

CARDIFF SCHOOL DISTRICT
1888 Montgomery Avenue, Cardiff-by-the-Sea, California

REGULAR MEETING OF THE GOVERNING BOARD
AGENDA

THURSDAY, JANUARY 15, 2026

5:00 PM BOARD MEETING

CARDIFF SCHOOL MULTIPURPOSE ROOM • 1888 MONTGOMERY AVE • CARDIFF-BY-THE-SEA, CA 92007

In compliance with Government Code 54957.5, agenda-related documents that have been distributed to the Board less than 72 hours prior to the Board meeting are available for inspection upon request at the Cardiff School District, 1888 Montgomery Avenue, Cardiff or on our [website](#).

The public's health and well-being are a top priority for the Board of Trustees of the Cardiff School District and you are urged to take all appropriate health and safety precautions.

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications, or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's Board of Trustees, please contact the Office of the Superintendent at (760) 632-5890, Extension 101. Notification 24 hours prior to the meeting will enable the District to make the necessary arrangements to ensure accommodation and accessibility to this meeting.

TO ADDRESS THE GOVERNING BOARD REGARDING AN ITEM ON THE AGENDA:

Members of the audience may address the Board of Trustees on items that are within the Board's subject matter jurisdiction. Persons wishing to address the Board concerning items on the agenda are invited to do so when the item is addressed at the meeting. Please complete and submit a written request to the secretary before the meeting. When the Board President invites you to speak, please state your name for the record. In the interest of time and order, each speaker is allotted a maximum of three (3) minutes. When your speaking time expires you will be prompted with a 15-second warning.

I. ORGANIZATIONAL ITEMS

A. Call to Order

B. Pledge of Allegiance

C. Roll Call

Ms. Rhea Stewart, President

Mr. Shad Thielman, Clerk

Mr. Richard Brocchini, Member

Mr. Andrew Howard, Member

Mr. Ashok Swaminathan, Member

Ms. Jill Vinson, Superintendent

D. Approve Agenda for January 15, 2026

(All items are action unless labeled information.)

E. Approve Minutes from the Regular/Organizational Meeting of December 11, 2025

II. HEARING SESSION

- A. Public Comments *(The purpose of the Board meeting is to conduct the School Board's business in public. The Board welcomes and encourages public comments, however, in accordance with the Brown Act, Board members may not respond to comments during the public comment portion of the agenda. Any member of the public who wishes to address the Board on an item on the agenda or on another topic which lies within the Governing Board's jurisdiction may do so, but must submit a written request. Please hand your form to the secretary before the meeting. Presentations are limited to 3 minutes per person per topic. The total amount of time to be allowed on any item is fifteen minutes, unless the time limit is waived by a majority vote of the Board. The Board may 1) acknowledge receipt of the information; 2) refer to staff for further study; or 3) refer the matter to a future agenda.)*
- B. Cardiff Elementary Teachers Association
- C. ELAC/DELAC
- D. School Site Council
- E. Cardiff SEA
- F. School Reports
- G. Reports on Workshops/Conferences
- H. Superintendent's Report

III. CONSENT CALENDAR

Items listed in the Consent Calendar are considered to be routine and are acted on by the Board in one motion unless members of the Board request specific items to be discussed or pulled. It is understood that the Superintendent recommends approval on all Consent Items. Each item of the Consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

- A. Approve Current Business Items:
 - 1. Purchase Orders; December 2025
 - 2. Commercial Warrants #14-371169 to #14-380794; \$144,461.31
 - 3. Payroll Warrants December 2025; \$982,653.08
- B. Approve Enrollment Report as of January 12, 2026
- C. Approve Cardiff School District's Uniform Complaint Quarterly Report for October 1, 2025 through December 31, 2025
- D. Approve the 2024-2025 Cardiff School and Ada Harris School Accountability Report Cards
- E. Approval and Ratification of Contracts and Agreements
- F. Removal of Items from Consent Calendar
- G. Approve Consent Calendar

IV. BUSINESS AND FINANCE

- A. Budget Update ***(Information)***

V. GENERAL FUNCTIONS

- A. Approve the 2026-27, 2027-28, 2028-29, and 2029-30 Academic-Year Calendars
- B. Approve the Cardiff School District Tech Forward Plan
- C. Approve the 2026 Board Governance Protocols

VI. FUTURE AGENDA ITEMS

VII. ANNOUNCEMENT: ADJOURNING TO CLOSED SESSION

- A. Conference with the District's Labor Negotiator, Jill Vinson, Regarding Negotiations with the Cardiff Elementary Teachers Association– Pursuant to Government Code Section 54957.6

VIII. RECONVENE TO OPEN SESSION

IX. REPORT FROM CLOSED SESSION

X. ADJOURNMENT OF MEETING

CARDIFF SCHOOL DISTRICT
1888 Montgomery Avenue
Cardiff-by-the-Sea, California 92007

MINUTES
REGULAR/ORGANIZATIONAL BOARD MEETING, DECEMBER 11, 2025

The Regular Board Meeting of the Governing Board of the Cardiff School District was held on Thursday, December 11, 2025, in the Cardiff School Multipurpose Room, located at 1888 Montgomery Ave, Cardiff-by-the-Sea, California. President Stewart called the meeting to order at 5:03 p.m. and led the trustees and visitors in the Pledge of Allegiance.

Members Present: Brocchini, Howard, Stewart, Swaminathan, Thielman

Members Absent: 0

Administrators Present: Vinson, Giroux, Scheftner

The Annual Organizational Meeting of the Board was conducted.

Rhea Stewart was nominated and approved as President of the Governing Board of Trustees for the 2026 calendar year.

MOTION: Brocchini
SECOND: Thielman
AYES: Brocchini, Howard, Stewart, Swaminathan, Thielman
NOES: 0
ABSENT: 0

President Stewart presided over the remainder of the meeting.

Trustee Thielman was nominated and approved as Clerk of the Governing Board of Trustees for the 2026 calendar year.

MOTION: Swaminathan
SECOND: Brocchini
AYES: Brocchini, Howard, Stewart, Swaminathan, Thielman
NOES: 0
ABSENT: 0

The following appointments were made:

1. Superintendent Jill Vinson was appointed as Secretary to the Board.

2. Trustee Brocchini was appointed as Representative to the City of Encinitas School District Liaison Committee. Trustee Swaminathan will serve as the alternate.

The Regular meetings of the Governing Board for the 2026 calendar year were approved and scheduled for the following dates, times, and locations:

Thursday, January 15, 2026, at 5 pm, Cardiff School Multipurpose Room
Thursday, February 12, 2026, at 5 pm, Cardiff School Multipurpose Room
Thursday, March 12, 2026, at 5 pm, Cardiff School Multipurpose Room
Thursday, April 9, 2026, at 5 pm, Cardiff School Multipurpose Room
Thursday, May 7, 2026, at 5 pm, Cardiff School Multipurpose Room
Thursday, June 4, 2026, at 5 pm, Cardiff School Multipurpose Room
Monday, June 8, 2026, at 5 pm, Cardiff School Multipurpose Room (Special Meeting)
Thursday, July 9, 2026, at 9 am, Cardiff School Multipurpose Room
Thursday, August 3, 2026, at 9 am, Cardiff School Multipurpose Room
Thursday, September 10, 2026, at 5 pm, Cardiff School Multipurpose Room
Thursday, October 8, 2026, at 5 pm, Cardiff School Multipurpose Room
Thursday, November 12, 2026, at 5 pm, Cardiff School Multipurpose Room
Monday, December 14, 2026, at 5 pm (Organizational Meeting), Cardiff School Multipurpose Room

MOTION: Thielman
SECOND: Swaminathan
AYES: Brocchini, Howard, Stewart, Swaminathan, Thielman
NOES: 0
ABSENT: 0

The agenda for the December 11, 2025, Regular Board meeting was approved.

MOTION: Howard
SECOND: Thielman
AYES: Brocchini, Howard, Stewart, Swaminathan, Thielman
NOES: 0
ABSENT: 0

The minutes from the Special Board Meeting of November 3, 2025, were approved as written.

MOTION: Thielman
SECOND: Swaminathan
AYES: Brocchini, Howard, Stewart, Swaminathan, Thielman
NOES: 0
ABSENT: 0

The minutes from the Regular Board Meeting of November 13, 2025, were approved as written.

MOTION: Swaminathan
SECOND: Howard

AYES: Brocchini, Howard, Stewart, Swaminathan, Thielman

NOES: 0

ABSENT: 0

Hearing Session:

- No public comments
- No report from CETA
- The next ELAC/DELAC meeting will be on Thursday, January 15th.
- The next School Site Council meeting will be in January.
- The Cardiff SEA will hold its next meeting on December 17th.
- Principal Giroux shared that the second-grade students did an excellent job singing Jingle Bells in the Encinitas Holiday Parade. The kindergarten classes are adjusting well to their full-day schedule and practicing for their holiday performance on Friday, December 19th. Kindergarten students are working on reading about Arctic animals, writing gingerbread stories, making holiday art projects, and learning how to tell time to the half hour. Second grade is working on holiday opinion writing with an emphasis on using transition words. In Science, all grades are learning about Earth science or weather. In PE & Garden, students are focused on the color green and how green foods help their bodies grow strong. All are looking forward to Holiday Flair Day and the Cardiff Way Assembly, where Mr. Redding's class will be performing "Believe".
- Principal Scheftner reported excitement about Holiday Flair Day and the Cardiff Way Assembly, as well as the upcoming Pajama Day on Friday, December 19th. Ada Harris is completing the second round of school-wide assessments. The Learning Center is analysing data and will start new reading groups in January. She explained that the Learning Center supports hundreds of students each week through focused intervention in comprehension, fluency, accuracy, mathematical understanding, and English Language Development. They also extend into each grade to support small-group instruction and provide math mornings four days a week. She detailed the activities each grade level is working on, including weather reports using green-screen technology, personal narrative writing focused on holiday traditions, the Invention Convention, and the Toy Fair, which will be on December 16th. All are thrilled that the new library furniture will arrive on December 19th, and they look forward to an updated common area for students, teachers, and staff.
- Trustee Brocchini is starting a virtual CSBA Master's in Governance Program. President Stewart attended the CSBA Delegate Assembly at the CSBA conference in Sacramento and emphasized that this year's convening focused on actionable items to close the achievement gap. President Stewart and Superintendent Vinson attended the CSBA conference together and appreciated the opportunity to learn about many topics, including AI and Math adoption, and to share time with neighboring school boards.
- Superintendent Vinson expressed her appreciation to all for such a successful parent-teacher conference week. She thanked the Cardiff SEA for bringing treats for teachers during the conference week. She mentioned that over fall break, the damaged portion of the shade structure at Ada Harris was replaced, and the three remaining shade covers are scheduled to be replaced to match. The staff holiday party is next week, and she hopes many will attend. Lastly, she mentioned that the entire district will be closed for the winter break, and security patrols have been scheduled.

The Consent Calendar was approved as presented.

MOTION: Howard
SECOND: Thielman
AYES: Brocchini, Howard, Stewart, Swaminathan, Thielman
NOES: 0
ABSENT: 0

The CSBA Board Policy updates were approved as presented.

MOTION: Howard
SECOND: Thielman
AYES: Brocchini, Howard, Stewart, Swaminathan, Thielman
NOES: 0
ABSENT: 0

Principal Scheftener presented the 2025 Dashboard Report to the Board of Trustees and the Board thanks all the good work being done with interventions and focused support given to students.

The Budget Changes through October 31, 2025 were approved.

MOTION: Thielman
SECOND: Swaminathan
AYES: Brocchini, Howard, Stewart, Swaminathan, Thielman
NOES: 0
ABSENT: 0

The District Certification of the First Interim Budget State Report for the period ending October 31, 2025 was authorized.

MOTION: Thielman
SECOND: Brocchini
AYES: Brocchini, Howard, Stewart, Swaminathan, Thielman
NOES: 0
ABSENT: 0

The 2026-2027 Budget Assumptions were approved.

MOTION: Thielman
SECOND: Brocchini
AYES: Brocchini, Howard, Stewart, Swaminathan, Thielman
NOES: 0
ABSENT: 0

The Declaration of Certain District Personal Property as 'Obsolete and Surplus Property,' to be Disposed of or Donated per Education Code 17546 was approved.

MOTION: Thielman
SECOND: Swaminathan
AYES: Brocchini, Howard, Stewart, Swaminathan, Thielman
NOES: 0
ABSENT: 0

Future agenda items include the Tech Forward Plan and calendar discussion.

There being no other regular business to come before the Board, the meeting was adjourned to closed session at 6:09 p.m. The meeting reconvened to open session at 7:57 p.m.

There being no other business to come before the Board, the meeting was adjourned at 7:57 p.m.

Respectfully submitted,

Shad Thielman, Clerk

Jill Vinson, Superintendent

DECEMBER 2025 PO LISTING

PO	Date	Supplier	Fund	Resource	Goal	Function	Object	Site	Description	Amount
INSTRUCTIONAL SUPPLIES										
6068	12/4/25	AMAZON CAPITAL SERVICES	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$ 261.38
6072	12/4/25	AMAZON CAPITAL SERVICES	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$ 326.20
6064	12/4/25	AMAZON CAPITAL SERVICES	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 73.04
6063	12/4/25	AMAZON CAPITAL SERVICES	0100	6500000	5760	1120	4300000	111	SPED Instructional Supplies	\$ 13.46
6055	12/4/25	AMAZON CAPITAL SERVICES	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$ 181.33
6080	12/4/25	S.W. SCHOOL SUPPLY	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 187.85
6007	12/4/25	AMAZON CAPITAL SERVICES	0100	0000000	0000	2420	4300008	222	Library Supplies	\$ 17.23
6070	12/4/25	AMAZON CAPITAL SERVICES	0100	6770000	1110	1000	4300012	000	Art Supplies	\$ 185.30
	12/8/25	SCOTT REILY	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$ 24.69
	12/8/25	TIFFANY GLASS EVERETT	0100	0000000	1110	1000	4300000	222	Annual Subscription	\$ 125.00
5970	12/11/25	LAKESHORE	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 30.70
6083	12/11/25	S.W. SCHOOL SUPPLY	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$ 2,058.52
6087	12/18/25	S.W. SCHOOL SUPPLY	0100	0000000	1110	1000	4300000	222	Instructional Supplies	\$ 224.11
	12/22/25	SCOTT REILY	0100	0000000	1110	1000	4300000	111	Instructional Supplies	\$ 34.98
										\$ 3,743.79

NON-INSTRUCTIONAL SUPPLIES										
5884	12/1/25	SHERWIN WILLIAMS	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$ 49.19
5893	12/1/25	WEX BANK	0100	0000000	0000	8110	4300000	000	Automotive Supplies	\$ 141.44
6079	12/4/25	AMAZON CAPITAL SERVICES	0100	0000000	0000	7100	4300000	000	Office Supplies	\$ 59.60
6044	12/4/25	AMAZON CAPITAL SERVICES	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$ 773.75
5884	12/4/25	SHERWIN WILLIAMS	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$ 37.32
5884	12/8/25	SHERWIN WILLIAMS	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$ 34.05
5901	12/11/25	HOME DEPOT CREDIT SERVICES	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$ 645.45
	12/18/25	DUGMORE AND DUNCAN OF CA	0100	0000000	0000	8200	4300000	000	Maintenance Supplies	\$ 423.78
	12/18/25	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	8110	4300000	000	Maintenance Supplies	\$ 2,333.97
	12/18/25	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	7200	4300000	000	Monthly Subscription	\$ 140.00
	12/18/25	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	7100	4300000	000	Office Supplies	\$ 174.66
										\$ 4,813.21

4000 (SUPPLIES) TOTALS: BALANCE: 377,550 ACCUMULATED BALANCE: 361,116 REMAINING BALANCE: 16,434

UTILITIES										
	12/1/25	SAN DIEGUITO WATER DISTRICT	0100	0000000	0000	8200	5500003	222	Services for Nov	\$ 1,077.16
	12/1/25	SAN DIEGUITO WATER DISTRICT	0100	0000000	0000	8200	5500003	222	Services for Nov	\$ 763.37
	12/1/25	SAN DIEGUITO WATER DISTRICT	0100	0000000	0000	8200	5500003	222	Services for Nov	\$ 73.98
	12/1/25	SAN DIEGUITO WATER DISTRICT	0100	0000000	0000	8200	5500003	222	Services for Nov	\$ 5,077.62
5904	12/4/25	EDCO WASTE & RECYCLING SERVICE	0100	0000000	0000	8200	5500002	111	Services for Nov	\$ 854.41
5904	12/4/25	EDCO WASTE & RECYCLING SERVICE	0100	0000000	0000	8200	5500002	222	Services for Nov	\$ 854.40
	12/4/25	SAN DIEGUITO WATER DISTRICT	0100	0000000	0000	8200	5500003	111	Services for Nov	\$ 1,284.68
	12/4/25	SAN DIEGUITO WATER DISTRICT	0100	0000000	0000	8200	5500003	111	Services for Nov	\$ 998.03
	12/8/25	SAN DIEGUITO WATER DISTRICT	0100	0000000	0000	8200	5500003	111	Services for Nov	\$ 1,400.79
	12/8/25	AT&T	0100	0000000	0000	7200	5900001	000	Services for Nov	\$ 844.60
	12/11/25	AT&T	0100	0000000	0000	7200	5900001	000	Services for Nov	\$ 62.19
	12/11/25	AT&T	0100	0000000	0000	7200	5900001	000	Services for Nov	\$ 385.61
5878	12/18/25	SAN DIEGO GAS & ELECTRIC	0100	0000000	0000	8200	5500001	222	Services for Nov	\$ 245.85
5878	12/18/25	SAN DIEGO GAS & ELECTRIC	0100	0000000	0000	8200	5500001	111	Services for Nov	\$ 7,405.23
										\$ 21,327.92

SERVICES										
6022	12/1/25	THE STEPPING STONES GROUP	0100	6500000	5760	3120	5800000	000	Services for Oct	\$ 956.03
6067	12/4/25	CALIE / CUE	0100	6266000	1110	1000	5200000	111	Professional Development	\$ 5,665.00
	12/4/25	SEBASTIAN ROSSI	0100	6266000	0000	2420	5200000	000	Professional Development	\$ 1,359.97
	12/4/25	FREDRICKS ELECTRIC, INC.	0100	0000000	0000	8110	5600000	000	Maintenance Services	\$ 277.40
5930	12/4/25	MISSION LINEN & UNIFORM	0100	0000000	0000	8110	5600000	000	Services for Nov	\$ 655.84
5900	12/4/25	PRIMO BRANDS	0100	0000000	0000	7200	5800000	000	Services for Nov	\$ 343.76
5899	12/4/25	STERICYCLE	0100	0000000	0000	7200	5800000	000	Services for Nov	\$ 211.78

5883	12/4/25	TITAN FIRE PROTECTION	0100	0000000	0000	2700	5800000	111	Maintenance Services	\$	6,580.00
	12/8/25	TIFFANY GLASS EVERETT	0100	6266000	0000	2700	5200000	222	Professional Development	\$	330.94
	12/8/25	ENCINITAS HONEY	0100	0000000	0000	8200	5500004	222	Maintenance Services	\$	275.00
5867	12/8/25	TOSHIBA FINANCIAL SERVICES	0100	0000000	0000	7200	5600000	000	Lease Payment - Dec	\$	152.27
5867	12/8/25	TOSHIBA FINANCIAL SERVICES	0100	0000000	0000	7200	5600000	000	Lease Payment - Dec	\$	1,065.37
5946	12/8/25	VERBAL BEHAVIOR ASSOCIATES	0100	6500000	5760	1190	5800000	000	Services for Nov	\$	1,364.96
5946	12/8/25	VERBAL BEHAVIOR ASSOCIATES	0100	6500000	5760	1190	5800000	000	Services for Nov	\$	433.44
5946	12/8/25	VERBAL BEHAVIOR ASSOCIATES	0100	6500000	5760	1190	5800000	000	Services for Nov	\$	3,681.80
5946	12/8/25	VERBAL BEHAVIOR ASSOCIATES	0100	6500000	5760	1190	5800000	000	Services for Nov	\$	4,184.68
5946	12/8/25	VERBAL BEHAVIOR ASSOCIATES	0100	6500000	5760	1190	5800000	000	Services for Nov	\$	1,095.56
5946	12/8/25	VERBAL BEHAVIOR ASSOCIATES	0100	6500000	5760	1190	5800000	000	Services for Nov	\$	5,980.68
5946	12/8/25	VERBAL BEHAVIOR ASSOCIATES	0100	6500000	5760	1190	5800000	000	Services for Nov	\$	361.20
5946	12/8/25	VERBAL BEHAVIOR ASSOCIATES	0100	6500000	5760	1190	5800000	000	Services for Nov	\$	5,118.60
	12/11/25	JILL VINSON	0100	6266000	0000	7100	5200000	000	Professional Development	\$	597.45
5868	12/11/25	TOSHIBA BUSINESS SOLUTIONS	0100	0000000	0000	2700	5600000	111	Maintenance Services	\$	1,245.49
5868	12/11/25	TOSHIBA BUSINESS SOLUTIONS	0100	0000000	0000	2700	5600000	222	Maintenance Services	\$	1,245.49
5868	12/11/25	TOSHIBA BUSINESS SOLUTIONS	0100	0000000	0000	7200	5600000	000	Maintenance Services	\$	1,245.48
	12/11/25	STATE OF CALIFORNIA	0100	0000000	0000	7200	5800000	000	Fingerprinting Services	\$	32.00
	12/11/25	WILKINSON HADLEY KING & CO.	0100	0000000	0000	7191	5800000	000	Audit Services	\$	2,500.00
	12/15/25	COSTCO MEMBERSHIP	0100	0000000	0000	7200	5300000	000	Membership Dues	\$	130.00
5874	12/15/25	AMERICAN PEST CONTROL	0100	0000000	0000	8200	5500004	111	Maintenance Services	\$	73.00
5874	12/15/25	AMERICAN PEST CONTROL	0100	0000000	0000	8200	5500004	222	Maintenance Services	\$	201.00
5894	12/15/25	COASTAL SPEECH THERAPY	0100	6500000	5760	1190	5800000	000	Services for Nov	\$	2,121.46
5982	12/15/25	COORDT EDUCATIONAL SERVICES	0100	6500000	5760	3120	5800000	000	Services for Dec	\$	5,002.00
6090	12/15/25	RANCHO SANTA FE SECURITY	0100	0000000	0000	2700	5800000	222	Foot Patrol / Winter break	\$	960.00
6090	12/15/25	RANCHO SANTA FE SECURITY	0100	0000000	0000	2700	5800000	111	Foot Patrol / Winter break	\$	960.00
5984	12/15/25	VILLANI EDUCATIONAL SUPPORT SERVICES	0100	6500000	5760	3120	5800000	000	Services for Dec	\$	2,220.00
	12/18/25	MISSION FEDERAL CREDIT UNION	0100	6266000	0000	7100	5200000	000	Professional Development	\$	2,095.24
	12/18/25	EMILY KING	0100	6500000	5760	3120	5800000	000	Services for Dec	\$	2,100.00
	12/18/25	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	7100	5800000	000	Monthly Subscription	\$	225.00
	12/18/25	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	2420	5800000	000	Monthly Subscription	\$	16.99
	12/18/25	MISSION FEDERAL CREDIT UNION	0100	0000000	0000	7200	5900001	000	Verizon - Dec Statement	\$	224.82
5961	12/22/25	J.M.D.LANDSCAPE INC.	0100	0000000	0000	8110	5800000	000	Maintenance Services	\$	7,211.38
6022	12/22/25	THE STEPPING STONES GROUP	0100	6500000	5760	3120	5800000	000	Services for Nov	\$	546.30
5883	12/22/25	TITAN FIRE PROTECTION	0100	0000000	0000	8110	5800000	000	Maintenance Services	\$	1,695.00
	12/22/25	FAGEN FRIEDMAN & FULFROST, LLP	0100	0000000	0000	7100	5800005	000	Services for Nov	\$	77.00
											\$72,819.38

5000 (SERVICES) TOTALS: BALANCE: 1,560,933 ACCUMULATED BALANCE: 697,391 REMAINING BALANCE: 863,542

CARDIFF

K	Glass	<u>18</u>
K	McNamara	<u>18</u>
K	Robles	<u>17</u>
K	Sallans	<u>18</u>

TOT K 71

1	Douil/Hamilton	<u>19</u>
1	Easson	<u>19</u>
1	Stone	<u>19</u>
1	Stuart	<u>19</u>

TOT 1 76

2	Boyesen	<u>22</u>
2	Kavan	<u>24</u>
2	Payte	<u>23</u>
2	Redding	<u>23</u>

TOT 2 92

Wilson	<u>0</u>	TOT <u>0</u>
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Subtotal 239

DISTRICT TOTAL 610

ADA HARRIS

3	Herrman	<u>24</u>
3	Milliken	<u>24</u>
3	Murray/Ensberg	<u>22</u>
3	Van Lear	<u>19</u>

TOT 3 89

4	Cope	<u>22</u>
4	Brice	<u>19</u>
4	Green	<u>23</u>
4	Mihaly	<u>21</u>

TOT 4 85

5	Atalla	<u>20</u>
5	d'Entremont/Vargas	<u>21</u>
5	Kannegieter	<u>23</u>
5	Price	<u>23</u>
5	Yant	<u>21</u>

5 108

6	Jewell	<u>21</u>
6	Nguyen	<u>20</u>
6	Therriault	<u>19</u>
6	Tiersma	<u>20</u>

TOT 6 80

Rapp	<u>9</u>	TOT <u>9</u>
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Subtotal 371

Cardiff School District
Cardiff by the Sea, California 92007
January 15, 2026

ITEM: APPROVE CARDIFF SCHOOL DISTRICT'S UNIFORM COMPLAINT
QUARTERLY REPORT FOR OCT 1, 2025 THROUGH DEC 31, 2025

BACKGROUND:

Governing boards of school districts in California are required to review and approve the District's Quarterly Report of Complaints regarding instructional materials, facilities and teacher staffing. This is the second Quarterly Report prepared for the period of October 1, 2025 to December 31, 2025. No complaints have been received for this period.

CURRENT CONSIDERATIONS:

The San Diego County Office of Education has created a link on their website for school districts to electronically report the required information and the Cardiff School District has completed the reporting process for the quarter specified above.

FINANCIAL IMPLICATIONS:

There are no current financial implications at this time.

RECOMMENDATION:

It is respectfully recommended that the Board approve the Uniform Complaint Quarterly Report for October 1, 2025 through December 31, 2025.



SDCOE Uniform Complaint Quarterly Reports Database

Williams and Valenzuela Settlements

Quarterly Complaint Summary ADD a new summary record

Submitted By:

Jennifer Hatter

Title:

Support Staff

Report Date:

1/7/2026

Quarter:

10/1/2025 - 12/31/2025

Number of Complaints for Quarter:

	Received	Resolved	Unresolved
Instructional Material	0	0	0
Facilities	0	0	0
Misassignment	0	0	0

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Cardiff Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Cardiff Elementary
Street	1888 Montgomery Avenue
City, State, Zip	Cardiff-by-the-Sea, CA 92007-2313
Phone Number	760-632-5892
Principal	Michelle Giroux, Principal
Email Address	michelle.giroux@cardiffschools.com
School Website	www.cardiffschools.com
Grade Span	K-2
County-District-School (CDS) Code	37680076037766

2025-26 District Contact Information

District Name	Cardiff School District
Phone Number	760-632-5890
Superintendent	Jill Vinson
Email Address	jill.vinson@cardiffschools.com
District Website	www.cardiffschools.com

2025-26 School Description and Mission Statement

Although the Cardiff community is part of the City of Encinitas, Cardiff School District is maintained as a separate, self-directed entity. It is one of the smallest districts in San Diego. Together, the two district schools, Cardiff Elementary School and Ada Harris Elementary School, have an enrollment of approximately 635 students. The intimate size of the district fosters unique learning opportunities for our students' educational growth. Parent and community support and involvement are vital factors in shaping a positive atmosphere of collaboration. Recognizing that young elementary students and older elementary students have different social, academic, and physical needs, the district has separated the schools by grade level. Cardiff Elementary School has students in grades Kindergarten through second. Ada Harris has students in third through sixth grade.

District Vision Statement

Our envisioned future articulates our organizational aspirations in the hearts and minds of our students, parents, staff, and community. We actively promote this vision to engage our educational partners and maintain our focus on what is essential. We envision:

Lifelong Learners | Contributing Citizens | Educational Excellence

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	78
Grade 1	90
Grade 2	86
Total Enrollment	256

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47.5
Male	52.1
Non-Binary	0.4
Asian	1.9
Hispanic or Latino	13.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	10
White	67.2
English Learners	5.4
Foster Youth	1.2
Socioeconomically Disadvantaged	11.6
Students with Disabilities	10.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.8	100	38.5	100	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0	15831.9	5.67
Total Teaching Positions	16.8	100	38.5	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.7	100	38.2	100	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	16.7	100	38.2	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.2	100	38.6	100	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	16.2	100	38.6	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		10/2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill School Education - Reading Wonders	0
Mathematics	Houghton Mifflin - Math Expressions	0
Science	Delta Education - FOSS Next Generation Science Elementary	0
History-Social Science	Studies Weekly - K-6	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				10/2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Air conditioning units in need of replacement due to age and weather damage. Some light fixtures are in need of ballast replacement.
Interior: Interior Surfaces	X			
Cleanliness:	X			

School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	72	78	47	48
Mathematics (grades 3-8 and 11)	N/A	N/A	68	69	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A

White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A

Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	N/A	N/A	62.22	55.29	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
The Cardiff School District values and encourages parent/guardian involvement. Cardiff School and Ada Harris conduct joint School Site Council and English Learner Advisory meetings to seek input on our school programs, safety and wellness plans, and the local control accountability plan. The Cardiff School District also works collaboratively with the Cardiff SEA, a parent-staff organization/education foundation, to support speciality programs for students and coordinate family-oriented community events. The Cardiff School District sends an annual survey to all parents/guardians/staff members to provide input on the schools' culture, climate, school initiatives, and programs. The survey input helps shape the district plans each school year.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	270	267	22	8.2
Female	130	128	8	6.3
Male	140	139	14	10.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	5	13.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	27	1	3.7
White	180	179	15	8.4
English Learners	16	15	2	13.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	37	36	7	19.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	37	37	7	18.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.35	0.37	0	0.46	0.3	0	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Cardiff School District recognizes that maintaining a safe, clean, and orderly environment is a top priority and essential to teaching and learning. The Comprehensive School Safety Plan (CSSP) is developed by Cardiff School and Ada Harris School in consultation with local law enforcement/emergency preparedness staff, School Site Council (SSC) and our administrative team in order to comply with Senate Bill 187. The CSSP includes: School Safety Policies and Procedures, Emergency Preparedness Procedures, and Emergency Plans and Protocols. It was most recently updated and reviewed in January 2025 and approved by the Board of Trustees in February 2025.

We regularly conduct safety drills to include fire, lockdown, and earthquake. We practice evacuation procedures for fire, procedures for disaster preparedness, and for strangers or dangers on campus. Our administrative team and custodial staff conduct monthly safety checks and make recommendations for proactive maintenance.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	22	0	4	0
1	23	0	4	0
2	23	0	5	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	22	0	4	0
1	23	0	4	0
2	22	0	4	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	19	4	0	0
1	23	0	4	0
2	23	0	4	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	267

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$106,361
Percent Difference - School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	--	--

Fiscal Year 2024-25 Types of Services Funded

In addition to general fund State funding, Cardiff School District receives State and Federal categorical funding for special programs that include categorical, special education and support programs. These programs included Special Education, Title I and Title II, where applicable, Mental Health and Instructional Materials.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,052	\$55,248
Mid-Range Teacher Salary	\$95,284	\$80,746
Highest Teacher Salary	\$130,442	\$109,655
Average Principal Salary (Elementary)	\$171,319	\$133,828
Average Principal Salary (Middle)	N/A	\$142,253
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	\$227,850	\$155,954
Percent of Budget for Teacher Salaries	36.17%	25.26%
Percent of Budget for Administrative Salaries	5.41%	6.12%

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Ada W. Harris Elementary

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Ada W. Harris Elementary
Street	1508 Windsor Rd.
City, State, Zip	Cardiff-by-the-Sea, CA 92007
Phone Number	(760) 632-5894
Principal	Janelle Scheftner
Email Address	janelle.scheftner@cardiffschools.com
School Website	www.cardiffschools.com
Grade Span	3-6
County-District-School (CDS) Code	37680076037758

2025-26 District Contact Information

District Name	Cardiff Elementary School District
Phone Number	(760) 632-5890
Superintendent	Jill Vinson
Email Address	jill.vinson@cardiffschools.com
District Website	www.cardiffschools.com

2025-26 School Description and Mission Statement

Although the Cardiff community is part of the City of Encinitas, Cardiff School District is maintained as a separate, self-directed entity. It is one of the smallest districts in San Diego. Together, the two district schools, Cardiff Elementary School and Ada Harris Elementary School, have an enrollment of approximately 635 students. The intimate size of the district fosters unique learning opportunities for our students' educational growth. Parent and community support and involvement are vital factors in shaping a positive atmosphere of collaboration. Recognizing that young elementary students and older elementary students have different social, academic, and physical needs, the district has separated the schools by grade level. Cardiff Elementary School has students in grades Kindergarten through second. Ada Harris has students in third through sixth grade.

District Vision Statement

Our envisioned future articulates our organizational aspirations in the hearts and minds of our students, parents, staff, and community. We actively promote this vision to engage our educational partners and maintain our focus on what is essential. We envision:

Lifelong Learners | Contributing Citizens | Educational Excellence

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 3	86
Grade 4	114
Grade 5	89
Grade 6	90
Total Enrollment	379

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	0.3
Asian	2.1
Black or African American	0.5
Filipino	0.8
Hispanic or Latino	14.4
Two or More Races	9.7
White	63.9
English Learners	4.5
Socioeconomically Disadvantaged	11.3
Students with Disabilities	18.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.5	100	38.5	100	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0	15831.9	5.67
Total Teaching Positions	21.5	100	38.5	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.4	100	38.2	100	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0		0	14303.8	5.15
Total Teaching Positions	21.4	100	38.2	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.3	100	38.7	100	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	22.3	100	38.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0.0
Total Out-of-Field Teachers	0.00	0	0.0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		10/2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company - Benchmark Advance	0
Mathematics	Houghton Mifflin Harcourt - Math Expressions	0
Science	Delta Education - FOSS Next Generation Elementary and Middle School Houghton Mifflin Harcourt - California Science	0
History-Social Science	Studies Weekly - K-6	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				10/2023	
System Inspected		Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Upper parking lot in need of repair.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	72	78	72	78	47	48
Mathematics (grades 3-8 and 11)	68	69	68	69	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	381	378	99.21	0.79	77.51
Female	192	190	98.96	1.04	80.00
Male	189	188	99.47	0.53	75.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	55	100.00	0.00	54.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	67	67	100.00	0.00	80.60

White	243	242	99.59	0.41	81.82
English Learners	14	12	85.71	14.29	33.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	45	100.00	0.00	60.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	69	98.57	1.43	37.68

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	381	378	99.21	0.79	68.78
Female	192	190	98.96	1.04	65.79
Male	189	188	99.47	0.53	71.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	55	100.00	0.00	41.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	67	67	100.00	0.00	80.60
White	243	242	99.59	0.41	72.31
English Learners	14	12	85.71	14.29	25.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	45	45	100.00	0.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	69	98.57	1.43	36.23

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	62.22	55.29	62.22	55.29	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	85	100.00	0.00	55.29
Female	46	46	100.00	0.00	47.83
Male	39	39	100.00	0.00	64.10
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	18.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	94.12
White	55	55	100.00	0.00	52.73
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	37.50

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
The Cardiff School District values and encourages parent/guardian involvement. Cardiff School and Ada Harris conduct joint School Site Council and English Learner Advisory meetings to seek input on our school programs, safety and wellness plans, and the local control accountability plan. The Cardiff School District also works collaboratively with the Cardiff SEA, a parent-staff organization/education foundation, to support speciality programs for students and coordinate family-oriented community events. The Cardiff School District sends an annual survey to all parents/guardians/staff members to provide input on the schools' culture, climate, school initiatives, and programs. The survey input helps shape the district plans each school year.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	389	386	20	5.2
Female	195	193	11	5.7
Male	194	193	9	4.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	57	56	5	8.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	38	38	2	5.3
White	245	245	10	4.1
English Learners	19	19	2	10.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	58	56	7	12.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	76	3	3.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.55	0.26	0	0.46	0.3	0	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Cardiff School District recognizes that maintaining a safe, clean, and orderly environment is a top priority and essential to teaching and learning. The Comprehensive School Safety Plan (CSSP) is developed by Cardiff School and Ada Harris School in consultation with local law enforcement/emergency preparedness staff, School Site Council (SSC) and our administrative team in order to comply with Senate Bill 187. The CSSP includes: School Safety Policies and Procedures, Emergency Preparedness Procedures, and Emergency Plans and Protocols. It was most recently updated and reviewed in January 2025 and approved by the Board of Trustees in February 2025.

We regularly conduct safety drills to include fire, lockdown, and earthquake. We practice evacuation procedures for fire, procedures for disaster preparedness, and for strangers or dangers on campus. Our administrative team and custodial staff conduct monthly safety checks and make recommendations for proactive maintenance.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	21	1	3	0
4	24	0	4	0
5	23	0	4	0
6	21	2	2	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	22	0	5	0
4	21	2	2	0
5	24	0	4	0
6	24	0	4	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	22	0	4	0
4	23	0	5	0
5	22	0	4	0
6	24	0	4	0
Other	0	0	0	0

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	382

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$106,361
Percent Difference - School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	--	--

Fiscal Year 2024-25 Types of Services Funded

In addition to general fund state funding, Cardiff School District receives state and federal categorical funding for special programs that include categorical, special education and support programs. These programs include special education, Title I and Title II, mental health and instructional materials.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,052	\$55,248
Mid-Range Teacher Salary	\$95,284	\$80,746
Highest Teacher Salary	\$130,442	\$109,655
Average Principal Salary (Elementary)	\$171,319	\$133,828
Average Principal Salary (Middle)	N/A	\$142,253
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	\$227,850	\$155,954
Percent of Budget for Teacher Salaries	36.17%	25.26%
Percent of Budget for Administrative Salaries	5.41%	6.12%

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

**Cardiff School District
Cardiff-By-The-Sea, California 92007
January 15, 2026**

ITEM: APPROVAL AND RATIFICATION OF CONTRACTS AND AGREEMENTS

BACKGROUND

The District maintains agreements with numerous agencies, consultants, contractors, and scholastic organizations.

CURRENT CONSIDERATIONS

The listed agreements and amendments require approval by the Board of Trustees.

FINANCIAL IMPLICATIONS

<u>PROVIDER</u>	<u>SERVICES PROVIDED</u>	<u>EFFECTIVE DATES</u>	<u>AMOUNT</u>
Access Behavior Solutions	IEE Psychoeducational Planning	1/1/26-6/30/26	Not to exceed \$3090.00
Jan-Pro	Custodial Professional Services	12/1/25-1/9/26	\$36.00/per hour
Titan Fire & Life Safety	Ada Harris Exit Lights Replacement	1/1/26-6/30/26	Not to exceed \$34,910.00

RECOMMENDATION

It is respectfully recommended that the Board approve the listed agreements and/or contracts.

CARDIFF SCHOOL DISTRICT
2026-27 DRAFT District Attendance Calendar

School							Student	Cumulative	Student
Month		M	T	W	T	F	Days	Student Days	Holidays/Recesses
	Aug	3	4	5	6	7			
	Aug	10	11	12	13	14	0		8/11-8/14 Teacher Inservice Days
	Aug	17	18	19	20	21	5	5	8/17 First Day of School
	Aug	24	25	26	27	28	5	10	
	Sep	31	1	2	3	4	5	15	
	Sep	7	8	9	10	11	4	19	9/7 Labor Day
	Sep	14	15	16	17	18	5	24	
	Sep	21	22	23	24	25	5	29	
	Sep	28	29	30	1	2	5	34	
	Oct	5	6	7	8	9	5	39	
	Oct	12	13	14	15	16	4	43	10/12 Local Holiday
	Oct	19	20	21	22	23	5	48	
	Oct	26	27	28	29	30	5	53	
	Nov	2	3	4	5	6	5	58	
	Nov	9	10	11	12	13	4	62	11/11 Veterans' Day
	Nov	16	17	18	19	20	5	67	
	Nov	23	24	25	26	27	0		11/23-27 Fall Break
	Dec	30	1	2	3	4	5	72	
	Dec	7	8	9	10	11	5	77	
	Dec	14	15	16	17	18	5	82	12/18 Minimum Day
	Dec	21	22	23	24	25	0		12/21-1/1 Winter Break
	Dec	28	29	30	31	1	0		
	Jan	4	5	6	7	8	5	87	
	Jan	11	12	13	14	15	5	92	
	Jan	18	19	20	21	22	4	96	1/18 M.L. King Jr. Day
	Jan	25	26	27	28	29	5	101	
	Feb	1	2	3	4	5	5	106	
	Feb	8	9	10	11	12	5	111	
	Feb	15	16	17	18	19	0		2/15-16 Presidents' Holidays, 2/17-19 Local Holidays
	Feb	22	23	24	25	26	5	116	
	Mar	1	2	3	4	5	5	121	
	Mar	8	9	10	11	12	5	126	
	Mar	15	16	17	18	19	5	131	
	Mar	22	23	24	25	26	5	136	
	Mar	29	30	31	1	2	0		3/29-4/2 Spring Break
	Apr	5	6	7	8	9	5	141	
	Apr	12	13	14	15	16	5	146	
	Apr	19	20	21	22	23	5	151	
	Apr	26	27	28	29	30	5	156	
	May	3	4	5	6	7	5	161	
	May	10	11	12	13	14	5	166	
	May	17	18	19	20	21	5	171	
	May	23	25	26	27	28	5	176	
	May	31	1	2	3	4	4	180	5/31 Memorial Day 6/4 Last Day of School/Minimum Day
	June	7					0		6/7- Last Teacher Day
		No School							Board Adopted:

CARDIFF SCHOOL DISTRICT
2027-28 DRAFT District Attendance Calendar

School							Student	Cumulative	Student	
Month		M	T	W	T	F	Days	Student Days	Holidays/Recesses	
	Aug	2	3	4	5	6				
	Aug	9	10	11	12	13	0		8/10-8/13 Teacher Inservice Days	
	Aug	16	17	18	19	20	5	5	8/16 First Day of School	
	Aug	23	24	25	26	27	5	10		
	Aug	30	31	1	2	3	5	15		
	Sep	6	7	8	9	10	4	19	9/6 Labor Day	
	Sep	13	14	15	16	17	5	24		
	Sep	20	21	22	23	24	5	29		
	Sep	27	28	29	30	1	5	34		
	Oct	4	5	6	7	8	5	39		
	Oct	11	12	13	14	15	4	43	10/11 Local Holiday	
	Oct	18	19	20	21	22	5	48		
	Oct	25	26	27	28	29	5	53		
	Nov	1	2	3	4	5	5	58		
	Nov	8	9	10	11	12	4	62	11/11 Veterans' Day	
	Nov	15	16	17	18	19	5	67		
	Nov	22	23	24	25	26	0		11/22-26 Fall Break	
	Nov	29	30	1	2	3	5	72		
	Dec	6	7	8	9	10	5	77		
	Dec	13	14	15	16	17	5	82		
	Dec	20	21	22	23	24	3	85	12/22 Minimum Day	
	Dec	27	28	29	30	31	0		12/23-1/7 Winter Break	
	Jan	3	4	5	6	7	0			
	Jan	10	11	12	13	14	5	90		
	Jan	17	18	19	20	21	4	94	1/17 M.L. King Jr. Day	
	Jan	24	25	26	27	28	5	99		
	Jan	31	1	2	3	4	5	104		
	Feb	7	8	9	10	11	5	109		
	Feb	14	15	16	17	18	5	114		
	Feb	21	22	23	24	25	0		2/21-22 Presidents' Holidays, 2/23-25 Local Holidays	
	Feb	28	29	1	2	3	5	119		
	Mar	6	7	8	9	10	5	124		
	Mar	13	14	15	16	17	5	129		
	Mar	20	21	22	23	24	5	134		
	Mar	27	28	29	30	31	5	139		
	Apr	3	4	5	6	7	0		4/3-4/7 Spring Break	
	Apr	10	11	12	13	14	5	144		
	Apr	17	18	19	20	21	5	149		
	Apr	24	25	26	27	28	5	154		
	May	1	2	3	4	5	5	159		
	May	8	9	10	11	12	5	164		
	May	15	16	17	18	19	5	169		
	May	22	23	24	25	26	5	174		
	May	29	30	31	1	2	4	178	5/29 Memorial Day	
	Jun	5	6	7	8	9	2	180	6/6 Last Day of School/Minimum Day, 6/7 Last Teacher Day	
		No School							Board Adopted:	

CARDIFF SCHOOL DISTRICT
2028-29 DRAFT District Attendance Calendar

School							Student	Cumulative	Student
Month		M	T	W	T	F	Days	Student Days	Holidays/Recesses
	Aug	31	1	2	3	4			
	Aug	7	8	9	10	11	0		8/8-8/11 Teacher Inservice Days
	Aug	14	15	16	17	18	5	5	8/14 First Day of School
	Aug	21	22	23	24	25	5	10	
	Aug	28	29	30	31	1	5	15	
	Sep	4	5	6	7	8	4	19	9/4 Labor Day
	Sep	11	12	13	14	15	5	24	
	Sep	18	19	20	21	22	5	29	
	Sept	25	26	27	28	29	5	34	
	Oct	2	3	4	5	6	5	39	
	Oct	9	10	11	12	13	4	43	10/9 Local Holiday
	Oct	16	17	18	19	20	5	48	
	Oct	23	24	25	26	27	5	53	
	Oct	30	31	1	2	3	5	58	
	Nov	6	7	8	9	10	4	62	11/11 Veterans' Day (observed 11/10)
	Nov	13	14	15	16	17	5	67	
	Nov	20	21	22	23	24	0		11/20-24 Fall Break
	Nov	27	28	29	30	1	5	72	
	Dec	4	5	6	7	8	5	77	
	Dec	11	12	13	14	15	5	82	
	Dec	18	19	20	21	22	5	87	12/22 Minimum Day
	Dec	25	26	27	28	29	0		12/25-1/5 Winter Break
	Jan	1	2	3	4	5	0		
	Jan	8	9	10	11	12	5	92	
	Jan	15	16	17	18	19	4	96	1/15 M.L. King Jr. Day
	Jan	22	23	24	25	26	5	101	
	Jan	29	30	31	1	2	5	106	
	Feb	5	6	7	8	9	5	111	
	Feb	12	13	14	15	16	5	116	
	Feb	19	20	21	22	23	0		2/19-20 Presidents' Holidays, 2/21-23 Local Holidays
	Feb	26	27	28	1	2	5	121	
	Mar	5	6	7	8	9	5	126	
	Mar	12	13	14	15	16	5	131	
	Mar	19	20	21	22	23	5	136	
	Mar	26	27	28	29	30	5	141	
	Apr	2	3	4	5	6	0		4/2-4/6 Spring Break
	Apr	9	10	11	12	13	5	146	
	Apr	16	17	18	19	20	5	151	
	Apr	23	24	25	26	27	5	156	
	May	30	1	2	3	4	5	161	
	May	7	8	9	10	11	5	166	
	May	14	15	16	17	18	5	171	
	May	21	22	23	24	25	5	176	
	May	28	29	30	31	1	4	180	5/28 Memorial Day, 6/1 Last Day of School/Minimum Day
	Jun	4	5	6	7	8	0		6/4 Last Teacher Day
		No School							Board Adopted:

CARDIFF SCHOOL DISTRICT
2029-30 DRAFT District Attendance Calendar

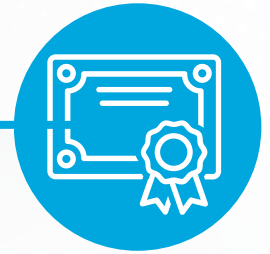
School							Student	Cumulative	Student
Month		M	T	W	T	F	Days	Student Days	Holidays/Recesses
	Aug	30	31	1	2	3			
	Aug	6	7	8	9	10	0		8/7-8/10 Teacher Inservice Days
	Aug	13	14	15	16	17	5	5	8/13 First Day of School
	Aug	20	21	22	23	24	5	10	
	Aug	27	28	29	30	31	5	15	
	Sep	3	4	5	6	7	4	19	9/3 Labor Day
	Sep	10	11	12	13	14	5	24	
	Sep	17	18	19	20	21	5	29	
	Sept	24	25	26	27	28	5	34	
	Oct	1	2	3	4	5	5	39	
	Oct	8	9	10	11	12	4	43	10/8 Local Holiday
	Oct	15	16	17	18	19	5	48	
	Oct	22	23	24	25	26	5	53	
	Oct	29	30	31	1	2	5	58	
	Nov	5	6	7	8	9	5	63	
	Nov	12	13	14	15	16	4	67	11/11 Veterans' Day (observed 11/12)
	Nov	19	20	21	22	23	0		11/19-23 Fall Break
	Nov	26	27	28	29	30	5	72	
	Dec	3	4	5	6	7	5	77	
	Dec	10	11	12	13	14	5	82	
	Dec	17	18	19	20	21	5	87	12/21 Minimum Day
	Dec	24	25	26	27	28	0		12/24-1/4 Winter Break
	Jan	31	1	2	3	4	0		
	Jan	7	8	9	10	11	5	92	
	Jan	14	15	16	17	18	5	97	
	Jan	21	22	23	24	25	4	101	1/21 M.L. King Jr. Day
	Jan	28	29	30	31	1	5	106	
	Feb	4	5	6	7	8	5	111	
	Feb	11	12	13	14	15	5	116	
	Feb	18	19	20	21	22	0		2/18-19 Presidents' Holidays, 2/20-22 Local Holidays
	Feb	25	26	27	28	1	5	121	
	Mar	4	5	6	7	8	5	126	
	Mar	11	12	13	14	15	5	131	
	Mar	18	19	20	21	22	5	136	
	Mar	25	26	27	28	29	5	141	
	Apr	1	2	3	4	5	0		4/1-4/5 Spring Break
	Apr	8	9	10	11	12	5	146	
	Apr	15	16	17	18	19	5	151	
	Apr	22	23	24	25	26	5	156	
	May	29	30	1	2	3	5	161	
	May	6	7	8	9	10	5	166	
	May	13	14	15	16	17	5	171	
	May	20	21	22	23	24	5	176	
	May	27	28	29	30	31	4	180	5/27 Memorial Day, 5/31Last Day of School/Minimum Day
	Jun	3	4	5	6	7	0		6/3 Last Teacher Day
		No School							Board Adopted:

TECH FORWARD PLAN

INSTRUCTIONAL DEVICES & INFRASTRUCTURE



- Campus Connectivity
- Cybersecurity
- Campus Security
- Staff and Student Devices
- IT Management System



DIGITAL LITERACY & DEVELOPMENT

- Balanced and Purposeful Use of Technology
- Digital Citizenship Lessons and Annual Certification
- Appropriate Use of Generative AI Tools
- Central Hub for Training and Resources

DATA GOVERNANCE

- Accurate and Reliable Student Information and State Reporting Data
- Responsible Data Retention & Privacy Compliance
- Evolving with Industry Developments



LEARNING TECHNOLOGIES & SOFTWARE

- Personalized Learning Resources
- Learning Management System
- Secured AI Tools and Data Integration
- Mass Communication System
- Ongoing Professional Development



2026
CARDIFF SCHOOL DISTRICT
BOARD GOVERNANCE PROTOCOLS

ISSUE	PROTOCOL
Meeting Length	Start at 5:00 p.m. when a quorum is present
	Don't brief latecomer on prior action
	No more than 30 minutes per agenda item
Stay Focused on Agenda	Stay focused on items on the agenda, avoid sidetracks, politely nudge members back
	Exercise the power of the Chair to move items along
	Avoid side conversations
Role of the President During Meetings	Focus the discussion
	Summarize the points of the discussion to the satisfaction of the team
	Communicate the direction of the Board to the Superintendent after the Board decision
	The Board President will be the spokesperson for the Board and communicate the consensus of the Board regarding controversial and "hot" issues
Manage Meetings	Ask questions about items or backup in advance of the meeting to give staff an opportunity to prepare and to ensure there are no "surprises" during the meeting
Asking Questions in Advance	Board members may choose to give a summary of questions they may have asked in preparation for the meeting
Managing Meetings: Time Monitoring	The Board President/designee will serve as time monitor to assist the President in managing meeting length
Managing Meetings: Public Comment	The Board President and Superintendent may, in consultation with the Board, adjust the agenda to accommodate public comment or attending staff/presenters
	The Board President will remind the public that the Board will not respond to questions during this portion of the agenda
Closed Session	What is said there, stays there
	Items not on the agenda are not discussed
Handling Complaints and Concerns	Trustees listen carefully to complaints, remembering they are only hearing one side of the story, then direct the person making the complaint to the person in the District most appropriate and able to help them resolve their concern. This will ensure everyone is treated fairly, equally and expeditiously and that the processes and procedures of the District are upheld. As representatives of the public, it is important the Trustees invite the person with the complaint to ultimately get back to them if the issue is not resolved.
	The Trustee will advise the Superintendent of valid concerns.
Self-Monitoring of Governance Team Effectiveness	Individual Trustees agree to review and adhere to meeting norms, goals, and Board member roles as defined by CSBA. When behavior by an individual trustee detracts from effective governance, other Trustees work with that Trustee to encourage conformance to our norms (communicating with courage and consideration)
	In a workshop setting, the governance team will evaluate its effectiveness every year