3602	68,786.00	68,461.00	-0.5%
OPEB, Allocated		3701-3702	33,328.00	33,715.00	1.2%
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			935,953.00	994,896.00	6.3%
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	98,488.00	86,699.00	-12.0%
Noncapitalized Equipment		4400	34,893.00	45,000.00	29.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			133,381.00	131,699.00	-1.3%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	30,500.00	25,000.00	-18.0%
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	213,980.00	6,200.00	-97.1%
Professional/Consulting Services and Operating Expenditures		5800	107,865.00	628,961.00	483.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			352,345.00	660,161.00	87.4%
CAPITAL OUTLAY					
Land		6100	3,334.00	0.00	-100.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,453,278.00	0.00	-100.0%
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			1,456,612.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	270,855.00	318,745.00	17.7%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			270,855.00	318,745.00	17.7%
TOTAL, EXPENDITURES			5,352,832.00	4,308,583.00	-19.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	134,774.00	134,774.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			134,774.00	134,774.00	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)			134,774.00	134,774.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	397,973.00	504,648.00	26.8%
3) Other State Revenue		8300-8599	3,960,609.00	3,669,161.00	-7.4%
4) Other Local Revenue		8600-8799	141,852.00	74,825.00	-47.3%
5) TOTAL, REVENUES			4,500,434.00	4,248,634.00	-5.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		3,015,132.00	3,170,766.00	5.2%
2) Instruction - Related Services	2000-2999		458,839.00	593,686.00	29.4%
3) Pupil Services	3000-3999		24,935.00	53,115.00	113.0%
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		270,855.00	318,745.00	17.7%
8) Plant Services	8000-8999		1,583,071.00	172,271.00	-89.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			5,352,832.00	4,308,583.00	-19.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(852,398.00)	(59,949.00)	-93.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	134,774.00	134,774.00	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			134,774.00	134,774.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(717,624.00)	74,825.00	-110.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,792,507.00	1,074,883.00	-40.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,792,507.00	1,074,883.00	-40.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,792,507.00	1,074,883.00	-40.0%
2) Ending Balance, June 30 (E + F1e)			1,074,883.00	1,149,708.00	7.0%
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	1,074,883.00	1,149,708.00	7.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
6129	Early Education: Center-Based Reserve Account for Department of Social Services Programs	274,871.00	274,871.00
6130	Early Education: Center-Based Reserve Account	370,671.00	370,671.00
6160	Child Care and Development Programs Administered by California Department of Social Services (State Funds)	20,161.00	20,161.00
7810	Other Restricted State	55,071.00	55,071.00
9010	Other Restricted Local	354,109.00	428,934.00
Total, Restricted Balance		1,074,883.00	1,149,708.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,750,106.00	2,679,611.00	-2.6%
3) Other State Revenue		8300-8599	3,236,703.00	3,236,703.00	0.0%
4) Other Local Revenue		8600-8799	533,036.00	440,562.00	-17.3%
5) TOTAL, REVENUES			6,519,845.00	6,356,876.00	-2.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	2,088,798.00	2,097,388.00	0.4%
3) Employee Benefits		3000-3999	904,488.00	907,089.00	0.3%
4) Books and Supplies		4000-4999	4,408,051.00	2,896,930.00	-34.3%
5) Services and Other Operating Expenditures		5000-5999	332,792.00	307,100.00	-7.7%
6) Capital Outlay		6000-6999	61,692.00	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	206,058.00	219,082.00	6.3%
9) TOTAL, EXPENDITURES			8,001,879.00	6,427,589.00	-19.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,482,034.00)	(70,713.00)	-95.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	144,629.00	144,629.00	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			144,629.00	144,629.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,337,405.00)	73,916.00	-105.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,754,459.00	4,417,054.00	-23.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,754,459.00	4,417,054.00	-23.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,754,459.00	4,417,054.00	-23.2%
2) Ending Balance, June 30 (E + F1e)			4,417,054.00	4,490,970.00	1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	1,007.90	0.00	-100.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,416,046.10	4,490,970.00	1.7%
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	6,055,478.71		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	18,025.08		
c) in Revolving Cash Account		9130	1,007.90		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			6,074,511.69		
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	(0.24)		
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			(0.24)		
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)			6,074,511.93		
FEDERAL REVENUE					
Child Nutrition Programs		8220	2,750,106.00	2,679,611.00	-2.6%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			2,750,106.00	2,679,611.00	-2.6%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	3,236,703.00	3,236,703.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			3,236,703.00	3,236,703.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	42,500.00	30,000.00	-29.4%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	188,533.00	160,362.00	-14.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	51,103.00	0.00	-100.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	250,900.00	250,200.00	-0.3%
TOTAL, OTHER LOCAL REVENUE			533,036.00	440,562.00	-17.3%
TOTAL, REVENUES			6,519,845.00	6,356,876.00	-2.5%
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	1,842,391.00	1,857,706.00	0.8%
Classified Supervisors' and Administrators' Salaries		2300	164,398.00	160,168.00	-2.6%
Clerical, Technical and Office Salaries		2400	82,009.00	79,514.00	-3.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			2,088,798.00	2,097,388.00	0.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	493,949.00	521,177.00	5.5%
OASDI/Medicare/Alternative		3301-3302	154,303.00	155,246.00	0.6%
Health and Welfare Benefits		3401-3402	157,604.00	132,241.00	-16.1%
Unemployment Insurance		3501-3502	1,044.00	1,037.00	-0.7%
Workers' Compensation		3601-3602	65,610.00	65,295.00	-0.5%
OPEB, Allocated		3701-3702	31,978.00	32,093.00	0.4%
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			904,488.00	907,089.00	0.3%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	280,719.00	192,000.00	-31.6%
Noncapitalized Equipment		4400	98,889.00	30,000.00	-69.7%
Food		4700	4,028,443.00	2,674,930.00	-33.6%
TOTAL, BOOKS AND SUPPLIES			4,408,051.00	2,896,930.00	-34.3%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	10,000.00	18,500.00	85.0%
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	39,000.00	30,000.00	-23.1%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	750.00	600.00	-20.0%
Professional/Consulting Services and Operating Expenditures		5800	278,042.00	255,000.00	-8.3%
Communications		5900	5,000.00	3,000.00	-40.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			332,792.00	307,100.00	-7.7%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	40,566.00	0.00	-100.0%
Equipment		6400	21,126.00	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			61,692.00	0.00	-100.0%
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	206,058.00	219,082.00	6.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			206,058.00	219,082.00	6.3%
TOTAL, EXPENDITURES			8,001,879.00	6,427,589.00	-19.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	144,629.00	144,629.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			144,629.00	144,629.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			144,629.00	144,629.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,750,106.00	2,679,611.00	-2.6%
3) Other State Revenue		8300-8599	3,236,703.00	3,236,703.00	0.0%
4) Other Local Revenue		8600-8799	533,036.00	440,562.00	-17.3%
5) TOTAL, REVENUES			6,519,845.00	6,356,876.00	-2.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		7,734,129.00	6,208,507.00	-19.7%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		206,058.00	219,082.00	6.3%
8) Plant Services	8000-8999		61,692.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			8,001,879.00	6,427,589.00	-19.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,482,034.00)	(70,713.00)	-95.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	144,629.00	144,629.00	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			144,629.00	144,629.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,337,405.00)	73,916.00	-105.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,754,459.00	4,417,054.00	-23.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,754,459.00	4,417,054.00	-23.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,754,459.00	4,417,054.00	-23.2%
2) Ending Balance, June 30 (E + F1e)			4,417,054.00	4,490,970.00	1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	1,007.90	0.00	-100.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,416,046.10	4,490,970.00	1.7%
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	2024-25 Estimated Actuals	2025-26 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	4,157,763.10	4,232,687.00
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	258,283.00	258,283.00
Total, Restricted Balance		4,416,046.10	4,490,970.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	500,000.00	500,000.00	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	75,473.00	53,025.00	-29.7%
5) TOTAL, REVENUES			575,473.00	553,025.00	-3.9%
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	423,250.00	500,000.00	18.1%
6) Capital Outlay		6000-6999	76,750.00	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			500,000.00	500,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			75,473.00	53,025.00	-29.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			75,473.00	53,025.00	-29.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,653,828.00	1,729,301.00	4.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,653,828.00	1,729,301.00	4.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,653,828.00	1,729,301.00	4.6%
2) Ending Balance, June 30 (E + F1e)			1,729,301.00	1,782,326.00	3.1%
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	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	1,729,301.00	1,782,326.00	3.1%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,126,742.45		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			2,126,742.45		
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	0.32		
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			0.32		
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)			2,126,742.13		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	500,000.00	500,000.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			500,000.00	500,000.00	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	58,704.00	53,025.00	-9.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	16,769.00	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			75,473.00	53,025.00	-29.7%
TOTAL, REVENUES			575,473.00	553,025.00	-3.9%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	423,250.00	500,000.00	18.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			423,250.00	500,000.00	18.1%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	76,750.00	0.00	-100.0%
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			76,750.00	0.00	-100.0%
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			500,000.00	500,000.00	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					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	500,000.00	500,000.00	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	75,473.00	53,025.00	-29.7%
5) TOTAL, REVENUES			575,473.00	553,025.00	-3.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		500,000.00	500,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			500,000.00	500,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			75,473.00	53,025.00	-29.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			75,473.00	53,025.00	-29.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,653,828.00	1,729,301.00	4.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,653,828.00	1,729,301.00	4.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,653,828.00	1,729,301.00	4.6%
2) Ending Balance, June 30 (E + F1e)			1,729,301.00	1,782,326.00	3.1%
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	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	1,729,301.00	1,782,326.00	3.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,014,545.00	709,903.00	-30.0%
5) TOTAL, REVENUES			1,014,545.00	709,903.00	-30.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,014,545.00	709,903.00	-30.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,014,545.00	709,903.00	-30.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	21,831,532.00	22,846,077.00	4.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			21,831,532.00	22,846,077.00	4.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			21,831,532.00	22,846,077.00	4.6%
2) Ending Balance, June 30 (E + F1e)			22,846,077.00	23,555,980.00	3.1%
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	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	18,363,782.00	18,307,737.00	-0.3%
Set-aside for agreed upon contribution to health benefits	0000	9760	*9,500,000.00*		
To cover 3 weeks payroll per BP 3100	0000	9760	*8,863,782.00*		
Set-aside for agreed upon contribution to health benefits	0000	9760		*9,500,000.00*	
To cover 3 weeks payroll per BP 3100	0000	9760		*8,807,737.00*	
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	4,482,295.00	5,248,243.00	17.1%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	22,509,150.42		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			22,509,150.42		
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)			22,509,150.42		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	793,356.00	709,903.00	-10.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	221,189.00	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			1,014,545.00	709,903.00	-30.0%
TOTAL, REVENUES			1,014,545.00	709,903.00	-30.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,014,545.00	709,903.00	-30.0%
5) TOTAL, REVENUES			1,014,545.00	709,903.00	-30.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,014,545.00	709,903.00	-30.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,014,545.00	709,903.00	-30.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	21,831,532.00	22,846,077.00	4.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			21,831,532.00	22,846,077.00	4.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			21,831,532.00	22,846,077.00	4.6%
2) Ending Balance, June 30 (E + F1e)			22,846,077.00	23,555,980.00	3.1%
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	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	18,363,782.00	18,307,737.00	-0.3%
Set-aside for agreed upon contribution to health benefits	0000	9760	*9,500,000.00*		
To cover 3 weeks payroll per BP 3100	0000	9760	*8,863,782.00*		
Set-aside for agreed upon contribution to health benefits	0000	9760		*9,500,000.00*	
To cover 3 weeks payroll per BP 3100	0000	9760		*8,807,737.00*	
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	4,482,295.00	5,248,243.00	17.1%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,650,862.00	0.00	-100.0%
5) TOTAL, REVENUES			5,650,862.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	703,132.00	683,079.00	-2.9%
3) Employee Benefits		3000-3999	283,434.00	299,026.00	5.5%
4) Books and Supplies		4000-4999	35,147.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	408,585.00	70,000.00	-82.9%
6) Capital Outlay		6000-6999	65,724,060.00	15,000,000.00	-77.2%
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			67,154,358.00	16,052,105.00	-76.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(61,503,496.00)	(16,052,105.00)	-73.9%
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)			(61,503,496.00)	(16,052,105.00)	-73.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	131,134,573.00	69,631,077.00	-46.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			131,134,573.00	69,631,077.00	-46.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			131,134,573.00	69,631,077.00	-46.9%
2) Ending Balance, June 30 (E + F1e)			69,631,077.00	53,578,972.00	-23.1%
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	69,631,077.00	53,578,972.00	-23.1%
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	100,032,187.30		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			100,032,187.30		
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	(.77)		
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			(.77)		
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)			100,032,188.07		
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	4,283,075.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	1,359,399.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	8,388.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,650,862.00	0.00	-100.0%
TOTAL, REVENUES			5,650,862.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	533,068.00	512,971.00	-3.8%
Clerical, Technical and Office Salaries		2400	170,064.00	170,108.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			703,132.00	683,079.00	-2.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	169,456.00	175,839.00	3.8%
OASDI/Medicare/Alternative		3301-3302	51,067.00	50,011.00	-2.1%
Health and Welfare Benefits		3401-3402	29,628.00	40,863.00	37.9%
Unemployment Insurance		3501-3502	353.00	343.00	-2.8%
Workers' Compensation		3601-3602	22,169.00	21,518.00	-2.9%
OPEB, Allocated		3701-3702	10,761.00	10,452.00	-2.9%
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			283,434.00	299,026.00	5.5%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	22,140.00	0.00	-100.0%
Noncapitalized Equipment		4400	13,007.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			35,147.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	25,200.00	0.00	-100.0%
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	383,385.00	70,000.00	-81.7%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			408,585.00	70,000.00	-82.9%
CAPITAL OUTLAY					
Land		6100	398,568.00	0.00	-100.0%
Land Improvements		6170	165,000.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	65,120,392.00	15,000,000.00	-77.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	40,100.00	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			65,724,060.00	15,000,000.00	-77.2%
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			67,154,358.00	16,052,105.00	-76.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,650,862.00	0.00	-100.0%
5) TOTAL, REVENUES			5,650,862.00	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		67,154,358.00	16,052,105.00	-76.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			67,154,358.00	16,052,105.00	-76.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(61,503,496.00)	(16,052,105.00)	-73.9%
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)			(61,503,496.00)	(16,052,105.00)	-73.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	131,134,573.00	69,631,077.00	-46.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			131,134,573.00	69,631,077.00	-46.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			131,134,573.00	69,631,077.00	-46.9%
2) Ending Balance, June 30 (E + F1e)			69,631,077.00	53,578,972.00	-23.1%
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	69,631,077.00	53,578,972.00	-23.1%
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	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	69,631,077.00	53,578,972.00
Total, Restricted Balance		69,631,077.00	53,578,972.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,300,345.00	3,159,805.00	37.4%
5) TOTAL, REVENUES			2,300,345.00	3,159,805.00	37.4%
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	1,397,855.00	0.00	-100.0%
6) Capital Outlay		6000-6999	3,588,751.00	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			4,986,606.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,686,261.00)	3,159,805.00	-217.6%
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)			(2,686,261.00)	3,159,805.00	-217.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,480,513.00	9,794,252.00	-21.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,480,513.00	9,794,252.00	-21.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,480,513.00	9,794,252.00	-21.5%
2) Ending Balance, June 30 (E + F1e)			9,794,252.00	12,954,057.00	32.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	9,794,252.00	12,954,057.00	32.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	10,843,703.65		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			10,843,703.65		
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	(.22)		
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			(.22)		
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)			10,843,703.87		
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	1,028,099.00	2,048,010.00	99.2%
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	415,304.00	361,795.00	-12.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	132,120.00	0.00	-100.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	724,822.00	750,000.00	3.5%
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			2,300,345.00	3,159,805.00	37.4%
TOTAL, REVENUES			2,300,345.00	3,159,805.00	37.4%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,328,869.00	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	68,986.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,397,855.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	23,247.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	3,565,504.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	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			3,588,751.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
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			4,986,606.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,300,345.00	3,159,805.00	37.4%
5) TOTAL, REVENUES			2,300,345.00	3,159,805.00	37.4%
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		21,746.00	0.00	-100.0%
8) Plant Services	8000-8999		4,964,860.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,986,606.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(2,686,261.00)	3,159,805.00	-217.6%
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)			(2,686,261.00)	3,159,805.00	-217.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,480,513.00	9,794,252.00	-21.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,480,513.00	9,794,252.00	-21.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,480,513.00	9,794,252.00	-21.5%
2) Ending Balance, June 30 (E + F1e)			9,794,252.00	12,954,057.00	32.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	9,794,252.00	12,954,057.00	32.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	9,794,252.00	12,954,057.00
Total, Restricted Balance		9,794,252.00	12,954,057.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,500,707.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	137,496.00	120,536.00	-12.3%
5) TOTAL, REVENUES			4,638,203.00	120,536.00	-97.4%
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)			4,638,203.00	120,536.00	-97.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,638,203.00	120,536.00	-97.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,727.00	4,640,930.00	170,084.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,727.00	4,640,930.00	170,084.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,727.00	4,640,930.00	170,084.5%
2) Ending Balance, June 30 (E + F1e)			4,640,930.00	4,761,466.00	2.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,640,930.00	4,761,466.00	2.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	4,574,096.18		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			4,574,096.18		
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)			4,574,096.18		
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					
School Facilities Apportionments		8545	4,500,707.00	0.00	-100.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			4,500,707.00	0.00	-100.0%
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	137,496.00	120,536.00	-12.3%
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			137,496.00	120,536.00	-12.3%
TOTAL, REVENUES			4,638,203.00	120,536.00	-97.4%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	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					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	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: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,500,707.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	137,496.00	120,536.00	-12.3%
5) TOTAL, REVENUES			4,638,203.00	120,536.00	-97.4%
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)			4,638,203.00	120,536.00	-97.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,638,203.00	120,536.00	-97.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,727.00	4,640,930.00	170,084.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,727.00	4,640,930.00	170,084.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,727.00	4,640,930.00	170,084.5%
2) Ending Balance, June 30 (E + F1e)			4,640,930.00	4,761,466.00	2.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,640,930.00	4,761,466.00	2.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
7710	State School Facilities Projects	4,640,930.00	4,761,466.00
Total, Restricted Balance		4,640,930.00	4,761,466.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,304,022.00	1,231,249.00	-46.6%
5) TOTAL, REVENUES			2,304,022.00	1,231,249.00	-46.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	80,745.00	81,042.00	0.4%
3) Employee Benefits		3000-3999	32,387.00	32,856.00	1.4%
4) Books and Supplies		4000-4999	4,500.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	83,408.00	40,000.00	-52.0%
6) Capital Outlay		6000-6999	1,087,162.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	1,306,239.00	407,496.00	-68.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,594,441.00	561,394.00	-78.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(290,419.00)	669,855.00	-330.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	6,843.00	6,843.00	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			6,843.00	6,843.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(283,576.00)	676,698.00	-338.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	7,819,304.00	7,535,728.00	-3.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,819,304.00	7,535,728.00	-3.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,819,304.00	7,535,728.00	-3.6%
2) Ending Balance, June 30 (E + F1e)			7,535,728.00	8,212,426.00	9.0%
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	204,730.00	225,046.00	9.9%
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	7,330,998.00	7,987,380.00	9.0%
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	8,124,301.15		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	156,902.65		
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	168,221.95		
10) TOTAL, ASSETS			8,449,425.75		
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	54,990.22		
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			54,990.22		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	154,548.53		
2) TOTAL, DEFERRED INFLOWS			154,548.53		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			8,239,887.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	1,052,475.00	964,933.00	-8.3%
Interest		8660	271,995.00	246,000.00	-9.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	72,497.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	24,816.00	20,316.00	-18.1%
All Other Transfers In from All Others		8799	882,239.00	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			2,304,022.00	1,231,249.00	-46.6%
TOTAL, REVENUES			2,304,022.00	1,231,249.00	-46.6%
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	80,745.00	81,042.00	0.4%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			80,745.00	81,042.00	0.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	20,932.00	21,203.00	1.3%
OASDI/Medicare/Alternative		3301-3302	6,164.00	6,098.00	-1.1%
Health and Welfare Benefits		3401-3402	1,466.00	1,721.00	17.4%
Unemployment Insurance		3501-3502	41.00	41.00	0.0%
Workers' Compensation		3601-3602	2,544.00	2,553.00	0.4%
OPEB, Allocated		3701-3702	1,240.00	1,240.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			32,387.00	32,856.00	1.4%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	4,500.00	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			4,500.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
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	83,408.00	40,000.00	-52.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			83,408.00	40,000.00	-52.0%
CAPITAL OUTLAY					
Land		6100	21,879.00	0.00	-100.0%
Land Improvements		6170	30,000.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	1,035,283.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	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			1,087,162.00	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	882,239.00	0.00	-100.0%
Debt Service					
Debt Service - Interest		7438	160,000.00	134,496.00	-15.9%
Other Debt Service - Principal		7439	264,000.00	273,000.00	3.4%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,306,239.00	407,496.00	-68.8%
TOTAL, EXPENDITURES			2,594,441.00	561,394.00	-78.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	6,843.00	6,843.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			6,843.00	6,843.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			6,843.00	6,843.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,304,022.00	1,231,249.00	-46.6%
5) TOTAL, REVENUES			2,304,022.00	1,231,249.00	-46.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		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		1,288,202.00	153,898.00	-88.1%
9) Other Outgo	9000-9999	Except 7600-7699	1,306,239.00	407,496.00	-68.8%
10) TOTAL, EXPENDITURES			2,594,441.00	561,394.00	-78.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(290,419.00)	669,855.00	-330.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	6,843.00	6,843.00	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			6,843.00	6,843.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(283,576.00)	676,698.00	-338.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	7,819,304.00	7,535,728.00	-3.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,819,304.00	7,535,728.00	-3.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,819,304.00	7,535,728.00	-3.6%
2) Ending Balance, June 30 (E + F1e)			7,535,728.00	8,212,426.00	9.0%
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	204,730.00	225,046.00	9.9%
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	7,330,998.00	7,987,380.00	9.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	204,730.00	225,046.00
Total, Restricted Balance		204,730.00	225,046.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	109,700.00	109,700.00	0.0%
4) Other Local Revenue		8600-8799	27,615,629.00	25,983,726.00	-5.9%
5) TOTAL, REVENUES			27,725,329.00	26,093,426.00	-5.9%
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	22,635,178.00	31,646,826.00	39.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			22,635,178.00	31,646,826.00	39.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,090,151.00	(5,553,400.00)	-209.1%
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)			5,090,151.00	(5,553,400.00)	-209.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	22,888,636.00	27,978,787.00	22.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			22,888,636.00	27,978,787.00	22.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			22,888,636.00	27,978,787.00	22.2%
2) Ending Balance, June 30 (E + F1e)			27,978,787.00	22,425,387.00	-19.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	27,978,787.00	22,425,387.00	-19.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	27,221,902.76		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			27,221,902.76		
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)			27,221,902.76		
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	109,700.00	109,700.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			109,700.00	109,700.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	25,570,107.00	24,202,526.00	-5.3%
Unsecured Roll		8612	675,300.00	675,300.00	0.0%
Prior Years' Taxes		8613	100,500.00	100,500.00	0.0%
Supplemental Taxes		8614	619,500.00	619,500.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	417,753.00	385,900.00	-7.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	232,469.00	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			27,615,629.00	25,983,726.00	-5.9%
TOTAL, REVENUES			27,725,329.00	26,093,426.00	-5.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	6,946,826.00	14,703,781.00	111.7%
Bond Interest and Other Service Charges		7434	15,688,352.00	16,943,045.00	8.0%
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)			22,635,178.00	31,646,826.00	39.8%
TOTAL, EXPENDITURES			22,635,178.00	31,646,826.00	39.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	109,700.00	109,700.00	0.0%
4) Other Local Revenue		8600-8799	27,615,629.00	25,983,726.00	-5.9%
5) TOTAL, REVENUES			27,725,329.00	26,093,426.00	-5.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	22,635,178.00	31,646,826.00	39.8%
10) TOTAL, EXPENDITURES			22,635,178.00	31,646,826.00	39.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			5,090,151.00	(5,553,400.00)	-209.1%
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)			5,090,151.00	(5,553,400.00)	-209.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	22,888,636.00	27,978,787.00	22.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			22,888,636.00	27,978,787.00	22.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			22,888,636.00	27,978,787.00	22.2%
2) Ending Balance, June 30 (E + F1e)			27,978,787.00	22,425,387.00	-19.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	27,978,787.00	22,425,387.00	-19.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	27,978,787.00	22,425,387.00
Total, Restricted Balance		27,978,787.00	22,425,387.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20,197.00	10,971.00	-45.7%
5) TOTAL, REVENUES			20,197.00	10,971.00	-45.7%
B. EXPENSES					
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 Expenses		5000-5999	24,500.00	23,500.00	-4.1%
6) Depreciation and Amortization		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, EXPENSES			24,500.00	23,500.00	-4.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,303.00)	(12,529.00)	191.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(4,303.00)	(12,529.00)	191.2%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	337,239.00	332,936.00	-1.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			337,239.00	332,936.00	-1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			337,239.00	332,936.00	-1.3%
2) Ending Net Position, June 30 (E + F1e)			332,936.00	320,407.00	-3.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	332,936.00	320,407.00	-3.8%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	330,729.32		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			330,729.32		
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) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			330,729.32		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	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					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	12,281.00	10,971.00	-10.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	3,416.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	4,500.00	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			20,197.00	10,971.00	-45.7%
TOTAL, REVENUES			20,197.00	10,971.00	-45.7%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	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%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
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%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	24,500.00	23,500.00	-4.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			24,500.00	23,500.00	-4.1%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENSES			24,500.00	23,500.00	-4.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
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%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
TOTAL, OTHER FINANCING SOURCES/USES					
(a + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20,197.00	10,971.00	-45.7%
5) TOTAL, REVENUES			20,197.00	10,971.00	-45.7%
B. EXPENSES (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		24,500.00	23,500.00	-4.1%
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, EXPENSES			24,500.00	23,500.00	-4.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(4,303.00)	(12,529.00)	191.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(4,303.00)	(12,529.00)	191.2%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	337,239.00	332,936.00	-1.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			337,239.00	332,936.00	-1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			337,239.00	332,936.00	-1.3%
2) Ending Net Position, June 30 (E + F1e)			332,936.00	320,407.00	-3.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	332,936.00	320,407.00	-3.8%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	332,936.00	320,407.00
Total, Restricted Net Position		332,936.00	320,407.00

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	8,804.17	8,804.17	8,804.17	8,804.17	8,804.17	8,804.17
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)	8,804.17	8,804.17	8,804.17	8,804.17	8,804.17	8,804.17
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
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)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	8,804.17	8,804.17	8,804.17	8,804.17	8,804.17	8,804.17
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

_____ Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	$	
Less: Amount of total liabilities reserved in budget:	$	
Estimated accrued but unfunded liabilities:	$	0.00

X This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

_____ This school district is not self-insured for workers' compensation claims.

Signed _____ Date of Meeting: 06/10/2024

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: _____ Title: _____

For additional information on this certification, please contact:

Name: Steve Chonel

Title: Fiscal Director

Telephone: 510-337-7082

E-mail: schonel@alamedaunified.org

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	67,617,465.00	301	175.00	303	67,617,290.00	305	423,908.00	424,908.00	307	67,192,382.00	309
2000 - Classified Salaries	23,859,016.00	311	179,776.00	313	23,679,240.00	315	711,631.00	1,100,777.00	317	22,578,463.00	319
3000 - Employee Benefits	36,570,285.00	321	1,481,451.00	323	35,088,834.00	325	434,670.00	608,058.00	327	34,480,776.00	329
4000 - Books, Supplies Equip Replace. (6500)	5,539,511.00	331	13,528.00	333	5,525,983.00	335	731,411.00	882,141.00	337	4,643,842.00	339
5000 - Services. . . & 7300 - Indirect Costs	37,194,308.00	341	511,496.00	343	36,682,812.00	345	14,139,594.00	16,094,409.00	347	20,588,403.00	349
				TOTAL	168,594,159.00	365			TOTAL	149,483,866.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011.	1100	53,983,339.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	4,795,083.00	380
3. STRS.	3101 & 3102	13,693,234.00	382
4. PERS.	3201 & 3202	2,021,179.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	1,333,909.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	3,362,242.00	385
7. Unemployment Insurance.	3501 & 3502	30,047.00	390
8. Workers' Compensation Insurance.	3601 & 3602	1,868,339.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		81,087,372.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		0.00	396
14. TOTAL SALARIES AND BENEFITS.		81,087,372.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.		54.24%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	54.24%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	.76%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	149,483,866.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	1,136,077.38

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Removed ELOP grant

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	72,368,844.00	301	1,000.00	303	72,367,844.00	305	404,621.00		307	71,963,223.00	309
2000 - Classified Salaries	27,644,740.00	311	184,214.00	313	27,460,526.00	315	632,859.00		317	26,827,667.00	319
3000 - Employee Benefits	41,596,511.00	321	1,620,844.00	323	39,975,667.00	325	397,026.00		327	39,578,641.00	329
4000 - Books, Supplies Equip Replace. (6500)	5,169,521.00	331	19,121.00	333	5,150,400.00	335	874,568.00		337	4,275,832.00	339
5000 - Services. . . & 7300 - Indirect Costs	26,164,594.00	341	67,051.00	343	26,097,543.00	345	8,101,013.00		347	17,996,530.00	349
				TOTAL	171,051,980.00	365			TOTAL	160,641,893.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011.	1100	58,581,568.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	7,211,637.00	380
3. STRS.	3101 & 3102	15,148,154.00	382
4. PERS.	3201 & 3202	2,692,798.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	1,482,451.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	4,556,219.00	385
7. Unemployment Insurance.	3501 & 3502	31,899.00	390
8. Workers' Compensation Insurance.	3601 & 3602	2,002,322.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	91,707,048.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS	91,707,048.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372	57.09%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	57.09%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	160,641,893.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Section I - Expenditures	Funds 01, 09, and 62			2024-25 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	175,207,871.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	4,601,450.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	15,287.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	2,623,317.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	1,402,556.00
5. Interfund Transfers Out	All	9300	7600-7629	381,803.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				4,422,963.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	1,482,034.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				167,665,492.00

Section II - Expenditures Per ADA	2024-25 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)	8,804.17
B. Expenditures per ADA (Line I.E divided by Line II.A)	19,043.87

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	150,266,577.20	17,538.40
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	150,266,577.20	17,538.40
B. Required effort (Line A.2 times 90%)	135,239,919.48	15,784.56
C. Current year expenditures (Line I.E and Line II.B)	167,665,492.00	19,043.87
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	

F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2026-27 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 7200-7700, goals 0000 and 9000) — 5,213,341.00
2. Contracted general administrative positions not paid through payroll
   a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.
   b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) — 121,431,138.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) — 4.29%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. — **Entry required**

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
   (Functions 7200-7600, objects 1000-5999, minus Line B9) — 7,277,990.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
   (Function 7700, objects 1000-5999, minus Line B10) — 2,832,771.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	94,850.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only)	
(Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	814,100.86
6. Facilities Rents and Leases (portion relating to general administrative offices only)	
(Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	11,019,711.86
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	11,019,711.86
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	92,315,791.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	18,326,768.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	13,115,406.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	2,419,530.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	21,403.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	1,518,504.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only)	
(Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	117,423.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only)	
(Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	38,248.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices)	
(Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	18,162,609.14
12. Facilities Rents and Leases (all except portion relating to general administrative offices)	
(Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	2,016,817.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	3,625,365.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	3,705,686.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	155,383,550.14
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	7.09%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2026-27 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	7.09%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	11,019,711.86
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	610,197.92
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (8.02%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (8.02%) times Part III, Line B19) or (the highest rate used to recover costs from any program (8.02%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	0.00
E. Optional allocation of negative carry-forward adjustment over more than one year	

Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.

Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	0.00

Approved indirect cost rate:	8.02%
Highest rate used in any program:	8.02%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	1,112,674.00	89,236.00	8.02%
01	3010	1,254,036.00	100,573.00	8.02%
01	3310	1,973,097.00	158,242.00	8.02%
01	3311	29,989.00	2,405.00	8.02%
01	3312	311,033.00	24,944.00	8.02%
01	3315	66,003.00	5,293.00	8.02%
01	3318	8,276.00	664.00	8.02%
01	3385	98,695.00	7,915.00	8.02%
01	3550	58,698.00	2,934.00	5.00%
01	4035	222,281.00	17,827.00	8.02%
01	4127	141,587.00	11,355.00	8.02%
01	4201	1,670.00	133.00	7.96%
01	4203	97,223.00	7,797.00	8.02%
01	6010	277,102.00	13,855.00	5.00%
01	6053	248,655.00	19,942.00	8.02%
01	6318	98,220.00	7,877.00	8.02%
01	6387	352,570.00	28,276.00	8.02%
01	6388	407,921.00	16,733.00	4.10%
01	6500	26,176,443.00	2,099,120.00	8.02%
01	6510	50,000.00	4,010.00	8.02%
01	6520	71,209.00	5,711.00	8.02%
01	6546	351,436.00	28,185.00	8.02%
01	6547	272,870.00	21,884.00	8.02%
01	6770	1,688,778.00	16,888.00	1.00%
01	7085	196,935.00	15,794.00	8.02%
01	7311	42,300.00	3,392.00	8.02%
01	7339	92,576.00	7,424.00	8.02%
01	7412	95,188.00	7,634.00	8.02%
01	7413	24,237.00	1,942.00	8.01%
01	7810	25,056.00	2,009.00	8.02%
01	8150	5,644,962.00	452,725.00	8.02%
01	9010	4,389,588.00	39,402.00	0.90%
11	6371	12,127.00	942.00	7.77%
11	6391	1,156,450.00	57,821.00	5.00%
12	5025	312,677.00	25,076.00	8.02%
12	5160	41,944.00	3,364.00	8.02%
12	6040	725,859.00	58,213.00	8.02%
12	6105	2,271,978.00	182,213.00	8.02%

12	6160	24,805.00	1,989.00	8.02%
13	5310	3,126,059.00	180,865.00	5.79%
13	5320	424,139.00	25,193.00	5.94%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	1,412,858.00		1,815,184.00	3,228,042.00
2. State Lottery Revenue	8560	1,542,015.00		659,826.00	2,201,841.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		2,954,873.00	0.00	2,475,010.00	5,429,883.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	379,053.00		0.00	379,053.00
2. Classified Salaries	2000-2999	490,994.00		0.00	490,994.00
3. Employee Benefits	3000-3999	331,484.00		0.00	331,484.00
4. Books and Supplies	4000-4999	0.00		728,384.00	728,384.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			230,576.00	230,576.00
6. Capital Outlay	6000-6999	340,484.00		0.00	340,484.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		1,542,015.00	0.00	958,960.00	2,500,975.00
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	1,412,858.00	0.00	1,516,050.00	2,928,908.00

D. COMMENTS:

Explanation needed for amounts in shaded cells for Resource 6300.

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	110,244,547.00	2.91%	113,450,548.00	0.55%	114,076,116.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	1,983,519.00	0.00%	1,983,519.00	0.00%	1,983,519.00
4. Other Local Revenues	8600-8799	26,247,066.00	0.00%	26,247,066.00	0.00%	26,247,066.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(36,932,640.00)	4.26%	(38,506,951.00)	1.75%	(39,179,458.00)
6. Total (Sum lines A1 thru A5c)		101,542,492.00	1.61%	103,174,182.00	-0.05%	103,127,243.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				56,013,686.00		56,161,187.00
b. Step & Column Adjustment				576,068.00		572,125.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(428,567.00)		(948,763.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	56,013,686.00	0.26%	56,161,187.00	-0.67%	55,784,549.00
2. Classified Salaries						
a. Base Salaries				15,657,998.00		15,717,836.00
b. Step & Column Adjustment				169,316.00		170,556.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(109,478.00)		(66,000.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	15,657,998.00	0.38%	15,717,836.00	0.67%	15,822,392.00
3. Employee Benefits	3000-3999	25,096,648.00	3.77%	26,042,115.00	0.77%	26,242,079.00
4. Books and Supplies	4000-4999	3,359,725.00	2.98%	3,459,845.00	2.77%	3,555,683.00
5. Services and Other Operating Expenditures	5000-5999	10,965,170.00	10.38%	12,102,900.00	-0.07%	12,093,870.00
6. Capital Outlay	6000-6999	200,000.00	2.98%	205,960.00	2.77%	211,665.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,415,411.00	0.00%	1,415,411.00	0.00%	1,415,411.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(3,962,587.00)	0.00%	(3,962,587.00)	-2.10%	(3,879,209.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	381,803.00	0.00%	381,803.00	0.00%	381,803.00
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)		109,127,854.00	2.20%	111,524,470.00	0.09%	111,628,243.00

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(7,585,362.00)		(8,350,288.00)		(8,501,000.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		32,110,206.00		24,524,844.00		16,174,556.00
2. Ending Fund Balance (Sum lines C and D1)		24,524,844.00		16,174,556.00		7,673,556.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	50,000.00		50,000.00		50,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	3,064,006.00		3,064,006.00		3,064,006.00
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	21,410,838.00		13,060,550.00		4,559,550.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		24,524,844.00		16,174,556.00		7,673,556.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	21,410,838.00		13,060,550.00		4,559,550.00
(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					
b. Reserve for Economic Uncertainties	9789	5,248,243.00		5,248,243.00		5,248,243.00
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		26,659,081.00		18,308,793.00		9,807,793.00

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.

B1d and B2d: few positions funded by one-time restricted funds for both out year.

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	917,432.00	0.00%	917,432.00	0.00%	917,432.00
2. Federal Revenues	8100-8299	3,714,151.00	0.00%	3,714,151.00	0.00%	3,714,151.00
3. Other State Revenues	8300-8599	14,509,782.00	0.00%	14,509,782.00	0.00%	14,509,782.00
4. Other Local Revenues	8600-8799	8,082,122.00	-3.88%	7,768,324.00	0.00%	7,768,324.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	36,932,640.00	4.26%	38,506,951.00	1.75%	39,179,458.00
6. Total (Sum lines A1 thru A5c)		64,156,127.00	1.96%	65,416,640.00	1.03%	66,089,147.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				16,355,158.00		16,130,462.00
b. Step & Column Adjustment				(388,431.00)		168,009.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				163,735.00		221,250.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	16,355,158.00	-1.37%	16,130,462.00	2.41%	16,519,721.00
2. Classified Salaries						
a. Base Salaries				11,986,742.00		11,951,826.00
b. Step & Column Adjustment				123,094.00		124,572.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(158,010.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	11,986,742.00	-0.29%	11,951,826.00	1.04%	12,076,398.00
3. Employee Benefits	3000-3999	16,499,863.00	-2.02%	16,166,634.00	1.82%	16,460,972.00
4. Books and Supplies	4000-4999	1,809,796.00	2.98%	1,863,728.00	2.77%	1,915,353.00
5. Services and Other Operating Expenditures	5000-5999	15,788,489.00	-3.41%	15,249,782.00	2.77%	15,672,201.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	3,373,522.00	0.00%	3,373,522.00	-2.47%	3,290,144.00
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)		65,813,570.00	-1.64%	64,735,954.00	1.85%	65,934,789.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(1,657,443.00)		680,686.00		154,358.00

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		13,731,711.00		12,074,268.00		12,754,954.00
2. Ending Fund Balance (Sum lines C and D1)		12,074,268.00		12,754,954.00		12,909,312.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	12,074,268.00		12,754,954.00		12,909,312.00
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		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		12,074,268.00		12,754,954.00		12,909,312.00
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.

B.1.d Few positions funded out of unrestricted are now funded by one-time restricted fund for both out years. B.2.d. Fund is discontinued and no longer able to cover the position.

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	111,161,979.00	2.88%	114,367,980.00	0.55%	114,993,548.00
2. Federal Revenues	8100-8299	3,714,151.00	0.00%	3,714,151.00	0.00%	3,714,151.00
3. Other State Revenues	8300-8599	16,493,301.00	0.00%	16,493,301.00	0.00%	16,493,301.00
4. Other Local Revenues	8600-8799	34,329,188.00	-0.91%	34,015,390.00	0.00%	34,015,390.00
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)		165,698,619.00	1.75%	168,590,822.00	0.37%	169,216,390.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				72,368,844.00		72,291,649.00
b. Step & Column Adjustment				187,637.00		740,134.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(264,832.00)		(727,513.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	72,368,844.00	-0.11%	72,291,649.00	0.02%	72,304,270.00
2. Classified Salaries						
a. Base Salaries				27,644,740.00		27,669,662.00
b. Step & Column Adjustment				292,410.00		295,128.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(267,488.00)		(66,000.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	27,644,740.00	0.09%	27,669,662.00	0.83%	27,898,790.00
3. Employee Benefits	3000-3999	41,596,511.00	1.47%	42,208,749.00	1.17%	42,703,051.00
4. Books and Supplies	4000-4999	5,169,521.00	2.98%	5,323,573.00	2.77%	5,471,036.00
5. Services and Other Operating Expenditures	5000-5999	26,753,659.00	2.24%	27,352,682.00	1.51%	27,766,071.00
6. Capital Outlay	6000-6999	200,000.00	2.98%	205,960.00	2.77%	211,665.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,415,411.00	0.00%	1,415,411.00	0.00%	1,415,411.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(589,065.00)	0.00%	(589,065.00)	0.00%	(589,065.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	381,803.00	0.00%	381,803.00	0.00%	381,803.00
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)		174,941,424.00	0.75%	176,260,424.00	0.74%	177,563,032.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(9,242,805.00)		(7,669,602.00)		(8,346,642.00)

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		45,841,917.00		36,599,112.00		28,929,510.00
2. Ending Fund Balance (Sum lines C and D1)		36,599,112.00		28,929,510.00		20,582,868.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	50,000.00		50,000.00		50,000.00
b. Restricted	9740	12,074,268.00		12,754,954.00		12,909,312.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	3,064,006.00		3,064,006.00		3,064,006.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	21,410,838.00		13,060,550.00		4,559,550.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		36,599,112.00		28,929,510.00		20,582,868.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	21,410,838.00		13,060,550.00		4,559,550.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	5,248,243.00		5,248,243.00		5,248,243.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		26,659,081.00		18,308,793.00		9,807,793.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		15.24%		10.39%		5.52%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		8,804.17		8,804.17		8,804.17
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		174,941,424.00		176,260,424.00		177,563,032.00
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)		174,941,424.00		176,260,424.00		177,563,032.00
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)		5,248,242.72		5,287,812.72		5,326,890.96
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)		5,248,242.72		5,287,812.72		5,326,890.96
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	(222,259.00)	0.00	(535,676.00)				
Other Sources/Uses Detail					0.00	381,803.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	7,529.00	0.00	58,763.00	0.00				
Other Sources/Uses Detail					95,557.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	213,980.00	0.00	270,855.00	0.00				
Other Sources/Uses Detail					134,774.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	750.00	0.00	206,058.00	0.00				
Other Sources/Uses Detail					144,629.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					6,843.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	222,259.00	(222,259.00)	535,676.00	(535,676.00)	381,803.00	381,803.00	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	(16,800.00)	0.00	(589,065.00)				
Other Sources/Uses Detail					0.00	381,803.00		
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	10,000.00	0.00	51,238.00	0.00				
Other Sources/Uses Detail					95,557.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	6,200.00	0.00	318,745.00	0.00				
Other Sources/Uses Detail					134,774.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	600.00	0.00	219,082.00	0.00				
Other Sources/Uses Detail					144,629.00	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					6,843.00	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	16,800.00	(16,800.00)	589,065.00	(589,065.00)	381,803.00	381,803.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: 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):	8,804
District's ADA Standard Percentage Level:	**1.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2022-23)				
District Regular	8,759	8,759		
Charter School				
Total ADA	**8,759**	**8,759**	**0.0%**	**Met**
Second Prior Year (2023-24)				
District Regular	8,550	8,564		
Charter School				
Total ADA	**8,550**	**8,564**	**N/A**	**Met**
First Prior Year (2024-25)				
District Regular	8,564	8,804		
Charter School		0		
Total ADA	**8,564**	**8,804**	**N/A**	**Met**
Budget Year (2025-26)				
District Regular	8,804			
Charter School	0			
Total ADA	**8,804**			

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): 8,804

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2022-23)				
District Regular	8,825	8,864		
Charter School				
Total Enrollment	**8,825**	**8,864**	**N/A**	**Met**
Second Prior Year (2023-24)				
District Regular	8,649	9,061		
Charter School				
Total Enrollment	**8,649**	**9,061**	**N/A**	**Met**
First Prior Year (2024-25)				
District Regular	9,061	9,292		
Charter School				
Total Enrollment	**9,061**	**9,292**	**N/A**	**Met**
Budget Year (2025-26)				
District Regular	9,292			
Charter School				
Total Enrollment	**9,292**			

2B. Comparison of District Enrollment to the Standard

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

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2022-23)			
District Regular	8,302	8,864	
Charter School		0	
Total ADA/Enrollment	**8,302**	**8,864**	**93.7%**
Second Prior Year (2023-24)			
District Regular	8,564	9,061	
Charter School	0		
Total ADA/Enrollment	**8,564**	**9,061**	**94.5%**
First Prior Year (2024-25)			
District Regular	8,804	9,292	
Charter School			
Total ADA/Enrollment	**8,804**	**9,292**	**94.8%**
		Historical Average Ratio:	94.3%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**94.8%**

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 (2025-26)				
District Regular	8,804	9,292		
Charter School	0			
Total ADA/Enrollment	**8,804**	**9,292**	**94.8%**	**Met**
1st Subsequent Year (2026-27)				
District Regular	8,629	9,106		
Charter School				
Total ADA/Enrollment	**8,629**	**9,106**	**94.8%**	**Met**
2nd Subsequent Year (2027-28)				
District Regular	8,457	8,924		
Charter School				
Total ADA/Enrollment	**8,457**	**8,924**	**94.8%**	**Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

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

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

		Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	8,804.17	8,804.17	8,804.74	8,746.25
b.	Prior Year ADA (Funded)		8,804.17	8,804.17	8,804.74
c.	Difference (Step 1a minus Step 1b)		0.00	.57	(58.49)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	.01%	(.66%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		108,274,247.00	110,744,547.00	113,950,548.00
b1.	COLA percentage		2.30%	3.02%	3.42%
b2.	COLA amount (proxy for purposes of this criterion)		2,490,307.68	3,344,485.32	3,897,108.74
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		2.30%	3.02%	3.42%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			2.30%	3.03%	2.76%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**1.30% to 3.30%**	**2.03% to 4.03%**	**1.76% to 3.76%**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	53,552,458.00	53,552,458.00		
Percent Change from Previous Year		**N/A**	**N/A**	**N/A**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**N/A**	**N/A**	**N/A**

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	**N/A**	**N/A**	**N/A**

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	114,771,610.00	117,172,331.00	120,378,332.00	123,500,900.00
District's Projected Change in LCFF Revenue:		2.09%	2.74%	2.59%
LCFF Revenue Standard		**1.30% to 3.30%**	**2.03% to 4.03%**	**1.76% to 3.76%**
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

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

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2022-23)	76,218,050.24	86,673,667.85	87.9%
Second Prior Year (2023-24)	82,066,348.87	92,445,648.03	88.8%
First Prior Year (2024-25)	89,054,123.00	103,088,299.00	86.4%
		Historical Average Ratio:	87.7%

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**84.7% to 90.7%**	**84.7% to 90.7%**	**84.7% to 90.7%**

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

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

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2025-26)	96,768,332.00	108,746,051.00	89.0%	Met
1st Subsequent Year (2026-27)	97,921,138.00	111,142,667.00	88.1%	Met
2nd Subsequent Year (2027-28)	97,849,020.00	111,246,440.00	88.0%	Met

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

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

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	2.30%	3.03%	2.76%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-7.70% to 12.30%**	**-6.97% to 13.03%**	**-7.24% to 12.76%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-2.70% to 7.30%	-1.97% to 8.03%	-2.24% to 7.76%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2024-25)	4,708,060.00		
Budget Year (2025-26)	3,714,151.00	(21.11%)	Yes
1st Subsequent Year (2026-27)	3,714,151.00	0.00%	No
2nd Subsequent Year (2027-28)	3,714,151.00	0.00%	No

Explanation: (required if Yes)
FY 2024-25 includes carryover. In addition, some Federal funds have been reduced or discontinued.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2024-25)	17,041,947.00		
Budget Year (2025-26)	16,493,301.00	(3.22%)	Yes
1st Subsequent Year (2026-27)	16,493,301.00	0.00%	No
2nd Subsequent Year (2027-28)	16,493,301.00	0.00%	No

Explanation: (required if Yes)
FY 2024-25 includes carryover. In addition, some State funds have been reduced or discontinued.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2024-25)	39,477,299.00		
Budget Year (2025-26)	34,329,188.00	(13.04%)	Yes
1st Subsequent Year (2026-27)	34,015,390.00	(.91%)	No
2nd Subsequent Year (2027-28)	34,015,390.00	0.00%	No

Explanation: (required if Yes)
FY 2024-25 includes carryover

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

First Prior Year (2024-25)	5,539,511.00		
Budget Year (2025-26)	5,169,521.00	(6.68%)	Yes
1st Subsequent Year (2026-27)	5,323,573.00	2.98%	No
2nd Subsequent Year (2027-28)	5,471,036.00	2.77%	No

Explanation:
(required if Yes)

FY 2024-25 includes carryover

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

First Prior Year (2024-25)	37,729,984.00		
Budget Year (2025-26)	26,753,659.00	(29.09%)	Yes
1st Subsequent Year (2026-27)	27,352,682.00	2.24%	No
2nd Subsequent Year (2027-28)	27,766,071.00	1.51%	No

Explanation:
(required if Yes)

FY 2024-25 includes carryover. In addition, some SPED vacant positions were transfer to services

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2024-25)	61,227,306.00		
Budget Year (2025-26)	54,536,640.00	(10.93%)	Not Met
1st Subsequent Year (2026-27)	54,222,842.00	(.58%)	Met
2nd Subsequent Year (2027-28)	54,222,842.00	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2024-25)	43,269,495.00		
Budget Year (2025-26)	31,923,180.00	(26.22%)	Not Met
1st Subsequent Year (2026-27)	32,676,255.00	2.36%	Met
2nd Subsequent Year (2027-28)	33,237,107.00	1.72%	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)

FY 2024-25 includes carryover. In addition, some Federal funds have been reduced or discontinued.

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

FY 2024-25 includes carryover. In addition, some State funds have been reduced or discontinued.

Explanation:
Other Local Revenue

FY 2024-25 includes carryover

(linked from 6B
if NOT met)

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

FY 2024-25 includes carryover

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

FY 2024-25 includes carryover. In addition, some SPED vacant positions were transfer to services

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exlude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223): 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

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)	169,142,309.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	169,142,309.00	5,074,269.27	5,992,023.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

Explanation:
(required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2022-23)	Second Prior Year (2023-24)	First Prior Year (2024-25)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	4,427,628.84	4,781,975.85	4,482,295.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	9,592,070.92	25,767,007.27	28,996,200.00
	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)	14,019,699.76	30,548,983.12	33,478,495.00
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	152,333,021.21	159,353,164.63	175,207,871.00
	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)	152,333,021.21	159,353,164.63	175,207,871.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	9.2%	19.2%	19.1%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**3.1%**	**6.4%**	**6.4%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2022-23)	1,677,792.14	93,400,680.85	N/A	Met
Second Prior Year (2023-24)	9,284,411.18	92,827,451.03	N/A	Met
First Prior Year (2024-25)	(1,608,125.00)	103,470,102.00	1.6%	Met
Budget Year (2025-26) (Information only)	(7,585,362.00)	109,127,854.00		

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):	8,804
District's Fund Balance Standard Percentage Level:	**1.0%**

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2022-23)	20,774,970.00	22,756,128.38	N/A	Met
Second Prior Year (2023-24)	18,468,075.00	24,433,920.52	N/A	Met
First Prior Year (2024-25)	29,245,675.00	33,718,331.00	N/A	Met
Budget Year (2025-26) (Information only)	32,110,206.00			

[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 (2025-26)	33,895,865.10	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

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

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:

(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA	
5% or $88,000 (greater of)	0	to 300
4% or $88,000 (greater of)	301	to 1,000
3%	1,001	to 30,000
2%	30,001	to 250,000
1%	250,001	and over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	8,804	8,804	8,804
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? No
2. If you are the SELPA AU and are excluding special education pass-through funds:

   a. Enter the name(s) of the SELPA(s):

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	174,941,424.00	176,260,424.00	177,563,032.00
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)	174,941,424.00	176,260,424.00	177,563,032.00

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	5,248,242.72	5,287,812.72	5,326,890.96
6.	Reserve Standard - by Amount ($88,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard (Greater of Line B5 or Line B6)**	**5,248,242.72**	**5,287,812.72**	**5,326,890.96**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00		
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	21,410,838.00	13,060,550.00	4,559,550.00
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	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	5,248,243.00	5,248,243.00	5,248,243.00
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)	26,659,081.00	18,308,793.00	9,807,793.00
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	15.24%	10.39%	5.52%
	District's Reserve Standard (Section 10B, Line 7):	**5,248,242.72**	**5,287,812.72**	**5,326,890.96**
	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? **Yes**

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:

The District is gradually spending down one-time ending fund balance in a systematic manner. Future COLAs will be used to replace one-time funds before other long-term commitments are made.

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? **No**

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? **No**

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: **-10.0% to +10.0% or -$20,000 to +$20,000**

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2024-25)	(34,858,594.00)			
Budget Year (2025-26)	(36,932,640.00)	2,074,046.00	5.9%	Met
1st Subsequent Year (2026-27)	(38,506,951.00)	1,574,311.00	4.3%	Met
2nd Subsequent Year (2027-28)	(39,179,458.00)	672,507.00	1.7%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2024-25)	0.00			
Budget Year (2025-26)	0.00	0.00	0.0%	Met
1st Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2024-25)	381,803.00			
Budget Year (2025-26)	381,803.00	0.00	0.0%	Met
1st Subsequent Year (2026-27)	381,803.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	381,803.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**

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

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

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

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

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
   (If No, skip item 2 and Sections S6B and S6C) — Yes
2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2025
Leases				
Certificates of Participation	15	Fund 40	7438/7439	4,293,000
General Obligation Bonds	29	Fund 51	7438/7439	302,935,143
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
TOTAL:				307,228,143

Type of Commitment (continued)	Prior Year (2024-25) Annual Payment (P & I)	Budget Year (2025-26) Annual Payment (P & I)	1st Subsequent Year (2026-27) Annual Payment (P & I)	2nd Subsequent Year (2027-28) Annual Payment (P & I)
Leases				
Certificates of Participation	402,643	403,231	402,553	402,905
General Obligation Bonds	22,627,727	31,640,525	27,881,050	27,852,475
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	23,030,370	32,043,756	28,283,603	28,255,380
Has total annual payment increased over prior year (2024-25)?		**Yes**	**Yes**	**Yes**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes to increase in total annual payments)

Due to new Measure B 2022 Election Series B

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): Yes

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? Pay-as-you-go

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

a. Total OPEB liability	20,365,000.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	20,365,000.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	6/30/2024

5. OPEB Contributions	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	0.00	0.00	0.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	1,614,990.00	0.00	0.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	1,201,000.00	1,174,000.00	1,130,000.00
d. Number of retirees receiving OPEB benefits	357.00	357.00	357.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4) — No

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	
b. Unfunded liability for self-insurance programs	

4. Self-Insurance Contributions	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of certificated (non-management) full - time - equivalent(FTE) positions	548	563	563	563

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

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

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

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

5. Salary settlement:

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	726,090		
		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
7.	Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs			

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments		576,068	572,125
3.	Percent change in step & column over prior year		1.1%	1.1%

Certificated (Non-management) Attrition (layoffs and retirements)		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of classified(non - management) FTE positions	352	357	357	357

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

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

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

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

5. Salary settlement:

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	324,726		
		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
7.	Amount included for any tentative salary schedule increases			

Classified (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			
Classified (Non-management) Prior Year Settlements			
Are any new costs from prior year settlements included in the budget?			
If Yes, amount of new costs included in the budget and MYPs			

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments		169,316	170,556
3. Percent change in step & column over prior year		1.2%	1.2%

Classified (Non-management) Attrition (layoffs and retirements)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of management, supervisor, and confidential FTE positions	61	61	61	61

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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
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 (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step and column adjustments			
3. Percent change in step & column over prior year			

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are costs of other benefits included in the budget and MYPs?			
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

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

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

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 24, 2025

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

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

Comments:
(optional)

End of School District Budget Criteria and Standards Review

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			53,890,075.85	43,147,045.36	32,121,596.67	25,293,279.80	17,337,835.53	48,617,119.76	41,732,612.99	34,175,521.32
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		3,092,946.25	3,092,946.25	6,007,540.25	5,567,303.25	5,567,303.25	6,007,540.25	5,567,303.25	5,567,303.25
Property Taxes	8020-8079						26,696,702.50			
Miscellaneous Funds	8080-8099		(321,389.20)	(321,389.20)	(578,500.56)	(578,500.56)	(578,500.56)	(578,500.56)	(211,527.76)	(578,500.56)
Federal Revenue	8100-8299				357,873.50			357,873.50		
Other State Revenue	8300-8599		327,175.35	327,175.35	1,200,624.03	774,697.63	1,017,796.63	1,144,434.13	774,697.63	588,915.63
Other Local Revenue	8600-8799		667,826.95	385,408.75	693,735.75	790,645.25	13,085,572.25	693,735.75	822,025.05	1,111,687.75
Interfund Transfers In	8900-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			3,766,559.35	3,484,141.15	7,681,272.97	6,554,145.57	45,788,874.07	7,625,083.07	6,952,498.17	6,689,406.07
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		6,030,737.00	6,030,737.00	6,030,737.00	6,030,737.00	6,030,737.00	6,030,737.00	6,030,737.00	6,030,737.00
Classified Salaries	2000-2999		2,303,728.33	2,303,728.33	2,303,728.33	2,303,728.33	2,303,728.33	2,303,728.33	2,303,728.33	2,303,728.33
Employee Benefits	3000-3999		3,466,375.92	3,466,375.92	3,466,375.92	3,466,375.92	3,466,375.92	3,466,375.92	3,466,375.92	3,466,375.92
Books and Supplies	4000-4999		430,793.42	430,793.42	430,793.42	430,793.42	430,793.42	430,793.42	430,793.42	430,793.42
Services	5000-5999		2,229,471.58	2,229,471.58	2,229,471.58	2,229,471.58	2,229,471.58	2,229,471.58	2,229,471.58	2,229,471.58
Capital Outlay	6000-6999		16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67	16,666.67
Other Outgo	7000-7499		0.00							
Interfund Transfers Out	7600-7629		31,816.92	31,816.92	31,816.92	31,816.92	31,816.92	31,816.92	31,816.92	31,816.92

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			14,509,589.84	14,509,589.84	14,509,589.84	14,509,589.84	14,509,589.84	14,509,589.84	14,509,589.84	14,509,589.84
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(10,743,030.49)	(11,025,448.69)	(6,828,316.87)	(7,955,444.27)	31,279,284.23	(6,884,506.77)	(7,557,091.67)	(7,820,183.77)
F. ENDING CASH (A + E)			43,147,045.36	32,121,596.67	25,293,279.80	17,337,835.53	48,617,119.76	41,732,612.99	34,175,521.32	26,355,337.55
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		26,355,337.55	30,353,920.38	49,095,178.61	41,244,920.36				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	6,007,540.25	5,567,303.25	5,567,303.25	440,237.00	5,567,303.25		63,619,873.00	63,619,873.00
Property Taxes	8020-8079	79,526.50	26,696,702.50		79,526.50			53,552,458.00	53,552,458.00
Miscellaneous Funds	8080-8099	(578,500.56)	(578,500.56)	(578,500.56)	(528,041.36)	0.00		(6,010,352.00)	(6,010,352.00)
Federal Revenue	8100-8299	357,873.50			357,873.50	2,282,657.00		3,714,151.00	3,714,151.00
Other State Revenue	8300-8599	1,144,434.13	774,697.63	588,915.63	6,943,549.13	886,188.10		16,493,301.00	16,493,301.00
Other Local Revenue	8600-8799	11,497,298.85	790,645.25	1,081,613.25	693,735.75	2,015,257.40		34,329,188.00	34,329,188.00
Interfund Transfers In	8900-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		18,508,172.67	33,250,848.07	6,659,331.57	7,986,880.52	10,751,405.75	0.00	165,698,619.00	165,698,619.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	6,030,737.00	6,030,737.00	6,030,737.00	6,030,737.00	0.00		72,368,844.00	72,368,844.00
Classified Salaries	2000-2999	2,303,728.33	2,303,728.33	2,303,728.33	2,303,728.37			27,644,740.00	27,644,740.00
Employee Benefits	3000-3999	3,466,375.92	3,466,375.92	3,466,375.90	3,466,375.90			41,596,511.00	41,596,511.00
Books and Supplies	4000-4999	430,793.42	430,793.42	430,793.42	430,793.38			5,169,521.00	5,169,521.00
Services	5000-5999	2,229,471.58	2,229,471.58	2,229,471.58	2,229,471.62			26,753,659.00	26,753,659.00
Capital Outlay	6000-6999	16,666.67	16,666.67	16,666.67	16,666.63			200,000.00	200,000.00
Other Outgo	7000-7499				826,346.00			826,346.00	826,346.00
Interfund Transfers Out	7600-7629	31,816.92	31,816.92	31,816.92	31,816.88			381,803.00	381,803.00
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		14,509,589.84	14,509,589.84	14,509,589.82	15,335,935.78	0.00	0.00	174,941,424.00	174,941,424.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
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	0.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		3,998,582.83	18,741,258.23	(7,850,258.25)	(7,349,055.26)	10,751,405.75	0.00	(9,242,805.00)	(9,242,805.00)
F. ENDING CASH (A + E)		30,353,920.38	49,095,178.61	41,244,920.36	33,895,865.10				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								44,647,270.85	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			33,895,865.10	33,895,865.10	33,895,865.10	33,895,865.10	33,895,865.10	33,895,865.10	33,895,865.10	33,895,865.10
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019									
Property Taxes	8020-8079									
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299									
Other State Revenue	8300-8599									
Other Local Revenue	8600-8799									
Interfund Transfers In	8900-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999									
Classified Salaries	2000-2999									
Employee Benefits	3000-3999									
Books and Supplies	4000-4999									
Services	5000-5999									
Capital Outlay	6000-6999									
Other Outgo	7000-7499									
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			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)			33,895,865.10	33,895,865.10	33,895,865.10	33,895,865.10	33,895,865.10	33,895,865.10	33,895,865.10	33,895,865.10
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		33,895,865.10	33,895,865.10	33,895,865.10	33,895,865.10				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019							0.00	
Property Taxes	8020-8079							0.00	
Miscellaneous Funds	8080-8099							0.00	
Federal Revenue	8100-8299							0.00	
Other State Revenue	8300-8599							0.00	
Other Local Revenue	8600-8799							0.00	
Interfund Transfers In	8900-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999							0.00	
Classified Salaries	2000-2999							0.00	
Employee Benefits	3000-3999							0.00	
Books and Supplies	4000-4999							0.00	
Services	5000-5999							0.00	
Capital Outlay	6000-6999							0.00	
Other Outgo	7000-7499							0.00	
Interfund Transfers Out	7600-7629							0.00	
All Other Financing Uses	7630-7699							0.00	

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
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	0.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)		33,895,865.10	33,895,865.10	33,895,865.10	33,895,865.10				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								33,895,865.10	

Budget, July 1
Budget 2025-26
Technical Review Checks
Phase - All
Display - All Technical Checks

Alameda Unified **Alameda County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUNCTION - (**Fatal**) - All FUNCTION codes must be valid. **Passed**

CHECKFUND - (**Fatal**) - All FUND codes must be valid. **Passed**

CHECKGOAL - (**Fatal**) - All GOAL codes must be valid. **Passed**

CHECKOBJECT - (**Fatal**) - All OBJECT codes must be valid. **Passed**

CHECKRESOURCE - (**Warning**) - All RESOURCE codes must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (**Fatal**) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNCTIONxOBJECT - (**Fatal**) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxFUNCTION-A - (**Warning**) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (**Fatal**) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-FUNDxGOAL - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxOBJECT - (**Fatal**) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxRESOURCE - (**Warning**) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-GOALxFUNCTION-A - (**Fatal**) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (**Fatal**) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

CHK-RES6500XOBJ8091 - (**Fatal**) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - (**Warning**) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (**Informational**) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (**Fatal**) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

SPECIAL-ED-GOAL - (**Fatal**) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

GENERAL LEDGER CHECKS

CEFB-POSITIVE - (**Fatal**) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

CONTRIB-RESTR-REV - (**Fatal**) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - (**Fatal**) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

EFB-POSITIVE - (**Warning**) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

EPA-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

EXCESS-ASSIGN-REU - (**Fatal**) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

EXP-POSITIVE - (**Warning**) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

INTERFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-IN-OUT - (**Fatal**) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRAFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

LCFF-TRANSFER - (**Fatal**) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

LOTTERY-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

OBJ-POSITIVE - (**Warning**) - All applicable objects should have a positive balance by resource, by fund. **Passed**

PASS-THRU-REV=EXP - (**Warning**) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

REV-POSITIVE - (**Warning**) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

RS-NET-POSITION-ZERO - (**Fatal**) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

SE-PASS-THRU-REVENUE - (**Warning**) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

UNASSIGNED-NEGATIVE - (**Fatal**) - Unassigned/Unapprorpriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (**Fatal**) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

SUPPLEMENTAL CHECKS

CB-BALANCE-ABOVE-MIN - (**Warning**) - In Form CB, the district checked the box relating to compliance with EC Section 42127(a)(2)(B) and (C). **Passed**

CB-BUDGET-CERTIFY - (**Fatal**) - In Form CB, the district checked the box relating to the required budget certifications. **Passed**

CS-EXPLANATIONS - (**Fatal**) - Explanations must be provided in the Criteria and Standards Review (Form 01CS) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. **Passed**

CS-YES-NO - (**Fatal**) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete. **Passed**

EXPORT VALIDATION CHECKS

ADA-PROVIDE - (**Fatal**) - Average Daily Attendance data (Form A) must be provided. **Passed**

BUDGET-CERT-PROVIDE - (**Fatal**) - Budget Certification (Form CB) must be provided. **Passed**

CASHFLOW-PROVIDE - (**Warning**) - A Cashflow Worksheet (Form CASH) must be provided with your Budget and Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.) **Passed**

CHK-DEPENDENCY - (**Fatal**) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

CHK-UNBALANCED-A - (**Warning**) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

CHK-UNBALANCED-B - (**Fatal**) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

CS-PROVIDE - (**Fatal**) - The Criteria and Standards Review (Form 01CS) has been provided. **Passed**

FORM01-PROVIDE - (**Fatal**) - Form 01 (Form 01I) must be opened and saved. **Passed**

MYP-PROVIDE - (**Warning**) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.) **Passed**

VERSION-CHECK - (**Warning**) - All versions are current. **Passed**

WK-COMP-CERT-PROVIDE - (**Fatal**) - Workers' Compensation Certification (Form CC) must be provided. **Passed**

Budget, July 1
Budget 2025-26
Technical Review Checks
Phase - All
Display - Exceptions Only

Alameda Unified **Alameda County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

Budget, July 1
Estimated Actuals 2024-25
Technical Review Checks
Phase - All
Display - All Technical Checks

Alameda Unified **Alameda County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUNCTION - (**Fatal**) - All FUNCTION codes must be valid. **Passed**

CHECKFUND - (**Fatal**) - All FUND codes must be valid. **Passed**

CHECKGOAL - (**Fatal**) - All GOAL codes must be valid. **Passed**

CHECKOBJECT - (**Fatal**) - All OBJECT codes must be valid. **Passed**

CHECKRESOURCE - (**Warning**) - All RESOURCE codes must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (**Fatal**) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNCTIONxOBJECT - (**Fatal**) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxFUNCTION-A - (**Warning**) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (**Fatal**) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-FUNDxGOAL - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxOBJECT - (**Fatal**) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxRESOURCE - (**Warning**) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-GOALxFUNCTION-A - (**Fatal**) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (**Fatal**) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

CHK-RES6500XOBJ8091 - (**Fatal**) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - (**Warning**) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (**Informational**) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (**Fatal**) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

PY-EFB=CY-BFB - (**Fatal**) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). **Passed**

PY-EFB=CY-BFB-RES - (**Fatal**) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. **Passed**

SPECIAL-ED-GOAL - (**Fatal**) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

GENERAL LEDGER CHECKS

AR-AP-POSITIVE - (**Warning**) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund. **Passed**

CEFB-POSITIVE - (**Fatal**) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

CONTRIB-RESTR-REV - (**Fatal**) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - (**Fatal**) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

DUE-FROM=DUE-TO - (**Fatal**) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). **Passed**

EFB-POSITIVE - (**Warning**) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

EPA-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

EXCESS-ASSIGN-REU - (**Fatal**) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

EXP-POSITIVE - (**Warning**) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

INTERFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-IN-OUT - (**Fatal**) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRAFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

LCFF-TRANSFER - (**Fatal**) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

LOTTERY-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

NET-INV-CAP-ASSETS - (**Warning**) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. **Passed**

OBJ-POSITIVE - (**Warning**) - The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
01	7338	8590	($29,926.00)

Explanation: Accrued as program expired

PASS-THRU-REV=EXP - (**Warning**) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

REV-POSITIVE - (**Warning**) - In the following resources, total revenues exclusive of contributions (objects 8000-8979) are negative, by fund: **Exception**

FUND	RESOURCE	VALUE
01	7338	($29,926.00)

Explanation: Accrued as program expired

RS-NET-POSITION-ZERO - (**Fatal**) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

SE-PASS-THRU-REVENUE - (**Warning**) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

UNASSIGNED-NEGATIVE - (**Fatal**) - Unassigned/Unapprorpriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (**Fatal**) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (**Fatal**) - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative. **Passed**

DEBT-ACTIVITY - (**Informational**) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt. **Passed**

DEBT-POSITIVE - (**Fatal**) - In Form DEBT, long-term liability ending balances must be positive. **Passed**

EXPORT VALIDATION CHECKS

ADA-PROVIDE - (**Fatal**) - Average Daily Attendance data (Form A) must be provided. **Passed**

CHK-DEPENDENCY - (**Fatal**) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

CHK-UNBALANCED-A - (**Warning**) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

CHK-UNBALANCED-B - (**Fatal**) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

FORM01-PROVIDE - (**Fatal**) - Form 01 (Form 01I) must be opened and saved. **Passed**

VERSION-CHECK - (**Warning**) - All versions are current. **Passed**

Budget, July 1
Estimated Actuals 2024-25
Technical Review Checks
Phase - All
Display - Exceptions Only

Alameda Unified **Alameda County**

Following is a chart of the various types of technical review checks and related requirements:

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GENERAL LEDGER CHECKS

OBJ-POSITIVE - (**Warning**) - The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
01	7338	8590	($29,926.00)

Explanation: Accrued as program expired

REV-POSITIVE - (**Warning**) - In the following resources, total revenues exclusive of contributions (objects 8000-8979) are negative, by fund: **Exception**

FUND	RESOURCE	VALUE
01	7338	($29,926.00)

Explanation: Accrued as program expired

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Budget Adoption Process: Public Hearing of 2025-2026 Education Protection Account (EPA) Spending Plan and Draft Resolution (5 Mins/Public Hearing/Information)

Item Type: General Business

Background: Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by voters on November 6, 2012 (and expired in 2017), and Proposition 55, *The California Extension of the Proposition 30 Income Tax Increase Initiative*, approved on November 8, 2016, temporarily increased the state's sales tax and personal income tax rates.

Under these propositions, Alameda Unified School District receives funds from the Education Protection Account (EPA) based on its proportionate share of the statewide revenue limit. To account for this, the State reduces the District's Local Control Funding Formula (LCFF) entitlement by the same amount. In response, the District reallocates corresponding expenditures to the EPA.

Proposition 55 requires that the use of EPA funds be determined by the governing board at a public meeting, following a public hearing. These funds are restricted and may not be used for administrative costs. Staff recommends transferring certificated salaries and benefits from the unrestricted general fund (Resource 0000) to the unrestricted general fund (Resource 1400), and the proposed EPA spending plan is attached to this agenda item.

Tonight's item is information only and the EPA spending plan will return for Board adoption at the June 24, 2025 meeting.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): Estimated entitlement: $1,760,948.00.

Recommendation: This item is presented for information and will return to the Board for approval at a subsequent meeting.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

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ATTACHMENTS:

	Description	Upload Date	Type
🗋	Draft Resolution	6/3/2025	Resolution Letter
🗋	Proposed EPA Spending Plan	6/4/2025	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California

June 24, 2025 Resolution No. 2024-2025.XX

Education Protection Account

WHEREAS, the voters of California approved Proposition 30 on November 6, 2012, and Proposition 55 on November 8, 2016; and

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sunset 12/31/2017), and Proposition 55 Article XIII, Section 36 to the California Constiution effective November 8, 2016 (commenced 01/01/2018); and

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f); and

WHEREAS, before June 30th of each year, the Director of Fiscal shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year; and

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within 10 days preceding the end of the fiscal year; and

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools, and community college districts; and

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government; and

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction; and

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board; and

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost; and

WHEREAS, each community college district, county office of education, school district, and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent; and

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts, and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution; and

WHEREAS, expenses incurred by community college districts, county offices of education, school districts, and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Alameda Unified School District; and

2. In compliance with Article XIII, Section 36(e) of the California Constitution, the governing board of the Alameda Unified School District has determined to spend the monies received from the Education Protection Act as attached.

PASSED AND ADOPTED by the following vote this 24th day of June, 2025:

AYES:_____MEMBERS: _____

NOES:_____MEMBERS: _____

ABSENT:_____MEMBERS: _____

_____
Gary K. Lym, President
Board of Education
Alameda Unified School District

ATTEST:

_____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

2025-2026 Education Protection Account (EPA) Spending Plan

The revenues generated from Proposition 55 are deposited into a state account called the Education Protection Account (EPA). Alameda Unified School District will receive funds from the EPA based on the District's proportionate share of the statewide revenue limit amount. The State of California will make a corresponding reduction to Alameda Unified's Local Control Funding (LCFF) entitlement. Alameda Unified will receive quarterly EPA payments during the 2025-2026 Fiscal Year.

Proposition 55 provides that all K-14 local agencies have the sole authority to determine how the EPA funds are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs.
- Refer to the attached list of functions for which EPA funds may be used.
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

Alameda Unified School District estimated 2025-2026 EPA Entitlement $1,760,948

It is proposed that EPA funds be used to cover salary and benefit costs of non-administrative certificated staff.

2025-26 Education Protection Account Expenditures by Function			
Description	**Function**	**25-26 Budget**	**Projected Total for the year**
Ed Protection A/C Revenue (EPA - Prop 30 Nov 2012)		$1,760,948	$1,760,948
Instruction - Teacher's Salaries	1000	1,405,610	
Instruction - State Teachers' Retirement System,certificated	1000	268,470	
Instruction - Medicare, certificated	1000	20,382	
Instruction - Health & Welfare Benefits, certificated	1000	0	
Instruction - State Unemployment Insurance, certificated	1000	703	
Instruction - Worker's Compensation Insurance, certificated	1000	44,277	
Instruction - Other Post-Employment Benefits	1000	21,506	
Total Expenditures		$1,760,948	$1,760,948

Excerpt of Frequently Asked Questions from the California Department of Education's website (http://www.cde.ca.gov/fg/ac/ac/sacsfaq.asp):

11. **Specifically, for what types of activities may EPA funds be used?**

Except as provided below for COEs, the following tables of SACS functions show the activities for which EPA funds may and may not be used:

1000–1999 INSTRUCTION

SACS Function	Chargeable to EPA?
1000 Instruction	Yes
1110 Special Education: Separate Classes	Yes
1120 Special Education: Resource Specialist Instruction	Yes
1130 Special Education: Supplemental Aids and Services in Regular Classrooms	Yes
1180 Special Education: Nonpublic Agencies/Schools	Yes
1190 Special Education: Other Specialized Instructional Services	Yes

12.

2000–2999 INSTRUCTION-RELATED SERVICES

SACS Function	Chargeable to EPA?
2100 Instructional Supervision and Administration	No
2110 Instructional Supervision (optional)	No
2120 Instructional Research (optional)	No
2130 Curriculum Development (optional)	No
2140 In-house Instructional Staff Development (optional)	No
2150 Instructional Administration of Special Projects (optional)	No
2200 Administrative Unit (AU) of a Multidistrict SELPA	No
2420 Instructional Library, Media, and Technology	Yes
2490 Other Instructional Resources	Yes
2495 Parent Participation (optional)	Yes
2700 School Administration	No

13.

3000–3999 PUPIL SERVICES

SACS Function	Chargeable to EPA?
3110 Guidance and Counseling Services	Yes
3120 Psychological Services	Yes
3130 Attendance and Social Work Services	Yes
3140 Health Services	Yes
3150 Speech Pathology and Audiology Services	Yes

3160	Pupil Testing Services	Yes
3600	Pupil Transportation	Yes
3700	Food Services	Yes
3900	Other Pupil Services	Yes

14.
4000–4999 ANCILLARY SERVICES

SACS Function		Chargeable to EPA?
4000	Ancillary Services	Yes
4100	School-Sponsored Co-curricular (optional)	Yes
4200	School-Sponsored Athletics (optional)	Yes
4900	Other Ancillary Services (optional)	Yes

15.
5000–5999 COMMUNITY SERVICES

SACS Function		Chargeable to EPA?
5000	Community Services	Yes
5100	Community Recreation (optional)	Yes
5400	Civic Services (optional)	Yes
5900	Other Community Services (optional)	Yes

16.
6000–6999 ENTERPRISE

SACS Function		Chargeable to EPA?
6000	Enterprise	No

17.
7000–7999 GENERAL ADMINISTRATION

SACS Function		Chargeable to EPA?
7100	Board and Superintendent	No
7110	Board	No
7120	Staff Relations and Negotiations (optional)	No
7150	Superintendent (optional)	No
7180	Public Information (optional)	No
7190	External Financial Audit—Single Audit	No
7191	External Financial Audit—Other	No
7200	Other General Administration	No
7210	Indirect Cost Transfers	No
7300	Fiscal Services (optional)	No

7310 Budgeting (optional)	No
7320 Accounts Receivable (optional)	No
7330 Accounts Payable (optional)	No
7340 Payroll (optional)	No
7350 Financial Accounting (optional)	No
7360 Project-Specific Accounting (optional)	No
7370 Internal Auditing (optional)	No
7380 Property Accounting (optional)	No
7390 Other Fiscal Services (optional)	No
7400 Personnel/Human Resources Services (optional)	No
7410 Staff Development (optional)	No
7430 Credentials (optional)	No
7490 Other Personnel/Human Resources Services (optional)	No
7500 Central Support (optional)	No
7510 Planning, Research, Development, and Evaluation (optional)	No
7530 Purchasing (optional)	No
7540 Warehousing and Distribution (optional)	No
7550 Printing, Publishing, and Duplicating (optional)	No
7600 All Other General Administration (optional)	No
7700 Centralized Data Processing	No

18.

8000–8999 PLANT SERVICES

SACS Function	Chargeable to EPA?
8100 Plant Maintenance and Operations	Yes
8110 Maintenance (optional)	Yes
8200 Operations (optional)	Yes
8300 Security (optional)	Yes
8400 Other Plant Maintenance and Operations (optional)	Yes
8500 Facilities Acquisition and Construction	Yes
8700 Facilities Rents and Leases	Yes

19.

9000–9999 OTHER OUTGO

SACS Function	Chargeable to EPA?
9100 Debt Service	Yes
9200 Transfers Between Agencies	Yes