Regular Governing Board Agenda

CABRILLO UNIFIED SCHOOL DISTRICT

Public Session • Thursday, June 24, 2021 • 6:00 PM

Via Zoom: https://cabrillok12.zoom.us/j/99135905009 • Webinar ID: 991 3590 5009 • Telephone: +1 669 900 6833

Governing Board Meeting broadcast live on the CUSD YouTube Channel, on www.PacificCoast.TV, and on Xfinity Channel 27 in Half Moon Bay

In response to the COVID-19 pandemic, Governor Newsom issued Executive Order N-29-20, which temporarily suspended provisions of the Brown Act relating to public meetings. As such, Cabrillo Unified School District will be conducting its Governing Board meeting at the regular time, in a different modality. The District will be leveraging a Webinar format (using Zoom) in order for the Governing Board members to participate remotely, and to allow for orderly public comment. There will not be a physical location for this meeting.

The Governing Board will meet for Closed Session to discuss labor negotiations, student discipline, personnel matters, litigation, anc other matters as provided under California state law as set forth on the agenda below. Following Closed Session, the Board reconvenes to Public Session. Adjournment of the Public Session will be no later than 10:00 PM for all regular and special meetings unless extended by a majority vote of the Board. Writings relating to a board meeting agenda items that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 498 Kelly Avenue, Half Moon Bay, CA. Such writings may also be available on the District's website. (Government Code 54957.5b).

Individuals who require special accommodations (Spanish interpreter, accessible seating, documentation in an accessible format, etc.) should contact the Administrative Assistant to the Superintendent at acostar@cabrillo.k12.ca.us no later than 48 hours preceding the meeting.

PUBLIC COMMENTS GUIDELINES

There are two ways in which members of the public may provide comments as part of a Cabrillo Unified School District Governing Board remote meeting:

1. Submit Comments in Advance:
Members of the public may submit comments in advance of the meeting through the following link: http://bit.ly/cusdcomments. Comments will be read out loud by the Board President or a designee during the meeting. Written comments should be limited to no more than 300 words; longer comments might not be shared publicly during the meeting. However, all comments received, whether or not they are shared publicly during the meeting, will be made available to all Board members.

2. Provide Comment in Real-Time During Remote Meeting:
Members of the public may submit a request to comment in real-time in advance of the meeting through the following link: http://bit.ly/cusdcomments. When called upon by Board president or designee, speakers will be unmuted. After the allotted time, speakers will be placed on mute.

Because of technical limitations, please submit your comments or request to address the Board in real-time in advance of the meeting. The Google Public Comment Form opens on the agenda posting date and closes one hour before the meeting start time. We ask the participants to type their full name when joining the meeting, as prompted. "Hand Raised" future will be disabled during the meeting.

Individual speakers shall be allowed three minutes to address the Board on each agenda or nonagenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (Governing Board Bylaw 9323 - Meeting Conduct)

IMPORTANT BOARD PROTOCOLS REGARDING PUBLIC COMMENTS

The CUSD Governing Board does not act upon any matter that has not been agendized except under limited circumstances as permitted by law. It is the policy of the CUSD Governing Board to refer matters raised in this forum to staff for further examination and/or action where appropriate

Open Board meetings may be recorded and broadcast.

1. CALL TO ORDER

a. Public Session - 6:00 PM - Welcome (Please note new time)

1. Roll Call / Quorum
2. Pledge of Allegiance

2. APPROVAL OF AGENDA

3. COMMUNICATIONS

a. Public Comments

b. Employee Organizations Report

1. CUTA Representatives
2. CSEA Representatives

c. Board Members Report

d. Superintendent Report

4. CONSENT AGENDA

a. Adoption of Credit Recovery Curriculum: Half Moon Bay High School and Pilarcitos High School (Consent Agenda)

4.a Board Memo Credit Recovery Curriculum.pdf (p. 6)

b. Approval of the Certificated Personnel Report (Consent Agenda)

4.b Board Memo Certificated Personnel Report.pdf (p. 8)

c. Approval of Donations to Cabrillo Unified School District (Consent Agenda)

4.c Board Memo Donation June 2021.pdf (p. 9)

4.c.1 Summary Site Donations June 2021.pdf (p. 10)

d. Approval of the 2021-2022 Consolidated Application (Consent Agenda)

4.d Board Memo ConApp 2021-22.pdf (p. 11)

4.d.1 Application for Funding ConApp 2021-22.pdf (p. 12)

e. Approval of MOU between Hazel Health and CUSD (Consent Agenda)

4.e Board Memo Hazel Health.pdf (p. 17)

4.e.1 Hazel Health MOU 2021-22.pdf (p. 18)

f. Authorization to Bid the Pre-K Complex Project at Hatch Elementary School (Consent Agenda)

4.f Board Memo Pre-K Complex Bidding Authorization.pdf (p. 32)

g. Approval of the Bid Award for Cunha Intermediate School Water Intrusion Project (Consent Agenda)

4.g Board Memo Award of Bid Cunha Water Intrusion Project.pdf (p. 33)

4.g.1 Reilly Construction Bidd.pdf (p. 34)

h. Approval of Architect Pool for Construction Projects (Consent Agenda)

4.h Board Memo Architect Pool Selection.pdf (p. 46)

4.h.1 Quattrocchi Kwok Statement of Qualifications.pdf (p. 47)

4.h.2 Studio W Architects Statement of Qualifications.pdf (p. 78)

i. Approval to Purchase Laptops to Replace HMBHS Science Department Obsolete Devices (Consent Agenda)

4.i Board Memo Replacement Laptops for HMBHS Science.pdf (p. 108)

4.i.1 HMBHS Laptop Replacement Request.pdf (p. 109)

j. Approval of Quarterly Report on Williams Uniform Complaints (Education Code §35186) (Consent Agenda)

4.j Board Memo Williams UCP Report.pdf (p. 111)

4.j.1 2020-21 Williams UCP Report Q4.pdf (p. 112)

k. Approval of Regular and Special Governing Board Meetings Minutes (Consent Agenda)

4.k Board Memo Minutes.pdf (p. 113)

4.k.1 2021-06-10 Regular Board Meeting Minutes.pdf (p. 114)

4.k.2 2021-06-11 Special Board Meeting Minutes.pdf (p. 121)

5. GENERAL BUSINESS

a. Medical Health Services – Student and Staff Safety and Wellbeing (Presentation)

5.a Board Memo Ed Support Services Report on Medical Health Services.pdf (p. 123)

5.a.1 Medical Health Program Presentation.pdf (p. 124)

b. CUSD Technology Update (Presentation)

5.b Board Memo Technology Update.pdf (p. 135)

5.b.1Technology Update Presentation.pdf (p. 136)

c. Approval of 2021-24 Local Control Accountability Plan and 2020-21 Local Control Accountability Plan Local Indicator Report (Action)

5.c Board Memo Local Control Accountability Plan (LCAP) 2021 Approval.pdf (p. 150)

5.c.1 LCAP 2021-24 Presentation.pdf (p. 153)

5.c.2 LCAP 2021-24.pdf (p. 179)

5.c.3 LCAP and LCP Annual Update.pdf (p. 248)

d. Adoption of the Budget Overview for Parents (Action)

5.d Board Memo Budget Overview for Parents.pdf (p. 314)

5.d.1 Budget Overview for Parents 2021 - Final.pdf (p. 315)

e. Approve CUSD Budget for the Fiscal Year 2021-22 (Action)

5.e Board Memo District Budget FY 2021-22.pdf (p. 318)

5.e.1 2021-22 Budget Presentation.pdf (p. 319)

5.e.2 Budget 2021-22.pdf (p. 336)

f. Public Hearing on Excess Reserves and Disclosure (Discussion)

5.f Board Memo Public Hearing Excess Reserves FY 2021-22.pdf (p. 480)

5.f.1 Public Hearing Notice Excess Reserves 2021.pdf (p. 482)

g. Adopt Fiscal Year-End Resolution No. 10-21, Appropriating Ending Balance to a Reserve (Action)

5.g Board Memo Resolution Appropiating Ending Balance to Reserve.pdf (p. 483)

5.g.1 Resolution No. 10-21 Appropriate Ending Balance to a Reserve.pdf (p. 484)

h. Approval of Chief Business Officer Senior Management Contract for the 2021-22 and 2022-23 School Years (Action)

5.h Board Memo CBO Contract Renewal.pdf (p. 485)

5.h.1 CBO Contract 2021-23 - Revised.pdf (p. 486)

i. Approval of Assistant Superintendent of Curriculum and Instruction Senior Management Contract for the 2021-22 and 2022-23 School Years (Action)

5.i Board Memo Assistant Superintendent Contract Renewal.pdf (p. 489)

5.i.1 Asstant Superintendent Contract 2021-23.pdf (p. 490)

j. Approval of Superintendent Senior Management Contract for the 2021-22 School Year (Action)

5.j Board Memo Superintendent Contract Renewal.pdf (p. 493)

5.j.1 Superintendent Contract 2021-23.pdf (p. 494)

6. FUTURE EVENTS

a. June 25 - Special Board Meeting Closed Session, via Videoconference, 9:00 AM

b. June 30 - School Finance Office Hours: 2021-22 Budget and LCAP Approval, via Zoom - 4:00 PM

c. June 30 - Budget Advisory Committee Meeting, via Zoom - 6:30 PM

d. August 12 - First Day of School

e. August 12 - Regular Board Meeting, via Zoom, 6:00 PM

7. ADJOURNMENT OF THE MEETING

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
John Nazar, Principal, Half Moon Bay High School
Andrew Boysen, Assistant Principal, Half Moon Bay High School
CATEGORY: Consent/Action
ITEM TITLE: Adoption of Credit Recovery Curriculum: Half Moon Bay High School and Pilarcitos High School

BACKGROUND INFORMATION

In addition to the base site license for Half Moon Bay High School (HMBHS) and Pilarcitos High School (PHS), we are requesting two add-on services from Edgenuity. These add-on services will help us address academic and socio-emotional needs that are a direct result of the overall impact that COVID-19 has had on our students. Cabrillo Unified School District has previously utilized our Edgenuity as the main curriculum for our Credit Recovery program. We are bringing this to the Board of Education to formally approve this textbook for our credit recovery courses.

The need for credit recovery for our students has grown significantly during COVID-19. At HMBHS we will need to double our summer school staffing from two teachers to four and our 2021-2022 academic year staffing from two teachers to three. The expansion of credit recovery is a direct result of unfinished learning during the pandemic and an increased volume of students needing to make up for courses they failed. At PHS the number of independent study students will continue to be well above what was the normal enrollment number prior to the pandemic. There will also be growth of staff to meet this need at PHS.

The My Path program will address the learning loss by offering content and activities specifically tailored to the unique learning needs for each individual student. A diagnostic test is used to create a program that will only cover the content that needs to be reviewed. This program could be utilized to recover credits as well as prepare students to access their core grade level content. This service will be of particular use for our SPED and ELD programs as well as our students who struggle progressing with math requirements.

The socio-emotional impact of COVID-19 on our youth isn't always obvious. Reaching out and asking for mental health support or emotional support can be challenging for students. The Purpose Prep program offers courses where students can become familiarized with "trauma informed strategies" and "restorative practices". The curriculum can be used as a Tier 1 strategy for addressing student socio-emotional needs. At HMBHS our counselors will begin a Social Emotional Learning (SEL) oriented Personal Learning Plan (PLP) program to complement the academic PLP program already in existence. They plan on using the Purpose Prep service.

HMBHS Special Education (SPED) students and all PHS and IS students will benefit from the My Path program. Purpose Prep will be offered as elective credit at Pilarcitos HS. The PHS team is focusing on Trauma Informed educational strategies for staff professional development as well as Restorative Practices/Justice for our disciplinary needs. The Purpose Prep curriculum will be a great complement to the work that all staff are engaging in because it will reinforce a common language that staff and students can use as we address challenging issues.

Including summer school in 2021, 200 to 250 high school students at HMBHS and PHS will utilize these programs over the course of the school year; a high percentage of these students are the district's most at-promise students,

including English Learners, Socio Economically Disadvantaged, and Special Education students. All grade levels will be using these services.

FISCAL ANALYSIS

There is no financial impact to the general fund. We will use the Expanded Learning Opportunities Grant (SB98) and the total cost will be $30,000.

RECOMMENDATION

We recommend the CUSD Board of Trustees approve a renewal of the Edgenuity site license and MyPath and Purpose Prep add-on services for implementation during the 2021 summer school and following 2021-2022 academic school year for HMBHS and PHS.

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Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Consent
ITEM TITLE: Approval of the Certificated Personnel Report

BACKGROUND INFORMATION

The following personnel items are submitted for your ratification/approval.

1. OFFER OF EMPLOYMENT FOR 2021-2022

Kennan Damon, Resource Specialist, Half Moon Bay High School, effective August 9, 2021.

Katherine Walera, Science Teacher, Half Moon Bay High School, effective August 9, 2021.

Thomas Walrod, English/ELD Teacher, Half Moon Bay High School effective August 9, 2021.

Lauren Williamson, Elementary Teacher, El Granada Elementary School, effective August 9, 2021.

2. RESIGNATION

Isa Polt-Jones, Elementary Immersion Teacher, Hatch Elementary School, effective June 4, 2021.

3. LEAVE OF ABSENCE

Celeste Fulwiler, Elementary Teacher, Hatch Elementary School, for the 2021-2022 school year.

FISCAL ANALYSIS

Financial impact is included in the budget.

RECOMMENDATION

Approve as submitted.

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MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Donations to Cabrillo Unified School District

BACKGROUND INFORMATION

The Governing Board routinely reviews the monthly donation reports.

REPORT/PROPOSAL

Pursuant to the Governing Board Policy 3290, the Governing Board is to accept donations on behalf of the district or any school in the district.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

June 24, 2021 Board Meeting
Summary Site Donations

Site	Items	Donor	Amount	Site Total Donations
HMBHS	Money for the John McCUe & Brad Prescott in Memory of Ashley Pedersen Scholarship	John JF McCue III	$ 1,000.00	
				$ 1,000.00

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MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
Leticia Bhatia, Assistant Superintendent, Curriculum & Instruction
CATEGORY: Consent/Action
ITEM TITLE: Approval of the 2021-2022 Consolidated Application

BACKGROUND INFORMATION

The Consolidated Application and Reporting System (CARS) is a data collection system to apply for Categorical Program funding and to report on the use of those funds. The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to school districts and direct-funded charter schools throughout California. It is a requirement for funding through the Consolidated Application that local governing Boards approve the ConApp.

Annually, each school district uses CARS to submit the spring release of the Consolidated Application. The 2021-22 spring release documents district participation in state and federal programs and provides assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

REPORT/PROPOSAL

Staff recommends that the Cabrillo Unified School District Governing Board approve the 2021-22 Consolidated Application request for funding.

FINANCIAL IMPACT

Upon the adoption of the State Budget and CDE authorization of the ConApp, CUSD will receive state and federal categorical revenue based on CDE's allocations formulae. ConApp funding allocations will be reflected in the First Interim fiscal report to the Board.

RECOMMENDATION

Approve as submitted.

2021-22 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca21assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	J Jesus Contreras
Authorized Representative's Signature	
Authorized Representative's Title	Chief Business Officer
Authorized Representative's Signature Date	06/16/2021

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	J Jesus Contreras
Authorized Representative's Title	Chief Business Officer
Authorized Representative's Signature Date	06/16/2021
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2021-22 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	09/18/2020
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	J Jesus Contreras
Authorized Representative's Title	Chief Business Officer

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2021-22 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/24/2021

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	Catalina Maya Martinez
DELAC review date	06/18/2021
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	https://www.cabrillo.k12.ca.us/our_community/delac
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes

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2021-22 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support)	Yes
ESSA Sec. 4101 SACS 4127	

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MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
Martha Ladd, Educational Support Services Director
CATEGORY: Consent/Action
ITEM TITLE: Approval of MOU between Hazel Health and CUSD

BACKGROUND:

To support COVID-19 student contact tracing, during 2020-21 Hazel Health had provided CUSD free COVID-19 symptom checking and contact tracing for the CUSD students. To expand these health services for our students, this MOU will cover availability of Hazel Health physicians or paraprofessionals to expand these services and provide Telehealth Services as follows:

Telehealth Services:

For each consultation, the Hazel Health Physician or Professional shall:

a. Direct/supervise Initiator in performing initial clinical tasks.
b. Conduct a healthcare consult to assess the patient's clinical needs; and
c. Based upon the healthcare consult, should Hazel Health Physician or Professional determine the patient's condition constitutes an emergent matter, refer the patient, or directly contact the appropriate emergency service Physician or Professionals (e.g., 911).
d. Patients who have completed the necessary steps to create a valid Physician or Professional-patient relationship via telehealth will receive consultations by Hazel Health Physician or Professionals, including the following steps:

    i. Agreeing to an informed consent form, terms of use, and release of information and privacy policies
    ii. Completing a comprehensive clinical history disclosure via the online platform
    iii. Documenting a patient assessment.

FISCAL ANALYSIS

The estimated cost based on 2800 student count and a first-year 15% discounted total is $71,400.00 The regular fee is $30 per student.

RECOMMENDATION

Approve the 2021-22 Hazel Health MOU as presented.

MEMORANDUM OF UNDERSTANDING BETWEEN CABRILLO UNIFIED SCHOOL DISTRICT AND HAZEL HEALTH INC. AND SCHOOL BASED URGENT CARE NETWORK

This Telehealth Professional Services Agreement ("Agreement") is made and entered into as of May 13, 2021 (the "Effective Date"), by and between , Hazel Health Inc., a Delaware corporation qualified to do business in California ("Hazel") and School Based Urgent Care Network PC., doing business as Hazel Health Services, a California professional corporation ("Hazel Health") and Cabrillo Unified School District, a public school district existing under the state laws of California, ("District"), for the provision of telehealth-based professional health care services, therapy and counseling services. Each entity is referred to individually as a "party" and the entities collectively are referred to as the "parties."

RECITALS

A. Hazel Health engages physicians and other licensed practitioners, such as nurse practitioners duly licensed in various states, including the State of California, who are qualified and experienced in providing telehealth based primary care services.

B. Hazel is in the business of assisting Hazel Health by providing non-clinical services such as telehealth technology, training, and technology support services.

C. District is a public school district within the state of California, and desires to engage Hazel Health to provide certain telehealth-based services to its enrolled students.

D. District believes a contract by which it arranges for these telehealth services will improve quality healthcare access for its students, as well as reduce truancy related illness, increase retention, and overall improve academic performance of its students.

E. Healthcare services, therapy or counseling services may occur at the District or outside the District to covered students as agreed upon by the Parties.

NOW, THEREFORE, for and in consideration of the recitals above and the mutual covenants and conditions contained herein, the parties agree as follows:

1. Hazel and Hazel Health Obligations. District hereby engages Hazel Health to be a Physician or Professional of telehealth-based primary care services (the "Services").

1.1 **Applicable Standards.** Hazel Health shall at all times render Services in accordance with: (i) professional standards of care; (ii) applicable statutes and regulations; (iii) District's written policies; and (iv) any protocols developed by the parties. The parties agree that care outcomes are dependent on the joint cooperation and successful integration of Hazel Health's and District's clinical teams.

1.2 **Coverage and Response Time.** Hazel Health shall make the Services available in accordance with the service level availability requested by District. District understands and agrees that Hazel Health is not responsible for unavailability of the Services, or for a delay or interruption in performing the Services, if due to a network communications or technology error, failure, or interruption, or to unexpected volume, beyond the control of Hazel Health based upon commercially reasonable standards. In the event the full scope of Services is unable to be provided (e.g., unanticipated unavailability of Hazel Health Physician or Professionals, a network server error, equipment or system malfunction), District shall be responsible to

provide its customary level of care for students which may be limited to visits with the school nurse. In such event, Hazel Health shall make best efforts for its Physicians or Professionals to continue to be available for phone consultation, to the extent such is appropriate in the Physician or Professionals' professional judgment.

1.3 **Telehealth Technology and Support.** Hazel shall provide the technology and support as set forth in this Agreement.

1.4 **Hazel and Hazel Health's Representations.** Hazel Health represents as follows, and shall notify District immediately upon becoming aware that any of the representations below is no longer correct:

(a) Hazel and Hazel Health have the authority to enter into this Agreement;

(b) Hazel and Hazel Health are not bound by any agreement or arrangement that would preclude it from entering into, or from fully performing the Services required under this Agreement;

(c) Neither Hazel Health nor any Physician or Professional providing services under this Agreement: (i) is a "sanctioned person" under any federal or state program or law; (ii) has been listed in the current List of Excluded Individuals and Entities by the Office of Inspector General for the U.S. Department of Health and Human Services; (iii) has been listed on the General Services Administration's List of Parties Excluded from Federal Programs; (iv) has been listed on the U.S. Department of Treasury, Office of Foreign Assets Control's Specially Designated Nationals and Blocked Persons List; or (v) has been convicted of a criminal offense related to health care.

1.5 **Independent Medical Judgment.** Hazel Health and its Physician or Professionals shall use their independent medical and professional judgment when performing professional telehealth services. Hazel shall neither have nor exercise any control over the professional judgment and medical decision-making of the Physicians or Professionals.

1.6 **Applicable Standards and Staffing.** To enable Hazel Health to provide the Services, District shall staff and equip its location(s) in accordance with: (i) applicable standards of care; (ii) applicable statutes and regulations; (iii) District's written policies; and (iv) any protocols developed by the parties. District shall provide the appropriate specialization and quantity of on-site staff, such as a school nurse, to work with the Physician or Professionals by assisting as telepresenters if necessary.

1.7 **Telehealth Technology and Support.** District shall provide the technology and support as set forth in this Agreement. The selected sites must have consistent Wi-Fi access of 1.5 Mbps download 500 Kbps upload. District agrees to provide a regular data feed to Provider with demographic and relevant data necessary to provide the highest quality care. District will also provide printing capabilities as needed with the requisite supplies, including but not limited to printer, toner and printing paper.

1.8 **Telepresenter/Initiator**. District shall make an onsite individual available to Hazel Health for purposes of serving as a telepresenter/initiator who will assist with certain administrative and basic clinical functions under the direction and supervision of the Hazel Health's Physician or Provider as required by applicable state law. The duties of Initiators include, but are not limited to, (a) verifying that the Youth's parents/guardians have consented to treatment by Provider and (b) launching the application to start the visit.

1.9 **District's Representations.** District represents as follows, and shall notify Hazel Health immediately upon becoming aware any of the representations below is no longer correct:

(a) District is a public school district accredited and in good standing under the laws of the State of California, and has the authority to enter into this Agreement;

(b) District is not bound by any agreement or arrangement that would preclude it from entering into, or from fully performing its obligations under, this Agreement;

(c) Neither District nor any of its employees, officers or agents: (i) are "sanctioned persons" under any federal or state program or law; (ii) have been listed in the current List of Excluded Individuals and Entities by the Office of Inspector General for the U.S. Department of Health and Human Services; (iii) have been listed on the General Services Administration's List of Parties Excluded from Federal Programs; (iv) have been listed on the U.S. Department of Treasury, Office of Foreign Assets Control's Specially Designated Nationals and Blocked Persons List; or (v) have been convicted of a criminal offense related to health care;

1.10 **Covered Schools.** The list of schools covered under this Agreement and receiving the Services ("Covered Schools") and the specific service(s) are set forth in the applicable Statement(s) of Work, and may be amended from time to time with new Covered Schools added, upon mutual written agreement by the parties. Mutual written agreement includes email and facsimile communications. Additional Covered Schools shall incur additional fees. Except as otherwise agreed by the parties in writing, District may not add new Covered Schools, or transfer or offer access to the technology or the Services to any affiliates, subsidiaries, parent corporations, entities, or third parties. District may not resell the Services or technology to another party.

1.11 Neither District nor its affiliates or subsidiaries, nor any employee, agent or representative of District or its affiliates has any financial relationship, direct or indirect, with any Physician or Professional, except as expressly set forth in this Agreement.

2. Medical Records; FERPA; HIPAA Privacy & Security.

2.1 **HIPAA Compliance**. The health records of Hazel Health's patients which are prepared and maintained by Hazel Health in connection with providing the Services hereunder are the property of Hazel Health. Hazel Health agrees to comply with all applicable federal and State laws and regulations relating to the maintenance, uses and disclosures of protected health information (including any heightened requirements for mental health records), including, without limitation, the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. § 1320 et. seq. ("HIPAA"), as amended by the Health Information Technology for Economic and Clinical Health Act, as incorporated in the American Recovery and Reinvestment Act of 2009, and any current and future regulations promulgated thereunder, including those published at 45 C.F.R. Parts 160, 162, and 164, all collectively referred to herein as "HIPAA Requirements." To the extent required by the HIPAA Requirements, Hazel Health shall obtain authorization and consent from the patients and/or patients' parents or legal guardians to use or disclose the patients' protected health information.

2.2 **FERPA Compliance**. The parties acknowledge that information provided by District to Hazel Health may be considered education records that are subject to the Family Educational Rights and Privacy Act, codified at 20 U.S.C. § 1232g, and its implementing regulations, codified at 32 C.F.R. Part 99, collectively referred to herein as "FERPA." The parties further acknowledge that, in some instances, FERPA or State law may require a patient's authorization to disclose education records from the District to Hazel Health. To the extent required by FERPA or State law, District shall obtain the patient's authorization to disclose education

records to Hazel Health. Hazel Health agrees to comply with any FERPA or applicable State law requirements regarding the confidentiality of education records.

3. Compensation. District shall pay Hazel Health in accordance with the payment provisions set forth in the applicable Statement(s) of Work, incorporated herein ("Compensation"). All Compensation shall be paid by District directly to Hazel Health. Compensation as set forth herein shall be paid to Hazel Health regardless of whether or not District has collected fees for Services from the patient or any third party payer. Compensation is deemed earned and payable upon completion of the consult and shall not be subject to any offset or deduction of any kind for any reason. Hazel Health shall provide District with invoices for Compensation, and payment shall be remitted within thirty (30) calendar days from the invoice date. Failure to timely pay shall constitute a material breach, and overdue payments shall bear interest at a rate of two percent (2.0%) per month (or such lesser rate as may be the maximum permissible under law).

4. Billing and Collection. Except to the extent inconsistent with federal or state law, Hazel Health and its Physician or Professionals shall have the sole and exclusive right to bill and collect for the Services from all patients, health plans, governmental agencies, third party payers, and other financially-responsible parties.

5. Term and Termination.

5.1 **Term**. The initial term of this Agreement shall commence on the Effective Date and shall continue for a minimum period of one (1) year or until all Statements of Work have terminated or expired, whichever is later (the "Initial Term"). Upon the conclusion of the Initial Term, this Agreement shall automatically renew for subsequent successive one (1) year terms unless either party gives the other party written notice of non-renewal at least ninety (90) days prior to the expiration of the then-current term. The parties recognize there may be a ramp-up period following the Effective Date, and the actual commencement of Services under this Agreement is contingent upon the parties jointly determining a mutually-agreeable Service schedule. To the extent a new Covered School or service is subsequently added to this Agreement under a new or amended Statement of Work that has its own term and termination provisions, the terms in that Statement of Work shall govern for that new service or Covered School only, and termination of/changes to one Statement of Work shall not terminate this Agreement as a whole. Notwithstanding the foregoing, this Agreement may be terminated as follows:

5.2 **Termination**.

(a) Termination Without Cause. After the conclusion of the Initial Term, either party may terminate this Agreement at any time without cause upon ninety (90) days' written notice to the other party.

(b) Termination for Cause. Either party may terminate this Agreement for cause upon material breach by the other party, provided such material breach continues uncured for thirty (30) days after receipt by the breaching party of written notice from the other party specifying such breach. The notice of breach under this Section shall specify with reasonable particularity the nature and extent of the breach for which complaint has been made.

(c) Immediate Termination. Either party may terminate this Agreement immediately by written notice to the other party upon the occurrence of any of the following events: (i) the other party is listed by a federal agency as being debarred, excluded, terminated, or otherwise ineligible for federal healthcare program participation; (ii) the other party discontinues operations for at least fifteen (15) days or loses its required licensure or accreditation; (iii) the other party files a petition in bankruptcy, or makes an assignment

for the benefit of creditors; if any involuntary petition in bankruptcy or petition for an arrangement pursuant to any bankruptcy laws is filed against the other party and such petition or assignment is not dismissed or rescinded, as applicable, within ninety (90) days; or (iv) if all of the Statements of Work have terminated, lapsed, or expired.

(d) Change in Law. If any state or federal laws or regulations, now existing or enacted or promulgated after the Effective Date, are interpreted by a judicial decision, a regulatory agency or legal counsel in such a manner that this Agreement or any provision hereof may be in violation of such laws or regulations, the parties shall amend this Agreement as necessary to preserve the underlying economic and financial arrangements between the parties and without substantial economic detriment to either party. If, in the written opinion of a party's legal counsel, this cannot be done, then such party may provide thirty (30) days' prior written notice to the other party of the Agreement's termination.

(e) Effect of Termination. The parties shall cooperate to ensure the smooth transition of patient care during termination of this Agreement. To the extent the parties entered into any licensing or other agreements regarding the Services, such agreements shall immediately and automatically terminate concurrent with this Agreement, as will any Statement of Work. Each Physician or Professional's credentialing with District and its Covered School(s) shall automatically terminate for the type of Services rendered under this Agreement, except to the extent the Physician or Professional held such membership or privileges prior to the Effective Date of this Agreement. Within thirty (30) days of the termination or expiration of this Agreement, each party shall return to the other all equipment, software, and Confidential Information owned by the other party, and District shall pay in full all Compensation due to Hazel Health.

6. Independent Contractors. Hazel Health and District are independent contractors. Nothing under this Agreement is intended, nor shall be construed, to create a partnership, employer-employee relationship, or joint venture between the parties. Neither District nor Hazel Health (nor their respective agents or employees) shall have any authority to bind the other party without the other party's express written consent. Each party shall be solely responsible for reporting, withholding, and paying all taxes and other sums due to individuals providing services on its behalf. Likewise, each party shall be solely responsible to provide and pay for all workers' compensation insurance for any employed individuals providing services on its behalf. Hazel Health may engage subcontractors to perform certain of their obligations under this Agreement; provided that no such subcontract shall relieve Hazel Health of its respective obligations under this Agreement.

7. Insurance. Each party shall secure and maintain professional and general liability insurance (which may be provided through a combination of insurance and/or program of self-insurance) covering such party against any claims or losses arising out of the performance of its the obligations and services hereunder in an amount of at least One Million Dollars ($1,000,000.00) per occurrence and Three Million Dollars ($3,000,000.00) in the aggregate per annum or in any greater minimum amount if required by State law. Upon the receipt of any notice of cancellation, termination, or material change of such policy, the affected party shall promptly notify the other in writing. In the event a party procures a "claims-made" policy to meet the insurance requirements herein, such party shall obtain "tail" coverage upon the termination of any such policy or upon termination of this Agreement. Said "tail" policy shall provide coverage for an indefinite reporting period. Each party will furnish to the other party upon written request, a certificate of insurance evidencing all of the herein specified policies of insurance. Said policies shall be primary with respect to any insurance maintained by the other party.

8. Access to Books and Records. To the extent applicable, until the expiration of four (4) years after the furnishing of Services hereunder, the parties shall make available to the Secretary of the Department of Health

and Human Services, the Comptroller General of the United States, or their duly-authorized representatives, such books, documents and records necessary to certify the nature and extent of the cost of the Services. If any Services are performed by way of subcontract with another organization and the value or cost of such subcontracted Services is Ten Thousand Dollars ($10,000) or more over a twelve (12) month period, such subcontract shall contain and the respective party shall enforce a clause to the same effect as this Section. The availability of the parties' books, documents and records shall be subject at all times to all applicable legal requirements, including without limitation, such criteria and procedures for seeking and obtaining access that may be promulgated by the Secretary.

9. **Indemnification**. Each party to this Agreement ("Indemnifying Party") shall indemnify and hold the other party to this Agreement ("Indemnified Party") harmless from any and all claims asserted against the Indemnified Party by any person who is not a party to this Agreement (and all related liabilities, costs and expenses of any kind whatsoever, including but not limited to attorneys' fees and court costs), to the extent arising out of (i) the negligent acts or omissions or misconduct of the Indemnifying Party, its employees or agents, (ii) noncompliance with any applicable federal or state law, rule or regulation by the Indemnifying Party, its employees or agents, or (iii) any breach by the Indemnifying Party, its agents, employees, or servants of any material covenant or condition of this Agreement. The obligations herein shall survive termination of this Agreement. This indemnification shall not apply to claims covered by insurance, to the extent of such insurance coverage.

10. **Disclaimer of Warranties**. Any equipment and software are provided "as is," with all faults, and without warranty of any kind. Hazel Health disclaims all warranties, express and implied, including, but not limited to, the implied warranties of merchantability and fitness for a particular purpose. District expressly agrees and acknowledges that use of the equipment and software is at District's sole risk. Neither Hazel nor Hazel Health warrant that the equipment or software will meet district's requirements, or that the equipment or software is compatible with any particular hardware or software platform, or that the operation of the equipment or software will be uninterrupted or error-free, or that defects in the equipment or software will be corrected. No oral or written information or advice given by Hazel Health or their authorized representatives shall create a warranty or in any way increase the scope of this warranty.

11. **Third Party Disclaimer**. Neither Hazel nor Hazel Health make any warranty of any kind, whether express or implied with regard to the third party content or any software, equipment, or hardware obtained from third parties (collectively, the "third party items"). Hazel and Hazel Health expressly disclaim all warranties, express and implied, including, but not limited to, the implied warranties of merchantability, fitness for a particular purpose, and title/non-infringement with regard to the third party items. Nothing in this agreement shall be interpreted as a warranty, either express or implied, by Hazel or Hazel Health that would expand in any way a standard end-user warranty.

12. **Limitation of Liability**. In no event shall Hazel and Hazel Health be liable to district or any third party for any incidental or consequential damages (including, without limitation, indirect, special, punitive, or exemplary damages for loss of business, loss of profits, business interruption, loss of data, or loss of business information) arising out of or connected in any way with Hazel Health's performance under this agreement, or use of or inability to use the equipment or software, or for any claim by any other party, even if Hazel or Hazel Health have been advised of the possibility of such damages. Hazel and Hazel Health shall not be liable for defects in or failures of equipment and/or software, or for defaults by, or defects in services rendered by, third parties. This limitation of liability shall apply even if the express warranties set forth above fail of their essential purpose.

13. Compliance; No Referrals Required. Each party agrees to comply with all applicable laws and regulations in performing its obligations hereunder, including but not limited to the federal and state anti-kickback and self-referral laws and regulations, at all times during the term of this Agreement. Although Hazel Health is obligated to provide the Services to District specified in this Agreement, no party is required to refer patients to, or otherwise generate business for, the other party. The parties intend this Agreement to comply with 42 U.S.C. § 1320a-7b(b) (the Anti-Kickback Statute), 42 U.S.C. § 1395nn (the Stark Law) and any other federal or state law provision governing health care fraud and abuse. The Compensation herein has been determined through good faith and arm's length bargaining to be commercially reasonable and consistent with the fair market value of the Services. The Compensation does not include any discount, rebate, or kickback, nor is it intended to be an inducement or payment for referral of patients from one party to another. This Agreement shall be interpreted and construed at all times in a manner consistent with applicable laws and regulations governing the financial relationships among individuals and entities that provide or arrange for the provision of items or services that are reimbursable by governmental health care programs or other third party payers. The parties acknowledge that none of the benefits hereunder are conditioned on any requirement that one party make referrals to, be in a position to make or influence referrals to, or otherwise generate business for the other party. The parties further acknowledge that Hazel Health and its Physician or Professionals are not restricted and can render services for another school district of their own choosing, nor do the services under this Agreement include, directly or indirectly, marketing services by either party. There is no agreement, express or implied, between District and Hazel Health regarding the referral of patients or business among them.

14. Publicity. Neither party will use for publicity, promotion or otherwise, any logo, name, trade name, service mark or trademark of the other party or its affiliates, or any simulation, abbreviation or adaptation of the same, or the name of any employee or agent of the other party, without that party's prior, written, express consent. Notwithstanding the foregoing, Hazel Health may publicly identify District as a user of the Services, and District may publicly identify Hazel Health as its Physician or Professional of the Services. The parties may publicly announce they have entered into this Agreement, but neither shall disclose the specific terms of this Agreement (including pricing) to any third party.

15. Entire Agreement; Amendment. This Agreement sets forth the entire agreement between the parties with regard to the subject matter hereof, and supersedes all prior or contemporaneous oral or written agreements entered into between the parties. All Exhibits and attachments referred to herein are hereby incorporated into this Agreement. This Agreement and Exhibits may be amended only by a written agreement signed by the parties.

16. Governing Law. The terms and conditions of this Agreement, as well as all disputes arising under or relating to this Agreement, shall be governed by California law, specifically excluding its choice-of-law principles. The exclusive forum and venue for the foregoing is the State or District Court of San Mateo County, California, unless such action cannot by law be brought in such forum, in which case the venue required by law shall govern.

17. Assignment; Binding Effect. No party may assign or transfer this Agreement without the prior written consent of the other parties, such consent not to be unreasonably withheld. Any unpermitted attempt to assign all or part of this Agreement shall be null and void *ab initio*. Notwithstanding the foregoing, Hazel Health may, without prior consent but upon written notice to District, assign or transfer this Agreement, and/or any of its rights, duties, or obligations hereunder, to any entity that is an affiliate or subsidiary of Hazel Health or any successor organization assuming a controlling interest in Hazel Health or its assets. This Agreement

shall inure to the benefit of and bind the parties hereto and their respective heirs, representatives, successors and permitted assigns.

18. Miscellaneous. Severability. The invalidity or unenforceability of any term or provision of this Agreement shall not affect the validity or unenforceability of any other term(s) or provision(s). Waiver. No waiver, including any waiver of breach, shall be valid unless in writing and signed by the parties. Recitals/Captions. The recitals are incorporated into this Agreement, but the captions are used solely for convenience. Non-Discrimination. Each party agrees that, in the performance of this Agreement, services will be provided without discrimination toward any patients, employees, or other persons to the extent prohibited by law. This includes the parties' agreement to treat all patients without regard to payer source, race, color, national origin, citizenship, sex, age, sexual orientation, disability, religion, or other factors unrelated to the patient's need for health care services. Force Majeure. Each party shall be excused from delays in performing its obligations if resulting from causes beyond the commercially reasonable control of the party, including default of vendors, acts of God, governmental actions, fire, flood, epidemic, and embargoes. No Third Party Beneficiaries. Nothing in this Agreement is intended, nor shall be deemed, to confer any benefits on any third party, including, without limitation any patients or District contractors, nor shall such person or entity have any right to seek, enforce or recover any right or remedy with respect hereto. Notices. All notices hereunder shall be in writing, delivered personally, or by delivery service with a delivery confirmation, and shall be deemed to have been received when delivered in person or as of the date recorded on a signature card or similar proof of receipt, to the address on the signature blocks at the end of this Agreement. Counterparts. This Agreement may be executed in one or more counterparts, all of which together shall constitute only one agreement. If any signature is delivered by facsimile or email or is signed in any electronic format, such signature shall create a valid and binding obligation with the same force and effect as if such signature were handwritten. Attorney's Fees. In the event that any legal action is instituted by either of the parties hereto to enforce or construe any of the provisions or conditions of this Agreement, the party prevailing in any such action shall be entitled to recover from the other party all court costs and reasonable attorney fees, including the costs and fees incurred in enforcing any judgment. Survival. The following sections shall survive expiration or termination of this Agreement: Sections 3, 5, 6.2(e), 9 through 16, and 18 through 21.

The parties hereto have executed this Agreement as of the Effective Date.

Hazel Health Services

By: _____

Dr. Rob Darzynkiewicz
President
10775 Pioneer Trail Ste 215
Truckee CA 96161

Attn: _____

Cabrillo Unified School District

By: _____

Name:
Title:

ADDRESS.

_____
_____
Attn: _____

Hazel Health, Inc.

By: _____

Josh Golomb
CEO and President
604 Mission Street Ste. 800
San Francisco, California 94105

Attn: _____

EXHIBIT A

SERVICES

The Services provided by Hazel Health pursuant to this Agreement are set forth in the Statement(s) of Work attached to this Exhibit A.

STATEMENT OF WORK: #1

Covered Schools

Hazel Health shall provide the telehealth based primary care services for students at the District's Covered Schools listed below:

School Name	Address	Effective Date
Cabrillo Unified School District, All Schools, District-Wide, Hazel In School and Hazel At Home	498 Kelly Ave, Half Moon Bay, CA 94019	07/01/2021-06/30/2022

This list of covered schools may be amended from time to time, as provided in this Agreement and new locations added, upon mutual written agreement by the parties. Additional covered Schools shall incur additional fees, when applicable.

Services

1. **Telehealth Services:** For each consultation, the Hazel Health Physician or Professional shall:
    a. Direct/supervise Initiator in performing initial clinical tasks.
    b. Conduct a healthcare consult to assess the patient's clinical needs; and
    c. Based upon the healthcare consult, should Hazel Health Physician or Professional determine the patient's condition constitutes an emergent matter, refer the patient or directly contact the appropriate emergency service Physician or Professionals (e.g., 911).
    d. Only patients who have completed the necessary steps to create a valid Physician or Professional-patient relationship via telehealth will receive consultations by Hazel Health Physician or Professionals, including the following steps:
        i. Agreeing to an informed consent form, terms of use, and release of information and privacy policies
        ii. Completing a comprehensive clinical history disclosure via the online platform
        iii. Documenting a patient assessment.
2. **Availability.** Hazel Health shall make its Physician or Professionals available to provide the Services
3. **Request Process/ Response Time**. Requests for Services will be sent to Hazel Health and Physician or Professionals via the provided system**.** Physician or Professionals shall respond to District as soon as

possible after being sent a request for a telehealth consult and shall be capable of initiating Services as soon as is reasonably possible under the circumstances.

4. **Sufficient Information.** The Physician or Professional's service is reliant upon the accuracy and completeness of the patient information conveyed to the Physician or Professional, which is the sole responsibility of the student/patient. The Physician or Professionals have the right to refuse to provide the Services if, in the independent clinical judgment of the Physician or Professional, necessary information has not been provided to him or her.

5. **Consents.** To the extent required under state law or third party payer rules, Hazel Health shall obtain a valid patient informed consent to telehealth services, and shall place the consent in the patient's health record. To the extent required under state law or third party payer rules, Hazel Health shall communicate to and inform the patient of the nature of the professional services, including that such services will be delivered via telehealth.

6. **Telepresenter/Initiator.** Hazel Health shall properly direct and supervise the telepresenter/initiator onsite at the Covered School. Hazel Health shall not and require that its Physicians and Providers do not require such telepresenter/initiator to perform services beyond his/her scope of practice under applicable state law.

7. **Communication Protocols.** The parties will make reasonable steps to share, discuss, and agree upon communication protocols after execution of this Statement of Work. The parties shall work together, to revise and modify as needed their communication procedures for facilitating, and initiating telehealth consults.

Compensation

Description	Units	Unit Price	Invoice
Hazel Health - Student Telehealth Services In School & At Home	2,800	$30/student/yr	$84,000
Discount: District-Wide Discount for year one -15%	1	$(12,600)	$(12,600)
Taxes/Fees			n/a
Total Cost			$71,400

- The total monthly enrollment of all schools covered in this statement of work will be taken on the first calendar day of each month and shall not be less than 2,800 students across all schools for the purposes of calculating fees. If average monthly student enrollment count drops below 2,660 or exceeds 2,940, annual costs will be evaluated and recalculated at the end of the school year.
- District will be invoiced on July 30, 2021 and payment shall be remitted within thirty (30) calendar days from the invoice date.

Technology and Support

District's Technology and Support Requirements. District shall provide its own Internet telecommunication lines necessary to effectively run the telehealth systems and equipment at District's school(s), including all costs associated with installation (if needed), maintenance and monthly availability fees. District is responsible for providing its own information technology support staff for its equipment, connectivity, software, and technology.

System Testing and Start-Up Period. As soon as the parties have installed and tested the telehealth equipment and software, and developed communication and clinical protocols, the parties shall conduct a series of "acceptance tests" designed to simulate a telehealth consult and shall refine the process as they mutually agree. The parties shall use all reasonable efforts to complete all start up, protocol development, and system testing matters approximately ten (10) days prior to the target commencement date for the Services in this Statement of Work.

District Training. During the initial on-boarding and setup following the Effective Date, Hazel Health will be responsible for providing initial training and orientation to appropriate staff designated by District on telehealth technology utilized at District's location(s). District agrees to fully collaborate with Hazel Health through this period of training and implementation. After the initial implementation and training performed by Hazel Health, District is solely responsible to provide ongoing training to its staff unless it elects to purchase additional optional training from Hazel Health.

Hazel Health Services

By: _____

Dr. Rob Darzynkiewicz
President
10775 Pioneer Trail Ste 215
Truckee CA 96161

Attn: _____

Cabrillo Unified School District

By: _____

Name:
Title:

ADDRESS.

_____
_____
Attn: _____

Hazel Health, Inc.

By: _____

Josh Golomb
CEO and President
604 Mission Street Ste. 800
San Francisco, California 94105

Attn: _____

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Authorization to Bid the Pre-K Complex Project at Hatch Elementary School

BACKGROUND INFORMATION

The district now has plans and specifications for classroom upgrades, fence, playground, landscape design, and overall architectural coherence. Staff requests authorization to bid elements of the projects. Staff will collect and analyze bids and bring recommendations back to the Board as appropriate.

FISCAL ANALYSIS

This project will be completed with Early Education grants with Bond supplemental funding. The work is scheduled over the summer months and early fall.

RECOMMENDATION

Staff recommends approval of the bidding process for the completion of the Pre-K Complex Project.

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Bid Award for Cunha Intermediate School Water Intrusion Project

BACKGROUND INFORMATION

At Cunha Intermediate School, mold and water damage was found in the exercise room. The district called in a company to open up the walls and clean out the mold. The room was tested after the cleaning and found negative for mold.

The water intrusion from a clogged drain occurred over many years. The water damaged the framing in the wall and the stucco needs to be removed to make the repairs. When the mold clean-up occurred, a large amount of the drywall and insulation was removed.

The district sent out an informal bid ($60,000 to $200,000) to approved contractors and received one back from Reilly Construction Inc.

FISCAL ANALYSIS

Responsive Bidders:

Reilly Construction Inc.	$152,000

RECOMMENDATION

Staff recommends that the Board approve Reilly Construction to be awarded the bid for $152,000. Reilly Construction's contractor's license was checked and found in good standing. In addition, the contractor's insurance was checked and found that they are registered with the State of California.

BID FORM AND PROPOSAL

To: Governing Board of Cabrillo Unified School District ("District" or "Owner")

From: Reilly Construction, Inc
(Proper Name of Bidder)

The undersigned declares that the Contract Documents, including, without limitation, the Notice to Bidders and the Instructions to Bidders, have been read, and agrees and proposes to furnish all necessary labor, materials, and equipment to perform and furnish all work in accordance with the terms and conditions of the Contract Documents, including, without limitation, the Drawings and Specifications of Bid No. 2020-2021-5 ("Work") for the following project known as:

Repair Exterior Wall

("Project") and will accept in full payment for that Work the following total lump sum amount, all taxes included:

one hundred fifty two thousand dollars $ 152,000

BASE BID

Bidder acknowledges and agrees that the Base Bid accounts for any and all Allowance(s), Total Cost for Unit Prices, and OCIP excluded costs.

Additive/Deductive Alternates:

1. The undersigned has reviewed the Work outlined in the Contract Documents and fully understands the scope of Work required in this Proposal, understands the construction and project management function(s) as described in the Contract Documents, and that each Bidder who is awarded a contract shall be in fact a prime contractor, not a subcontractor, to the District, and agrees that its Proposal, if accepted by the District, will be the basis for the Bidder to enter into a contract with the District in accordance with the intent of the Contract Documents.

2. The undersigned has notified the District in writing of any discrepancies or omissions or of any doubt, questions, or ambiguities about the meaning of any of the Contract Documents, and has contacted the Construction Manager or other official point of contact for the District before Bid date to verify the issuance of any clarifying Addenda.

3. The undersigned agrees to commence work under this Contract on the date established in the Contract Documents and to complete all Work within the time specified in the Contract Documents.

4. **The liquidated damages clause of the Agreement is hereby acknowledged.**

5. It is understood that the District reserves the right to reject this Bid and that the Bid shall remain open to acceptance and is irrevocable for a period of ninety (90) days.

6. The following documents are attached with this Bid Form and Proposal:

- Bid Bond on the District's form or other security
- Registered Subcontractors List

7. Receipt and acceptance of the following Addenda is hereby acknowledged:

No. _____, Dated _____	No. _____, Dated _____
No. _____, Dated _____	No. _____, Dated _____
No. _____, Dated _____	No. _____, Dated _____

8. Bidder acknowledges that the license required for performance of the Work is a __B__ _____ license.

9. Bidder hereby certifies that Bidder is able to furnish labor that can work in harmony with all other elements of labor employed or to be employed on the Work.

10. Bidder specifically acknowledges and understands that if it is awarded the Contract, that it shall perform the Work of the Project while complying with all requirements of the Department of Industrial.

11. Bidder hereby certifies that its bid includes sufficient funds to permit Bidder to comply with all local, state or federal labor laws or regulations during the Project, including payment of prevailing wage, and that Bidder will comply with the provisions of Labor Code section 2810(d) if awarded the Contract.

12. Bidder represents that it is competent, knowledgeable, and has special skills with respect to the nature, extent, and inherent conditions of the Work to be performed. Bidder further acknowledges that there are certain peculiar and inherent conditions existent in the construction of the Work that may create, during the Work, unusual or peculiar unsafe conditions hazardous to persons and property.

13. Bidder expressly acknowledges that it is aware of such peculiar risks and that it has the skill and experience to foresee and to adopt protective measures to adequately and safely perform the Work with respect to such hazards.

14. Bidder expressly acknowledges that it is familiar with and capable of complying with applicable federal, State, and local requirements relating to COVID-19 or other public health emergency/epidemic/pandemic including, if required, preparing, posting, and implementing a Social Distancing Protocol.

15. Bidder expressly acknowledges that it is aware that if a false claim is knowingly submitted (as the terms "claim" and "knowingly" are defined in the California False Claims Act, Gov. Code, § 12650 et seq.), the District will be entitled to civil remedies set forth in the California False Claim Act. It may also be considered fraud and the Contractor may be subject to criminal prosecution.

16. The undersigned Bidder certifies that it is, at the time of bidding, and shall be throughout the period of the contract, licensed by the State of California to do the

type of work required under the terms of the Contract Documents and registered as a public works contractor with the Department of Industrial Relations. Bidder further certifies that it is regularly engaged in the general class and type of work called for in the Contract Documents.

Furthermore, Bidder hereby certifies to the District that all representations, certifications, and statements made by Bidder, as set forth in this bid form, are true and correct and are made under penalty of perjury.

Dated this 2nd day of June 20 21

Name of Bidder Reilly Construction Inc

Type of Organization General Contractor

Signature [redacted]

Print Name Brian Reilly

Title President

Address of Bidder 167 Delano Ave, San Francisco CA 94112

Taxpayer's Identification No. of Bidder 46-4666953

Telephone Number 415-317-3603

Fax Number

E-mail breilly33@aol.com Web page

Contractor's License No(s): No.: 944365 Class: B Expiration Date: 4/30/22

No.: Class: Expiration Date:

No.: Class: Expiration Date:

Public Works Contractor Registration No.: 1000005536 3

END OF DOCUMENT

BID BOND

Bond No. BB2015036

Bid Date: 06/02/2021

(Note: If Bidder is providing a bid bond as its bid security, Bidder must use this form, NOT a surety company form.)

KNOW ALL PERSONS BY THESE PRESENTS:

That the undersigned, Reilly Construction, Inc., as Principal ("Principal"),

and American Contractors Indemnity Company, as Surety ("Surety"), a corporation organized and existing under and by virtue of the laws of the State of California and authorized to do business as a surety in the State of California, are held and firmly bound unto the Cabrillo Unified School District ("District") of San Mateo County, State of California, as Obligee, in an amount equal to ten percent (10%) of the Base Bid plus alternates, in the sum of

Ten Percent Dollars ($ 10%)

lawful money of the United States of America, for the payment of which sum well and truly to be made, we, and each of us, bind ourselves, our heirs, executors, administrators, successors, and assigns, jointly and severally, firmly by these presents.

THE CONDITION OF THIS OBLIGATION IS SUCH that whereas the Principal has submitted a bid to the District for all Work specifically described in the accompanying bid for the following project: Cunha Middle School Bid # 2020-2021-5 ("Project" or "Contract").

NOW, THEREFORE, if the Principal is awarded the Contract and, within the time and manner required under the Contract Documents, after the prescribed forms are presented to Principal for signature, enters into a written contract, in the prescribed form in accordance with the bid, and files two bonds, one guaranteeing faithful performance and the other guaranteeing payment for labor and materials as required by law, and meets all other conditions to the Contract between the Principal and the Obligee becoming effective, or if the Principal shall fully reimburse and save harmless the Obligee from any damage sustained by the Obligee through failure of the Principal to enter into the written contract and to file the required performance and labor and material bonds, and to meet all other conditions to the Contract between the Principal and the Obligee becoming effective, then this obligation shall be null and void; otherwise, it shall be and remain in full force and effect. The full payment of the sum stated above shall be due immediately if Principal fails to execute the Contract within seven (7) days of the date of the District's Notice of Award to Principal.

Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration or addition to the terms of the Contract or the call for bids, or to the work to be performed thereunder, or the specifications accompanying the same, shall in any way affect its obligation under this bond, and it does hereby waive notice of any such change, extension of time, alteration or addition to the terms of the Contract or the call for bids, or to the work, or to the specifications.

In the event suit is brought upon this bond by the Obligee and judgment is recovered, the Surety shall pay all costs incurred by the Obligee in such suit, including a reasonable attorneys' fee to be fixed by the Court.

If the District awards the bid, the security of unsuccessful bidder(s) shall be returned within sixty (60) days from the time the award is made. Unless otherwise required by law, no bidder may withdraw its bid for ninety (90) days after the date of the bid opening.

IN WITNESS WHEREOF, this instrument has been duty executed by the Principal and Surety above named, on the 27th day of May, 2021.

Reilly Construction, Inc.
Principal

By [redacted]

American Contractors Indemnity Company
Surety

[redacted]

By Paul S. Dito, Attorney-in-Fact

Greenwood General Insurance Agency
Name of California Agent of Surety

2509 N. Lake Avenue, Altadena, CA 91001
Address of California Agent of Surety

626.817.9100
Telephone Number of California Agent of Surety

Bidder must attach Power of Attorney and Certificate of Authority for Surety and a Notarial Acknowledgment for all Surety's signatures. The California Department of Insurance must authorize the Surety to be an admitted Surety Insurer.

END OF DOCUMENT

CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT **CIVIL CODE § 1189**

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California)
County of Orange)

On May 27, 2021 before me, K. Ho, Notary Public,
Date *Here Insert Name and Title of the Officer*

personally appeared Paul S. Dito
Name(s) of Signer(s)

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

K. HO
Notary Public - California
Orange County
Commission # 2262101
My Comm. Expires Nov 7, 2022

Signature _____
Signature of Notary Public

Place Notary Seal Above

OPTIONAL

Though this section is optional, completing this information can deter alteration of the document or fraudulent reattachment of this form to an unintended document.

Description of Attached Document
Title or Type of Document: Bond # B320150366 Document Date: _____
Number of Pages: _____ Signer(s) Other Than Named Above: _____

Capacity(ies) Claimed by Signer(s)

Signer's Name: Paul S. Dito	Signer's Name: _____
☐ Corporate Officer — Title(s): _____	☐ Corporate Officer — Title(s): _____
☐ Partner — ☐ Limited ☐ General	☐ Partner — ☐ Limited ☐ General
☐ Individual ☒ Attorney in Fact	☐ Individual ☐ Attorney in Fact
☐ Trustee ☐ Guardian or Conservator	☐ Trustee ☐ Guardian or Conservator
☐ Other: _____	☐ Other: _____
Signer Is Representing: _____	Signer Is Representing: _____

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TOKIO MARINE HCC

POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS:
That American Contractors Indemnity Company of the State of California, a California corporation, does hereby appoint,

PAUL S. DITO

its true and lawful Attorney-in-Fact, with full authority to execute on its behalf bond number BB2015036, issued in the course of its business and to bind the Company thereby, in an amount not to exceed Three hundred thousand and 00/100 ($300,000.00).

This Power of Attorney is granted and is signed and sealed by facsimile under and by the authority of the following resolutions adopted by the Board of Directors of AMERICAN CONTRACTORS INDEMNITY COMPANY at a meeting duly called and held on the 1st day of September, 2011.

"Be it Resolved, that the President, any Vice-President, any Assistant Vice-President, any Secretary or any Assistant Secretary shall be and is hereby vested with full power and authority to appoint any one or more suitable persons as Attorney(s)-in-Fact to represent and act for and on behalf of the Company subject to the following provisions:

Attorney-in-Fact may be given full power and authority for and in the name of and on behalf of the Company, to execute, acknowledge and deliver, any and all bonds, recognizances, contracts, agreements or indemnity and other conditional or obligatory undertakings, including any and all consents for the release of retained percentages and/or final estimates on engineering and construction contracts, and any and all notices and documents canceling or terminating the Company's liability thereunder, and any such instruments so executed by any such Attorney-in-Fact shall be binding upon the Company as if signed by the President and sealed and effected by the Corporate Secretary.

Be it Resolved, that the signature of any authorized officer and seal of the Company heretofore or hereafter affixed to any power of attorney or any certificate relating thereto by facsimile, and any power of attorney or certificate bearing facsimile signature or facsimile seal shall be valid and binding upon the Company with respect to any bond or undertaking to which it is attached."

The Attorney-in-Fact named above may be an agent or a broker of the Company. The granting of this Power of Attorney is specific to this bond and does not indicate whether the Attorney-in-Fact is or is not an appointed agent of the Company.

IN WITNESS WHEREOF, American Contractors Indemnity Company has caused its seal to be affixed hereto and executed by its President on this 1st day of June, 2018.

AMERICAN CONTRACTORS INDEMNITY CO. INCORPORATED SEPT. 25, 1990 CALIFORNIA

State of California
County of Los Angeles

AMERICAN CONTRACTORS INDEMNITY COMPANY

By: _____
Adam S. Pessin, President

A Notary Public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

On this 1st day of June, 2018, before me, Sonia O. Carrejo, a notary public, personally appeared Adam S. Pessin, President of American Contractors Indemnity Company, who proved to me on the basis of satisfactory evidence to be the person whose name is subscribed to the within instrument and acknowledged to me that he executed the same in his authorized capacity, and that by his signature on the instrument the person, or the entity upon behalf of which the person acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of CALIFORNIA that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature _____ (seal)

SONIA O. CARREJO
Notary Public - California
Los Angeles County
Commission # 2239479
My Comm. Expires Apr 23, 2022

I, Kio Lo, Assistant Secretary of American Contractors Indemnity Company, do hereby certify that the Power of Attorney and the resolution adopted by the Board of Directors of said Company as set forth above, are true and correct transcripts thereof and that neither the said Power of Attorney nor the resolution have been revoked and they are now in full force and effect.

IN WITNESS WHEREOF, I have hereunto set my hand this 27th day of May, 2021.

Bond No. BB2015036

Agency No. 19245

AMERICAN CONTRACTORS INDEMNITY CO. INCORPORATED SEPT. 25, 1990 CALIFORNIA

_____
Kio Lo, Assistant Secretary

HCCSZZPOAACIC05/2018

visit tmhcc.com/surety for more information

DESIGNATED SUBCONTRACTORS LIST
(Public Contact Code Sections 4100-4114)

Bidder acknowledges and agrees that it must clearly set forth below the name, location and California contractor license number of each subcontractor who will perform work or labor or render service to the Bidder in or about the construction of the Work or who will specially fabricate and install a portion of the Work according to detailed drawings contained in the plans and specifications in an amount in excess of one-half of one percent (0.5%) of Bidder's total Base Bid and the kind of Work that each will perform. Vendors or suppliers of materials only do not need to be listed.

Bidder acknowledges and agrees that, if Bidder fails to list as to any portion of Work, or if Bidder lists more than one subcontractor to perform the same portion of Work, Bidder must perform that portion itself or be subjected to penalty under applicable law. In case more than one subcontractor is named for the same kind of Work, state the portion of the kind of Work that each subcontractor will perform.

If alternate bid(s) is/are called for and Bidder intends to use subcontractors different from or in addition to those subcontractors listed for work under the Base Bid, Bidder must list subcontractors that will perform Work in an amount in excess of one half of one percent (0.5%) of Bidder's total Base Bid plus alternate(s).

If further space is required for the list of proposed subcontractors, attach additional copies of page 2 showing the required information, as indicated below.

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Date: 6/2/2021

Proper Name of Bidder: Reilly Construction Inc

Signature: [redacted]

Print Name: Brian Reilly

Title: President

END OF DOCUMENT

ATTACHMENTS:

1.

2.

3.

END OF DOCUMENT

NON-COLLUSION DECLARATION
To Be Executed By Bidder And Submitted With Bid
Public Contract Code Section 7106

The undersigned declares:

I am the Operations Manager of Reilly Construction Inc the party making the foregoing Bid.

The Bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The Bid is genuine and not collusive or sham. The Bidder has not directly or indirectly induced or solicited any other Bidder to put in a false or sham Bid. The Bidder has not directly or indirectly colluded, conspired, connived, or agreed with any Bidder or anyone else to put in a sham Bid, or to refrain from bidding. The Bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the Bid price of the Bidder or any other Bidder, or to fix any overhead, profit, or cost element of the Bid price, or of that of any other Bidder. All statements contained in the Bid are true. The Bidder has not, directly or indirectly, submitted his or her Bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham Bid, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a Bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the Bidder.
I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on 6/2/21 [date], at Pacifica [city], CA [state].

Date: 6/2/21

Proper Name of Bidder: Reilly Construction Inc

Signature: [redacted]

Print Name: Michelle Dolan

Title: Operations Manager

END OF DOCUMENT

ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

SHEENA MARIE FITZPATRICK
Notary Public - California
San Mateo County
Commission # 2251373
My Comm. Expires Jul 27, 2022

State of California
County of San Mateo)

On June 2, 2021 before me, Sheena Fitzpatrick
(insert name and title of the officer)

personally appeared Michelle Dolan,
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature [redacted] **(Seal)**

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Architect Pool for Construction Projects

BACKGROUND INFORMATION

The State Bond Program requires school districts to set up a selection process for Architectural Services for their construction projects. The district's attorney, DWK, developed a selection process to evaluate potential architect firms and enter them into a pool of available firms.

The firms listed below responded to the CUSD RFQ and submitted proposals to the district. Both firms have over 30 years of experience working on school construction projects, have outstanding references, retain the staff to complete projects for the district, and have worked on coastal environment issues with other districts.

Quattrocchi Kwok Architects
Studio W Architects (Formerly BCA Architects)

The firms in the pool are not guaranteed any work from the district, and the district may award projects at the sole discretion of the District.

FISCAL ANALYSIS

There is no impact to the General Fund.

RECOMMENDATION

Staff recommends to add both firms to the district pool of available architects.

20 May 2021

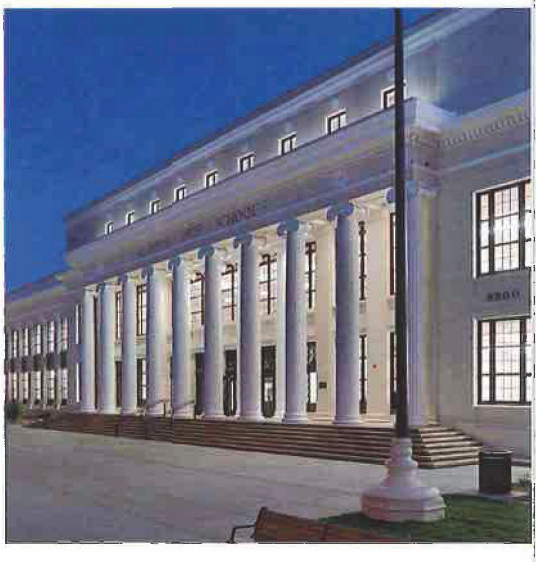
Cabrillo Unified School District

Statement of Qualifications

Re: Architectural Services | RFQ #2021-1



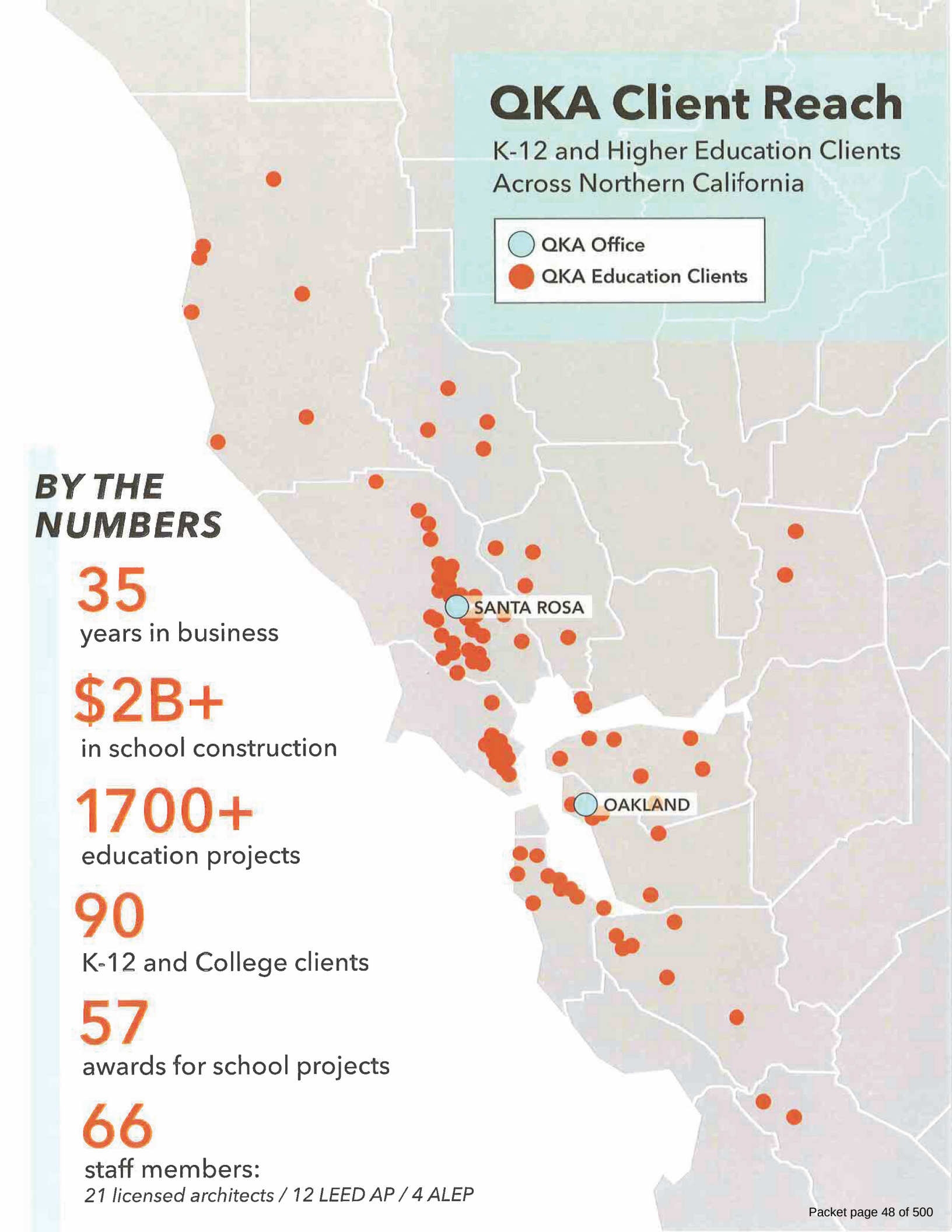


Quattrocchi Kwok Architects (QKA)
Main Office: 636 5th Street, Santa Rosa, CA 95404
East Bay Office: 55 Harrison Street, Ste. 525, Oakland, CA 94607

Proposal Contact
Mark Quattrocchi, AIA | Principal
T (707) 576-0829 | **F** (707) 576-0295 | **E** MarkQ@qka.com | **W** www.QKA.com

QUATTROCCHI KWOK
ARCHITECTS



BY THE NUMBERS

35
years in business

$2B+
in school construction

1700+
education projects

90
K-12 and College clients

57
awards for school projects

66
staff members:
21 licensed architects / 12 LEED AP / 4 ALEP

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20 May 2021

Mr. Jesus Contreras, Chief Business Official
Cabrillo Unified School District
498 Kelly Avenue, Half Moon Bay, CA 94019

Dear Mr. Contreras and Members of the Architect Selection Committee,
It is with great pleasure that Quattrocchi Kwok Architects (QKA) present our Statement of Qualifications for Architectural Services to Cabrillo Unified School District. Since its inception in 1986, QKA has logged over three decades of dedicated and extensive experience designing educational facilities. **We have completed more than 1,700 education projects and have provided design services for more than $2 billion in public school projects across Northern California.** Quattrocchi Kwok Architects is uniquely qualified:

- **Familiarity with Cabrillo Unified School District (CUSD):** QKA has enjoyed working with CUSD on projects such as the new kindergarten classrooms and preschool playground at Hatch Elementary School, Master Planning and Facility Assessments for El Granada and Farallone View Elementary Schools, and Facility Assessments and site work for Half Moon Bay High School.
- **Community Responsive Design:** Today's schools encourage community participation and are designed to support school and neighborhood uses. To better integrate schools into the community, we work with the district to facilitate appropriate community and school participation in the planning and design process.
- **Next Generation Learning:** Educational spaces require remarkable flexibility to support different learning and teaching styles. QKA designs these environments to foster academic and social skill-building, such as creativity, collaboration, communication and critical thinking.

AGREEMENT COMMENTS

QKA received a copy of the District's form of Architectural Services Agreement ("Agreement") attached as Appendix "A" to the RFQ. QKA reviewed the indemnity provisions and professional liability insurance provisions contained in the Agreement. If given the opportunity to contract with the District, QKA has no objections to the use of the Agreement. ***However, included in the Appendix of this SOQ are some minor Agreement comments.***

CERTIFICATIONS

- Quattrocchi Kwok Architects certifies that no official or employee of the District, nor any business entity in which an official of the District has an interest, has been employed or retained to solicit or assist in the procuring of the resulting contract(s), nor that any such person will be employed in the performance of any/all contract(s) without immediate divulgence of this fact to the District.
- QKA certifies that no official or employee of the firm has ever been convicted of an ethics violation.
- By virtue of submission of this Statement of Qualifications, Quattrocchi Kwok Architects declares that all information provided is true and correct.

Sincerely,





Aaron Jobson, QKA Principal **Mark Quattrocchi, QKA Principal**

Main Office: 636 5th Street, Santa Rosa, CA 95404
East Bay Office: 55 Harrison Street, Ste. 525, Oakland, CA 94607
T: (707) 576-0829 | F: (707) 576-0295 | W: www.qka.com

2. BUSINESS INFORMATION

INTRODUCTION AND PHILOSOPHY

Quattrocchi Kwok Architects (QKA) provides comprehensive design, master planning, and construction administration services for Northern California K-12 and higher education, historic renovation and community facilities. With more than $2 billion in projects completed in the company's 35-year history, QKA's award-winning portfolio reflects a commitment to design that emphasizes environmental sustainability and community impact.

QKA is passionate about the direct connection between learning and the learning space, and provides comprehensive master planning, design and construction administration services to create distinctive, purposeful and inspiring educational environments.

The firm was founded on the belief that education design should draw not just from an understanding of today's needs, but also from a vision of what the learning environment of tomorrow will require – crafting sustainable spaces that unlock student potential for generations.

As one of the fastest-evolving design disciplines, schools need to be adaptable and use space efficiently and flexibly. Environments should reflect districts' core missions and philosophies, as well as encourage and facilitate educational innovation. QKA's architects pay considerable attention to the outside influences that benefit a learning space, such as workplace, cultural and natural environments.

QKA principals are respected design thinkers and thought leaders on many topical – and often critical – factors affecting schools and those who occupy them, such as natural disaster preparation, safety and security, bond measures and other legislation, energy efficiency and technology infusion.

Collaboration with school districts and the communities they serve is a foundational element of QKA's approach to a project. Each project pursued aims to enhance the environment and reflects QKA's deep dedication to social and environmental stewardship, consistently raising the bar in design and improving educational outcomes for today's students and future generations.

BUSINESS INFORMATION

- **Company Name:** Quattrocchi Kwok Architects
- **Address:** 636 5th Street, Santa Rosa, CA 95404 / 55 Harrison Street, Ste. 525, Oakland, CA 94607
- **Telephone:** (707) 576-0829
- **Fax:** (707) 576-0295
- **Website:** www.qka.com
- **Main Contact:** Mark Quattrocchi, MarkQ@qka.com
- **Federal Tax I.D. Number:** 68-0378509
- **License:** Mark Quattrocchi, C15438, exp. 7/2021
- **Type of Organization:** Corporation
- **Firm History:** Headquartered in Santa Rosa and with a second office in Oakland, the firm was founded to serve educational and public agency clients by Mark Quattrocchi in 1986. Steve Kwok joined the firm as a partner in 1993. Long-time firm architects Aaron Jobson and Jim Theiss were elevated to the partnership in 2010 and John Dybczak joined the ranks in 2018. In 2019, QKA entered our next chapter by becoming an employee-owned company through the creation of an Employee Stock Ownership Program (ESOP). Today, QKA employs more than 20 licensed architects and over 40 additional staff, encompassing a broad range of educational, public and private project experience serving Northern California. QKA has a multitude of LEED Accredited Professionals and is active on many public and private boards shaping education construction and design, such as the School Energy Coalition, Collaborative for High Performance Schools and California's Coalition for Adequate School Housing.
- **Years in Business:** 35 (established 1986)
- **Number of Employees:** 65 (21 licensed architects)
- **Location of Office where Work will be Performed:** Santa Rosa, CA
- **Small Business/DVBE Certification:** None

3. RELEVANT QUALIFICATIONS

DIVISION OF THE STATE ARCHITECT

All QKA projects are reviewed and approved by Division of the State Architect (DSA), and as a result, the firm has established a deep understanding of the agency's requirements and procedures. Through a shared overarching commitment to safety and an understanding of each party's roles and responsibilities, the relationship between DSA and QKA has prospered and led the way to the collaborative partnership that benefits our clients.

DSA REVIEW & APPROVAL TIME

DSA review and approvals can add considerable time to a project's schedule. To mitigate delay and avoid costly changes during the back-check, QKA meets with DSA during the early stages of design to establish a common understanding of code requirements, review key points of interest and address areas of concern. As a follow-up, the firm provides confirmation letters that are also included with the back-check submittal.

CONSTRUCTION OVERSIGHT

QKA benefits from relationships developed over several years of projects working with DSA field engineers. During the construction process the QKA team includes dedicated Construction Administration staff. In partnership with the field engineers, we adjust to and implement procedures that are often refined over the life span of a project. We meet with the inspector of record (IOR) and DSA's field engineer to establish the most effective and time efficient manner to work together. QKA then files all paperwork promptly, uploading all pertinent information through the DSA box, and follows up on DSA-submitted information to assure prompt processing and tracking of all DSA reports and bulletins.

In the event of difficult construction issues, where appropriate, we bring DSA in quickly to find an agreeable solution that will result in as minimal an impact as possible to the progress of construction.

Project close-out and certification begins the day of DSA approval. QKA constantly tracks the status of required forms, reports and information concurrent with construction, proactively identifying any outstanding issues that may affect certification. A dedicated staff person is responsible for assembling and completing all necessary information required. QKA understands that no project is truly complete until certification.

OFFICE OF PUBLIC SCHOOL CONSTRUCTION

QKA has completed over $500 million of Office of Public School Construction (OPSC) funded modernization, deferred maintenance, and new construction projects. This includes 50/50, 100% prorated funding, extreme hardship, facility hardship and joint use. The firm is accustomed to meeting OPSC regulations for modernization and new construction and has been successful in using these to clients' advantage.

OPSC FUNDING EXPERIENCE

QKA has extensive knowledge of the many school funding construction programs administered by OPSC. Through 35 years of experience in K-12 schools, the firm has helped hundreds of projects secure funding from OPSC, and considers assisting with these applications and supporting documentation an important part of the services provided to school districts.

QKA has assisted with projects ranging from small modernizations to new high school campuses accessing new construction and modernization grants, site improvement grants, facility hardship funding, deferred maintenance funding and a number of other programs. The firm continues to build upon its in-depth knowledge of OPSC programs through project experience and participation in educational opportunities offered through the Coalition for Adequate School Housing (C.A.S.H.) and other organizations.

The key to successfully maximizing the amount of funding received from OPSC requires submitting detailed and complete applications. Through years of experience, QKA has developed a specific methodology for structuring projects and documenting costs. Drawing on institutional knowledge navigating through OPSCs processes, the firm is skilled at tailoring successful individual project scopes and submitting applications and supporting documents to maximize funds available for the district.

QUALITY CONTROL IN DESIGN, DOCUMENTATION AND CONSTRUCTION

At all phases of the design and construction process, the QKA team is dedicated to providing quality and value. We recognize the importance of providing both innovative designs and a well-coordinated construction delivery. Through our years of experience, we also understand that school districts need time-tested construction methods to deliver buildings that are easy to maintain and that will last. We have a number of strategies in place to ensure the quality of our designs, documents and buildings:

- An integrated design process with our engineering consultants and contractor/construction manager ensures significant design coordination issues are addressed at the earliest stages. QKA holds detailed coordination meetings with the entire team throughout the design process to identify and track issues and create holistic and coordinated solutions. This process is supported by our use of Building Information Modeling (BIM) throughout design and in collaboration with our consultant teams to visualize and coordinate building designs and systems in three dimensions.

- Conducting assessments of existing conditions on modernization projects identifies coordination and detailing issues early. These include both a detailed review of record documents and boots-on-the-ground investigation and documentation of conditions in the field.

- We maintain active project history logs, design resources and technical information through our internal digital wiki system. This searchable database provides easy access to a wide variety of information that is curated, vetted and coordinated by our team. Continuous updating and sharing of information allows all of our project teams to learn from each other and to correct details or coordination issues that created change orders or excessive requests for information (RFIs).

- We conduct in-person end-of-phase review meetings with key district personnel to go over the project design and specifications in detail. Maintenance, grounds, technology and facilities staff are included in these meetings where we review each deliverable page by page. This process helps to ensure that QKA's designs are meeting district standards, guidelines and best practices while minimizing changes late in design or construction.

- In-house quality control reviews are conducted at the 90 percent construction documents phase. Experienced QKA staff not directly involved with the project lead a detailed review of the documents from a construction and bidding point of view. These comments are then reviewed with the project team during the Division of the State Architect's (DSA) review and incorporated into the final documents to ensure that they are clear and coordinated.

CODE REQUIREMENTS

QKA conforms with all Federal/State/ Local Code Requirements, and has a long history of compliance.

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CALIFORNIA COASTAL COMMISSION

QKA's coastal work spans from Fort Bragg to Half Moon Bay. In that work, QKA designed several public-school projects that required California Coastal Commission approval, as they fell in the Coastal Zone permit area. This heavily regulated process is an important part of the California Environmental Quality Act (CEQA) requirements for new and modernized school projects along the coast.

Most recently, QKA is working on a multi-phase $31 million new construction and modernization to Mendocino High School in the town of Mendocino – a historic community that is in the Coastal Zone and subject to Coastal Commission approval. QKA advised the district on issues of complying with Coastal Commission requirements and led the effort in selecting the District's CEQA consultant. Principal Mark Quattrocchi led the effort including guiding the CEQA consultants on the project's scope, attended County Planning and approval meetings (the Coastal Zone's lead agency for the Coastal Commission) and other CEQA needs. As a multi-phase project over four years, QKA ensured the Coastal Commission approval was for all phases – avoiding future approvals.

DESIGNING IN A COASTAL ENVIRONMENT

QKA's first public-school project in 1989 was a new building for the Mendocino Unified School District, only 1,400-feet from the Pacific Ocean. Since then, QKA has completed dozens of coastal public-school new construction and modernization projects, in excess of $150 million. QKA is highly experienced designing for the harsh marine environment adjoining the Pacific Ocean and the San Francisco Bay, and has seen firsthand its rapid and deleterious impacts to school facilities. Some of the firm's guidelines for coastal environments include:

- Limited use of ferrous metals, as even galvanized steel can rust.
- Use of stainless steel or similar for flashing, gutters, and other exterior metal products.
- Limited use of rooftop mechanical equipment and conduit.
- Durable exterior materials including cementitious siding such as Hardie-Board, epoxy paints over metals, elastomeric paints over stucco and similar.
- Special design considerations for heavy rain and wind.
- Early investigation for dry rot in modernization projects – a common problem on wood sided and wood framed coastal school buildings.
- Collaborate with district facilities and maintenance staff on their experiences and district standards.

WATERPROOFING EXPERIENCE

With decades of experience designing schools on the California coast, QKA has considerable experience in building waterproofing. With the potential for horizontal rain during storms and the potential for water damage and long-term dry rot, this experience is invaluable in our work for the Cabrillo Unified School District. Additionally, our work includes dissection of schools that QKA is modernizing with water infiltration and dry rot damage. This experience serves to increase our understanding of poor detailing and waterproofing strategies in buildings designed by others.

As part of QKA's team, we regularly work with waterproofing consultants, such as DTR Consulting Services, who offer envelope and waterproofing technical support tailored to a specific project. This expertise is particularly useful for door and window detailing, changes in exterior materials and roofing design; and more so when building on the coast.

CONSTRUCTION COST REDUCTION MEASURES

QKA has a long history of planning and designing public education facilities in highly volatile construction markets. In fact, the current conditions are some of the most extreme that we have seen in our more than 30 years of experience. Ensuring that a project will be delivered on budget must include planning for market volatility.

We believe construction cost reduction begins in design. Well-coordinated and communicated documents allow for contractor confidence and competitive bidding. Tools that we use to reduce construction costs include discipline coordination, integrated design, building information modeling (BIM) and document quality control reviews. Further, we regularly make available, and highly encourage the use of, BIM models by manufacturers and/or contractors as a means for early coordination and cost reduction.

At the outset of a project, QKA works with our cost estimator to explore construction methods and detailing opportunities that could result in cost reductions. If beneficial, we have also brought in construction managers and contractors whose opinions we respect in regard to weighing options toward cost efficiencies.

The following methods are employed throughout the design process and help ensure costs remain consistent with the established project budget.

VALUE ENGINEERING

Value engineering refers to reviewing and making any necessary adjustments to design drawings and specifications with an eye toward reducing project costs while maintaining District quality standards and design objectives. Completed during the design development and construction documents phases, the goal of this process is to utilize alternative designs, infrastructure systems, materials or construction details to achieve the desired facility at a lower cost. Depending on the scale and scope of the project, an independent consultant can be brought in to assist the design team in developing value engineering ideas.

CONSTRUCTABILITY REVIEWS

Similar to value engineering, constructability reviews are a standard component of the quality control procedures provided by QKA. In this process, drawings and specifications are reviewed by either a QKA architect not involved in the project or an outside constructability reviewer. This invaluable review checks for coordination between drawings and identifies potential construction difficulties. Notes, dimensions, details and all drawings and specifications are scrutinized for clarity and accuracy, as well-coordinated and completed drawings/specifications will reduce bids and change orders.

BID ALTERNATIVES

Bid alternatives are a valuable tool for responding to variances in the market at the time of bid. District desired design elements can easily be added or removed by the Board of Trustees at the time of bid award, ensuring that project funds are maximized. QKA works collaboratively with the District to identify appropriate bid alternatives, including reviewing strategies for how these alternatives can be awarded while complying with Public Contract Code requirements, and also allowing maximum District flexibility.

MEETING PROJECT BUDGET

If the project budget or construction cost index changes at the conclusion of the design process, these same methods can be applied to the new circumstances. QKA will work with the District to explore all opportunities available to address the changed circumstances and will assist in weighing the benefit or potential sacrifice involved in each choice. Factors weighed can include modifications to scope, design elements, convenience, immediate vs. long-term costs and several other considerations. Our experience assisting clients in this regard extends to reduction of funding and/or postponement of construction or construction cost spikes.

SUSTAINABLE DESIGN AND LEED

At Quattrocchi Kwok Architects (QKA), sustainable or green design is an integrated process that touches all elements of our work. We approach every project with an eye toward minimizing environmental footprint – even if not a requirement from the district – which reflects the firm's deep dedication to social and environmental stewardship. Throughout our 35-year history of designing educational spaces, QKA has invariably demonstrated its commitment to this level of responsible design by considering a triple bottom line: the environmental, economic and community impacts. Our definition of sustainable design is achieved when all three areas are positively affected.

Guiding QKA's sustainable design services are 12 LEED Accredited Professionals on staff whose experience enable us to find measurable solutions to a variety of challenges, and make a positive long term impact on both our climate and district clients. Whether we're working on a designing a new campus or modernizing an existing facility, we consistently looks for ways to improve all facets of sustainability on our projects. This can include traditional improvements to mechanical and lighting systems that improves energy efficiency or implementing creative design strategies to utilize daylighting, natural ventilation, acoustic materials and low emitting materials whenever possible.

ENERGY EFFICIENCY CONSERVATION SYSTEMS

QKA has extensive experience designing sustainable and energy efficient schools. We have long been leaders and advocates for sustainable schools in California and beyond through the Collaborative for High Performance Schools (CHPS), School Energy Coalition and other state and national organizations. A key component of that has always been energy efficiency, as building energy use is a key contributor to climate change and a significant operational cost. To address energy efficiency in the design we integrate the following approaches into our design process:

Establish Goals: At the beginning of a project we work with you to establish clear goals for energy efficiency and other aspects of sustainable design and performance. Two key parts of this are clear goals for the energy use intensity (EUI) of the buildings (how much energy the buildings will use per square foot per year) and for renewable energy generation. These goals are codified in the Owner's Project Requirements document and guide the design and commissioning of the project.

Passive Strategies: In a relatively mild climate such as Half Moon Bay there are significant opportunities to take advantage of the natural environment to provide light, ventilation and cooling and therefore limit energy use. A key component of our design process is to consider these options and the particular site conditions (including the coastal environment) from the beginning of the project and find ways that we can use daylighting and natural ventilation to reduce energy use.

Efficient Systems: After considering passive strategies we select lighting and HVAC systems that are energy efficient and easy to maintain. Our design and engineering team is well versed in both energy efficient technology and the maintenance challenges faced by School Districts. We also include building automation controls systems that allow for careful monitoring and control of building systems which is critical to long term energy efficiency.

Renewable Energy: The last component of our approach to energy efficient design is to plan for and where possible include renewable energy, primarily solar panels, into the project. All of our buildings are designed to be solar ready and we have extensive experience working with schools to install solar power systems.

Together these strategies allow QKA to design highly energy efficient buildings that are also cost effective and easy to maintain. We strive to make each project as energy efficient and where possible achieve zero net energy.

PRE-CHECKED DESIGN EXPERIENCE

Quattrocchi Kwok Architects has extensive experience with all aspects of working with Pre-Checked (PC) Designs. This experience comes at three different levels: simple PC structures, traditional modular buildings, and development of our own PC-approved design.

SIMPLE PC STRUCTURES

QKA has worked on many projects where PC Designs are used for components of the project. These range from fabric shade structures to solar structures to portable classrooms. We understand the need to carefully coordinate with the manufacturers to understand what the PC does and does not include and create a complete set of documents for the project, including the PC, that can be approved, constructed and inspected.

A classic example of this approach is the placement of portable classrooms as temporary housing. For example, at Homestead High School in Cupertino, Calif., QKA worked with the District and the Mobile Modular to place four portable classrooms at different locations on the campus. QKA completed the site design including accessible path of travel to the PC buildings, electrical, fire alarm and plumbing connections. We also coordinated interior improvements with the manufacturer and obtained over-the-counter approval of the project from DSA.

TRADITIONAL MODULAR BUILDINGS

QKA has also worked collaboratively with many modular builders to complete buildings that utilize their PC-approved modules to create custom buildings that fit a unique program. This method involves careful planning and coordination by the design and construction management teams through the initial design, procurement and construction documents phases of the project. However, this can be a very cost effective way to complete relatively standard single-story buildings, even those with complex programs.

For example, QKA worked hand-in-hand with JL Modular to develop a single-story building for Vicente Martinez Continuation High School (Martinez, Calif.) that provided classrooms, administrative offices, assembly space and internal circulation, all using their PC-approved modules. Through careful coordination we were able to work through issues with DSA and deliver a cost effective building that met the District's needs.

FOLIA PC DEVELOPMENT

QKA is also intimately familiar with the process of developing a pre-designed building and obtaining DSA PC-approval. We developed Folia, a two-story or one-story pre-fabricated classroom building, which is PC-approved and has been updated multiple times. Gaining DSA approval for the innovative structural system and pre-fabricated wall and roof panels was a detailed and challenging process. Like all of our interactions with DSA, we found that our years of experience, collaborative approach, patience and persistence served us well in gaining PC-approval for Folia. We have also been able to complete nine buildings using the Folia PC in different ways, including at Cabrillo USD's Hatch Elementary School. This process has only deepened our knowledge of the DSA PC process, in which we continue to apply toward various PC projects.





The PC-Approved Folia classroom building at Hatch Elementary School; Half Moon Bay, CA

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MODERNIZATION VS. NEW CONSTRUCTION APPROACH ON EXISTING CAMPUSES

Through our 35 years of school design experience, these projects we have developed a clear and consistent process for designing new and modernization projects on existing school campuses.

Existing Conditions

The first step involves understanding the existing conditions of the school and project site, including the physical characteristics of the site through site visits and archive research, as well as building relationships with the school community at each school site.

To understand the physical aspects of the site, we conduct detailed on-site assessments of the area of work with our consulting engineers and review as-built record drawings and records of project certification to give us a clear understanding of the existing conditions with which we will be working. We also interview District maintenance staff who have experience with the campus to make sure we capture their valuable knowledge. In this assessment we pay particularly close attention to two areas which can lead to additional work required by DSA: structural design, and accessible path of travel. Through our extensive experience with DSA we understand how they interpret code requirements for existing buildings and the trouble spots to look for early in the project to avoid added scope later.

Stakeholder Input

We also lead the creation of a Site Committee comprised of District and school administration, staff, parents and students to make sure we understand their needs and concerns for the project. It is important at the start of the project that the scope of work and budget are aligned and clearly understood by all stakeholders. Project budgets are always limited and are almost never adequate to make all desired improvements. We often work with District Administration and the Site Committee to understand priorities and make decisions about what improvements can be included in the project. As we move forward through the design of the project, we continue our working relationship with the Site Committee to ensure that they have input on the design of the improvements and that they are informed of the project's progress.

Modernization vs. New Construction Approach

Through the design phases of the project we keep a few key strategies in mind. Most importantly in the design of modernization projects, we work to find a balance between repairing existing infrastructure and improving the learning environment to optimize the project budget. We also look for creative design solutions that address multiple needs, including retaining the historical integrity of existing facilities if applicable, and improving the campus as a whole.

When designing a new building on an existing school site, it is important to consider the physical and visual impact the building has on the campus. Wherever possible we design new buildings to improve the relationship between the school and the community. For example, this could be by changing the image of the school in the community or improving campus access control and security. We also work to make sure that the new building has a cohesive architectural relationship to the rest of the school.

Construction Phase

As we move into planning and managing the construction phase, we are careful to maintain student and staff safety as the highest priority and work to minimize the impact of the construction on staff and students. Construction documents serve to establish barriers required between students and construction, as well as traffic limitations. In some cases, deliveries or activities are restricted to certain hours. Construction can also be staged to work in compliance with campus activities, and work can be restricted that would be disruptive to student performance during testing periods or other important learning events. The contractor is required to notify the district of any activities that may affect educational activities so that proper and coordinated response occurs. QKA understands that construction can be an interference to campus activity and we make every effort to minimize these disruptions.

DESIGNING SAFETY UPGRADES

Student safety and security is a primary concern and a critical consideration in any facilities decision. With 35 years of experience, QKA will guide this conversation and provide recommendations on many fundamental aspects of security, while also balancing the need for school campuses to feel open and inviting. We have found that there are key initial steps in addressing school safety through design.

- The first is to thoughtfully engage the school community in the discussion of safety and security. In today's climate, the conversation often focuses on active shooter scenarios. It is important to have open, honest and empathetic discussions with school community stakeholders about the safety of their students and to recognize everyone's fears around these scenarios. It is also important to discuss all aspects of safety and security, many of which affect students and staff on a much more regular basis, such as bullying, violence and vandalism.

- We have also found it important and beneficial to approach design holistically. It is necessary to look beyond active shooter scenarios and consider all aspects of safety and security in design. To do this, we often utilize the recommendations of Crime Prevention Through Environmental Design (CPTED). This research-based approach has been guiding designers for decades and recommends two key design approaches: Access Control and Natural Surveillance. Access control is the ability to control who comes and goes from your facility through the placement and design of the buildings and fencing. Natural surveillance is the ability to have visual supervision over all areas of the campus from other spaces that are frequently occupied, such as classrooms. QKA always carefully considers how to implement both of these strategies to address safety and security while still maintaining schools as welcoming and inviting community facilities that support their educational missions.

Based on CPTED and other best practices there are a few design principles to keep in mind:

Secure Perimeter: Creating a perimeter around the school is a highly effective design strategy. The goal is to utilize buildings and fencing, allowing access only through a supervised entry during school hours. Ideally, visitors are only able to enter campus through the Administration Lobby with a separate exit from the lobby that leads to the campus inside the secure perimeter. The challenge is to maintain a balance between security and creating a welcoming environment that fosters a strong connection to the community. It is important when laying out fencing to avoid creating an institutional feel to the campus. Wherever possible, we look to use buildings as a perimeter rather than fencing and to create a prominent and welcoming entry, making the secure entrance inviting.

Transparency: Perhaps the biggest challenge in school design for safety is transparency. The use of glazing to create transparency is a foundational strategy in the design of modern learning environments because of its benefits to flexibility and quality of space. Additionally, glazing between spaces is an important security strategy so that students and teachers can see what is around them in an emergency event and throughout the school day. However, glass makes students, teachers and parents justifiably nervous about safety in the event of a mass shooting. Strategies addressing these issues include providing blinds or roller shades on interior windows and balancing the areas of transparency with areas of solid walls.

Safe Refuge Areas: This is the concept of creating areas within or adjacent to classrooms that can be used for students or teachers to shelter in a lockdown event. These do not need to be purpose-built rooms, but can be break-out spaces, storage rooms, conference rooms or other spaces that can be accessed directly from a classroom. Ideally these rooms have limited visibility from public circulation areas such as hallways or exterior walkways.

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COMMISSIONING PROCESS

In 2013, the California Green Building Code instituted a mandatory requirement that commissioning services be part of non-residential new building projects. We have found the formal review process to be invaluable to ensure building systems are installed properly and functioning as designed when the district takes occupancy, and we have worked collaboratively with Commissioning Agents (CA) on a significant number of school projects even prior to the mandate. QKA's experience with commissioning began in the early 2000s in conjunction with some of our Collaborative for High Performance Schools (CHPS) Verified and Designed projects.

Through our experience, we have witnessed a wide variety of quality and value in commissioning services. Thus, we strongly advise districts to consider the following to maximize the benefits of the process.

- Hire the CA early in the project's lifecycle to work collaboratively with the design team to develop the Owner's Project Requirements (OPR) and review the design. QKA has often assisted districts with the selection of CAs and in the production of OPR documents.
- Make sure the CA has a strong technical background in controls systems and diagnostics.
- Understand what you are paying for. Proposals from CAs can vary widely in cost, and firms that perform only the minimum code requirements by utilizing a mostly paperwork review will cost less than those who perform a more detailed on-site diagnostic review.
- Make sure your CA includes follow up testing six to nine months after occupancy to evaluate the building's performance in different seasons and to identify any issues prior to the end of the contractor's warranty period.

We will work collaboratively with the district to get the most out of commissioning, turning it from another requirement and cost to a valuable component of a successful project that delivers the expected levels of performance, comfort and energy efficiency.

ALTERNATIVE DELIVERY METHODS PROJECTS

With more than $2 billion in public education projects over its 35-year history, QKA has extensive and successful experience working with a variety of project delivery methodologies. These include:

- Design-Bid-Build
- Lease-Leaseback
- Design-Build
- Construction Manager Multi-Prime
- Construction Manager At-Risk
- Hybrid of delivery methods

While each project delivery method has its pros and cons, as a key to our success, QKA will work diligently with the District and CM to evaluate all construction delivery options and choose the method best suited for each specific project. No matter which delivery method is selected, QKA will build a collaborative working relationship with the contractor and stridently represent the District's interests in the project. We value our contractor partners throughout the Bay Area, and through years of successful teamwork on a variety of project types, scales, and delivery methods, have built unparalleled and lasting relationships to the benefit of our clients.



Aaron Jobson AIA, ALEP

Principal

Licensed Architect, California (2004): C30620

QUATTROCCHI KWOK ARCHITECTS

Project Role: Principal-in-Charge

Responsible for leading the project, facilitating community engagement meetings and coordinating the work across the design team.

QKA OFFICE
Santa Rosa, CA

BACKGROUND
21 Years of Architecture Experience
Joined QKA in 2002

EDUCATION
Bachelor of Arts, Architecture
University of California, Berkeley
Berkeley, CA

PROFESSIONAL REGISTRATION
Accredited Learning Environments Planner (ALEP), Associations for Learning Environments (A4LE), 2015

AFFILIATIONS

- Member, American Institute of Architects (AIA)
- Board of Directors, Collaborative for High Performance Schools (CHPS)
- Founding Board Member, School Energy Coalition (SEC)
- Founding Board Member, Homes for Sonoma

AWARDS

- Recipient, 2018 "Community Philanthropy Award" Winner, *North Bay Business Journal*
- Recipient, 2018 "Top Young Professionals" Winner, *ENR California*
- Recipient, "Forty Under 40" Winner: 2009 *North Bay Business Journal* 2010 *Building Design + Construction*

ABOUT

Aaron Jobson, one of QKA's five principals, comes from a family of educators and has a passion for creating dynamic, sustainable learning environments. He is known for his innovative projects, including American Canyon High School (American Canyon, Calif.), one of the highest scoring Collaborative for High Performance Schools (CHPS) Verified projects in California. He is also one of the creators of Folia, a pre-fabricated two-story steel classroom building that dramatically reduces design, permitting and construction time on projects to market. Jobson's work, passion and advocacy has garnered his reputation as a thought leader on how school facility design directly impacts academic success – a subject on which he has spoken about at national education conferences.

A founding member of the School Energy Coalition, Jobson is a legislative advocate for energy efficiency measures affecting schools and a leading voice on sustainability. He is the Co-Chair of the CHPS California Advisory Committee and serves on CHPS' board of directors. He also volunteers for Homes for Sonoma, an organization providing solutions to address the loss of housing in Sonoma County from the 2017 Northern California wildfires.

In 2015, Jobson was certified as an Accredited Learning Environments Planner (ALEP) by the Association for Learning Environments (A4LE), currently held by less than 300 of the nation's most qualified designers and planners of school facilities.

SELECT PROJECTS IN PAST 5 YEARS

Fremont High School (Oakland, CA), Oakland Unified School District: New CHPS-Verified two-story classroom building, gymnasium, Wellness Center, and Football Stadium, as well as modernization of classroom building, entrance, and front office.

Bacich Elementary School (Kentfield, CA), Kentfield School District: New Administration & Classroom Building

Kent Middle School (Kentfield, CA), Kentfield School District: Middle School Reconfiguration

Quest Forward Academy (Santa Rosa, CA), Opportunity Education: Alternative High School Modernization

Homestead High School (Cupertino, CA), Fremont Union High School District: New Guidance & Student Services Building and Innovation Hub Classroom Building

San Benito High School (Hollister, CA), San Benito High School District: New Two-Story Science Classroom Building and Robotics Lab

Fremont Union High School District (Sunnyvale, CA): New Two-Story Educational Options Building

Redwood High School (Redwood City, CA), Sequoia Union High School District: New Two-Story Classroom Building & Multipurpose Building

Britton Middle School (Morgan Hill, CA), Morgan Hill Unified School District: New Classroom & Science Lab Buildings



Mark Quattrocchi FAIA

Principal / Founder

Licensed Architect, California (1985): C15438

QUATTROCCHI KWOK ARCHITECTS

Project Role: Principal

Responsible for providing overall support and expertise to the project team, including design and technical review of the project.

QKA OFFICE
Santa Rosa, CA

BACKGROUND
39 Years of Architecture Experience
Founded QKA in 1986

EDUCATION
Master of Architecture
Bachelor of Arts, Architecture
University of California, Berkeley
Berkeley, CA

AFFILIATIONS

- Member, AIA College of Fellows (FAIA)
- Member, American Institute of Architects (AIA)
- Editorial Board Member, *School Construction News*
- Board Chairman, Paws for Purple Hearts
- Board Vice President, Bergin University of Canine Studies
- Committee Member, A Chance in Life

AWARDS

- Recipient, 2020 "Honoree of the Year", *A Chance in Life*

ABOUT

A son of an artist and cabinet maker, Mark Quattrocchi grew up surrounded by drawings and sawdust, influencing his decision to take drafting as his seventh-grade elective. From this early age, he knew he was going to be an architect. Paying for his architecture education through his carpentry work, he graduated with a Master of Architecture degree and a keen understanding of construction, perfect for opening his own firm, Quattrocchi Architects, in 1986.

Soon after, Quattrocchi got the opportunity to design a new classroom building at Mendocino Community High School in Mendocino, CA. He was so moved by the passion of the teachers and school administrators that he completely immersed himself in the process of educational design. To this day, this ranks as one of his favorite projects because it inspired him to veer the firm to focus on education projects. Later, Steve Kwok joined as partner in 1991, and together they built Quattrocchi Kwok Architects (QKA), a thriving K-12 and higher education firm with two office locations and a staff of more than 60 people.

With his educational design experience spanning more than 35 years, Quattrocchi is a renowned industry authority on designing environments for 21st century teaching and learning. His passion for creating sustainable learning environments is realized through QKA's keen attention to energy-conscious design and its driving desire to prepare students for the global marketplace. Quattrocchi happily shares his expertise by frequently publishing architecture-related articles and speaking regularly at events, and is a sought-after expert often quoted in media interviews.

SELECT PROJECTS IN PAST 5 YEARS

Historic Alameda High School (Alameda, CA), Alameda Unified School District: Historic High School Restoration and Modernization

Encinal Junior and Senior High School (Alameda, CA), Alameda Unified School District: New two-story classroom building and classroom modernization

Mariano Castro Elementary School (Mountain View, CA), Mountain View Whisman School District: Replacement Elementary School Campus

Lila Bringhurst Elementary School (Fremont, CA), Fremont Unified School District: New Campus

Six Elementary Schools (San Jose, CA), Union School District: New STEAM Makerspaces

Lynbrook High School (San Jose, CA), Fremont Union High School District: New Cafeteria, Quad, and Field House

Healdsburg High School (Healdsburg, CA), Healdsburg Unified School District: Arts Classroom Modernization & New STEM Building

Hillsdale High School (San Mateo, CA), San Mateo Union High School District: New Two-Story Science Laboratory and Classroom Building

San Mateo Union High School District (San Mateo, CA): New Three-Story District Office Building



Lyanne Schuster ALEP

Project Manager

Licensed Architect, California (1993): C24732

QUATTROCCHI KWOK ARCHITECTS

Project Role: Project Manager

Responsible for daily oversight of the project and overseeing the development of the program.

QKA OFFICE
Santa Rosa, CA

BACKGROUND
28 Years of Architecture Experience
Joined QKA in 2005

EDUCATION
Master of Architecture
Carnegie Mellon University
Pittsburgh, PA

Bachelor of Arts, International Relations
Newcomb College / Tulane University
New Orleans, LA

PROFESSIONAL REGISTRATION
Accredited Learning Environments Planner (ALEP), Association for Learning Environments (A4LE), 2017

AFFILIATIONS
- Volunteer, WildCare Bay Area, San Rafael, CA
- Committee Member, WildCare "Dining for Wildlife" Annual Fundraise

ABOUT

With a passion for the arts, Lyanne Schuster studied fine arts and architecture in college, and worked as a freelance artist through painting murals and drawing, even providing illustrations for a textbook teaching drawing for architects. Her interest in art led her to a career in architecture, where she felt her building designs would benefit from her artistic eye. A licensed architect since 1993, Schuster has worked on numerous projects ranging from educational, retail, multi-family housing, neighborhood/ urban design, and even a resort in Malaysia. No matter the project, she believes it is only good architecture if it functions well for the client.

Schuster's work with QKA includes numerous modernization, new construction, and master planning projects. Currently, Schuster is the Project Manager for a new gymnasium at Terra Linda High School (San Rafael, Calif.) and numerous projects for Vallejo City Unified School District. In 2017, she was certified as an Accredited Learning Environments Planner (ALEP) by the Association for Learning Environments (A4LE), currently held by less than 300 of the nation's most qualified designers and planners of school facilities.

In her spare time, Schuster enjoys trail running, reading, and caring for animals. She previously worked on a pro-bono programming project for WildCare (a wildlife rehabilitation and nature education center in San Rafael, Calif.), where she continues to volunteer weekly, helping to restore wild animals back to full health and release them back to their natural habitats.

SELECT PROJECTS IN PAST 5 YEARS

Hatch Elementary School (Half Moon Bay, CA), Cabrillo Unified School District: Three New Kindergarten Classroom Buildings and Central Play Area, New Preschool Playground, and painting of existing portables

El Granada and Farallone View Elementary Schools (Half Moon Bay / Montara, CA), Cabrillo Unified School District: Facility Assessments and Master Planning

Half Moon Bay High School (Half Moon Bay, CA), Cabrillo Unified School District: Facility Assessments, Ag Farm Site Work, and New Shade Structure

Cunha Intermediate School (Half Moon Bay, CA), Cabrillo Unified School District: Water Intrusion project

San Marin High School (Novato, CA), Novato Unified School District: New Performing Arts Center and STEM Building

Bacich Elementary School (Kentfield, CA), Kentfield School District: New Administration & Classroom Building

Kent Middle School (Kentfield, CA), Kentfield School District: Middle School Reconfiguration

Terra Linda High School (San Rafael, CA), San Rafael City Schools: New Gymnasium and campus frontage improvements

Vallejo City Unified School District (Vallejo, CA): Numerous small projects districtwide

Hatch Elementary School | Half Moon Bay, CA
New Kindergarten Classroom Buildings
Cabrillo Unified School District

The three new kindergarten classroom buildings provide five classrooms that include teacher workspaces and breakout spaces for individualized attention. These one-story buildings provide 9,200 square feet of modern learning space designed to encourage cooperative learning. In addition, the flex spaces can be used by the Hatch School community and the community at large.

The classroom buildings, which replace portable classrooms, surround a central outdoor play area that includes a playground specific to this age group, as well as outdoor learning environments that support progressive instruction.





Dates
Start of Construction: May 2019
Completion Date: July 2020
Notice of Completion Date: N/A
Closed with Certification: No

Square Footage
New Construction: 9,200

Costs
Original Bid Amount: $8.75M (GMP)
Final Project Cost: $8.75M (GMP)
Change Order Data: N/A (GMP)

Construction Data
Delivery Method: Lease-Leaseback

Team & Roles
Quattrocchi Kwok Architects:
- » **Principal-in-Charge:** Steve Kwok
- » **Associate:** Lyanne Schuster
- » **Project Architect:** Janelle Black

Sub-Consultants: Gregory P. Luth & Associates, Pragmatic Professional Engineers, The Engineering Enterprise,

Client Contact/Reference
Jesus Contreras
Chief Business Official
(650) 712-7135 | ContrerasJ@cabrillo.k12.ca.us



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Mendocino K-8 School | Mendocino, CA

K-8 Campus Unification

Mendocino Unified School District

Mendocino's elementary and middle schools share a common site but were formerly physically and administratively separate entities. In 2002, the existing elementary school building was closed due to structural damage. In light of declining enrollment, the District opted to create a new learning community by combining both campuses into one K-8 school.

A new building merging both the elementary and middle schools created common centralized spaces while allowing for age-appropriate activities. As part of the project, portions of the elementary school building were demolished and the facility was reconstructed as an updated space with a new library, administration, specialized classrooms, multi-use room, kitchen, and central plaza that linked the two schools both physically and programmatically.







Dates

Start of Construction: June 2008
Construction End Date: February 2011
Notice of Completion Date: 8/21/2012
Closed with Certification: Yes

Square Footage

New Construction: 12,770
Modernization: 24,000

Costs

Original Bid Amount: $17.7M
Final Project Cost: $19.3M
Change Order Data:

- **Owner:** 3.1%
- **Unforeseen:** 1.7%
- **Errors & Omissions:** 0.3%

Total: 5.1% / $993,392

Sustainability Program: CHPS Designed

Construction Data

Delivery Method: Design-Bid-Build

Team & Roles

Quattrocchi Kwok Architects:

- **Principal-in-Charge:** Mark Quattrocchi
- **Project Manager:** Jim Theiss
- **Project Architect:** Debra McGuire

Sub-Consultants: ZFA Structural Engineers, David Carpenter Associates, Summit Engineering, Brelje & Race Consulting Engineers, Quadriga Landscape Architecture

Client Contact/Reference

Jason Morse
Superintendent
(707) 937-5868 | JMorse@mcn.org

Mariano Castro Elementary School | Mountain View, CA

Replacement Elementary School

Mountain View Whisman School District

Housed on the same site as an existing Spanish-English Dual Immersion school, the original Mariano Castro Elementary School campus was rundown and not adequately sized for the growing school. By modernizing the existing buildings for the Dual Immersion school, their now unnecessary portables could be removed and replaced with a new 450-student Mariano Castro campus.

By remaining on the shared site, both schools could share the reconfigured and expanded outdoor play areas, as well as the newly constructed library and gymnasium/multipurpose room. However, it was vital to the staff at both schools to maintain separate senses of identity. This importance to remain as two distinct schools fundamentally impacted the final campus design, and led to an independent campus entry/ student drop-off area and separate administration buildings for each school on opposite sides of the site.

To use the limited acreage available the most effectively, the new Mariano Castro campus is composed mainly of two-story construction featuring large, bright windows. Buildings are clean and contemporary, complementing the modern design aesthetic of the Silicon Valley area.







Dates

Start of Construction: May 2016
Construction End Date: August 2018
Notice of Completion Date: 10/10/2019
Closed with Certification: Yes

Square Footage

New Construction: 39,000

Costs

Original Bid Amount: $23.9M
Final Project Cost: $25.9M
Change Order Data:
- » **Owner:** 5.3%
- » **Unforeseen:** 1.7%
- » **Errors & Omissions:** 1.1%

Total: 8.1% / $1.9M

Construction Data

Delivery Method: Design Bid Build

Team & Roles

Quattrocchi Kwok Architects:
- » **Principal-in-Charge:** Mark Quattrocchi
- » **Associate:** Debra McGuire
- » **Project Architect:** Mark Vinless

Sub-Consultants: ZFA Structural Engineers, Costa Engineers, Inc., O'Mahony & Myer, Brelje & Race Consulting Engineers, Carducci & Associates

Client Contact/Reference

Ayindé Rudolph
Superintendent
(650) 526-3552 | supt@mvwsd.org

Awards: 2020 Honor Award for the COTE (Committee on the Environment) (AIA Redwood Empire)

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Bacich Elementary School | Kentfield, CA
New Classroom and Administration Building
Kentfield School District

Emphasizing modern and flexible learning environments, work began by replacing an outdated classroom building with a brand new 11,000 square-foot space with room for breakout spaces, a Maker Lab and centralized administration spaces. The Maker Lab boasts an outdoor work area and central creative play area that can be accessed from all classrooms. The building also includes a welcoming new Administration office for the school, which is positioned at the school entry to better control access to the campus and improve safety and security. The team was also able to provide a new creative play space courtyard that is already a favorite place for the BES students. The project also included repurposing an undersized Administration space to better accommodate needed staff areas and an English Language Learners classroom.







Dates
Start of Construction: June 2018
Completion Date: September 2019
Notice of Completion Date: N/A
Closed with Certification: No

Square Footage
New Construction: 11,000
Modernization: 1,550

Costs
Original Bid Amount: $10.9M (GMP)
Final Project Cost: $10.9M (GMP)
Change Order Data: N/A (GMP)

Construction Data
Delivery Method: Lease-Leaseback

Team & Roles
Quattrocchi Kwok Architects:
- **Principal-in-Charge:** Aaron Jobson
- **Associate:** N/A
- **Project Architect:** Lyanne Schuster

Sub-Consultants: ZFA Structural Engineers, Costa Engineers, O'Mahony & Myer, Brelje & Race, Carducci & Associates

Client Contact/Reference
Raquel Rose
Superintendent
(415) 458-5130 | RRose@kentfieldschools.org



Awards: 2019 Top Real Estate Project (North Bay Business Journal)

The Cove School | Corte Madera, CA
New Elementary School Campus
Larkspur-Corte Madera School District

The design of this new elementary school involved many stakeholders, each with an important voice. QKA executed a high level of educational planning and community engagement before design even began, including regular meeting with group committees and public Town Hall meetings for community members. In addition, members of the QKA design team and District staff attended Harvard University's *Learning Environments for Tomorrow* workshop and even toured the Google campus for inspiration.

The result – a five-building elementary school that makes use of Learning Suites instead of traditional stand-alone classrooms. Each suite includes two classroom-sized spaces that can be combined or partitioned off by a partially transparent operable wall, allowing collaborative and integrated teaching for group, individual and peer learning. The entrances for all suites face a central shared courtyard. The campus is anchored by a student services and café gathering space, which accommodates administration and counseling offices, dining, performance and exercise use and school-wide assemblies. Cove boasts abundant natural light, large alcoves for art and science, reading nooks and designated outdoor learning spaces.







Dates
Start of Construction: June 2013
Completion Date: October 2015 (Multi-Phase)
Notice of Completion Date: 2/2/2016
Closed with Certification: Yes

Square Footage
New Construction: 39,952

Costs
Original Bid Amount: $17.7M (GMP)
Final Project Cost: $17.7M (GMP)
Change Order Data: N/A (GMP)

Construction Data
Delivery Method: Lease-Leaseback

Team & Roles
Quattrocchi Kwok Architects:
- **Principal-in-Charge:** Mark Quattrocchi
- **Associate:** Stan Clark
- **Project Architect:** Jon Stong (Phase 1) / Lyanne Schuster (Phase 2)

Sub-Consultants: ZFA Structural Engineers, Costa Engineers, O'Mahony & Myer, Brelje & Race, Carducci & Associates

Client Contact/Reference
Michelle Walker
Principal, The Cove School
(415) 945-9046 | MWalker@lcmschools.org

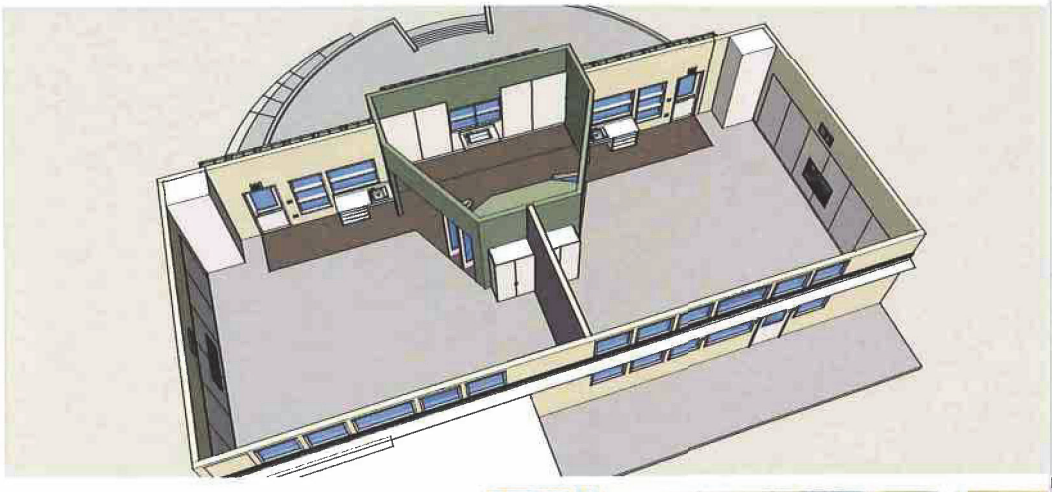
Awards: 2014 Top Real Estate Award (North Bay Business Journal)

Neil Cummins Elementary School | Corte Madera, CA
New Classroom Buildings & Classroom Modernization
Larkspur-Corte Madera School District School District

Designed to bring this elementary school in line with 21st century learning environments, existing classroom wings were modernized, including the addition of spaces between each pair of classrooms. These new, flexible spaces enhance the school's existing day lit classrooms and allow for teachers to work together on collaborative projects.

New outdoor learning areas enrich the overall redesign of the classrooms and allow for an integrated curriculum extending beyond the walls. Later, six new classrooms were built using these same principals, as well as the addition of art storage spaces, a kiln room and outdoor art sinks.





Dates
Start of Construction: June 2013
Completion Date: October 2015 (Multi-Phase)
Notice of Completion Date: 2/16/2016
Closed with Certification: Yes

Square Footage
New Construction: 10,787
Modernization: 26,161

Costs
Original Bid Amount: $12.3M (GMP)
Final Project Cost: $12.3M (GMP)
Change Order Data: N/A (GMP)

Construction Data
Delivery Method: Lease-Leaseback

Team & Roles
Quattrocchi Kwok Architects:
- **Principal-in-Charge:** Mark Quattrocchi
- **Associate:** Stan Clark (Phase 1) / Debra McGuire (Phase 2)
- **Project Architect:** Craig Gaevert (Phase 1) / Lyanne Schuster (Phase 2)

Sub-Consultants: ZFA Structural Engineers, Costa Engineers, O'Mahony & Myer, Brelje & Race,Carducci & Associates

Client Contact/Reference
Michelle Walker
Former Principal
(415) 945-9046 | MWalker@lcmschools.org



Historic Alameda High School | Alameda, CA

Historic High School Restoration & Modernization

Alameda Unified School District

Listed on the National Register of Historic Places, the 100,000 square-foot 1924 Alameda High School (AHS) has long been recognized by the Alameda community as a tremendous civic and historical resource. The iconic multi-story neoclassical group of buildings fills an entire block of Central Avenue, adjoining the city's historic central business district. However, in the 1970s the buildings were deemed unsafe as they did not meet new seismic standards, resulting in most of the original school largely standing empty ever since.

State funding and a 2014 bond measure enabled QKA to take on one of California's largest historic school renovation projects, focusing the design on restoration and seismic retrofitting, while providing 21st century learning environments, an infusion of technology and accessibility for this historic school. This massive modernization resulted in 37 state-of-the-art classrooms, 11 new science labs, designated outdoor learning spaces, and updating the structural, mechanical and electrical systems – all with minimal visual impact. Attention to detail was integral to the design – the exterior columns and terrazzo entry stairs, 350 wood windows, and the main lobbies were meticulously restored and brought back to their original grandeur.







Dates

Start of Construction: June 2017
Completion Date: August 2019
Notice of Completion Date: N/A
Closed with Certification: No

Square Footage

Modernization: 100,000

Costs

Original Bid Amount: $45.5M
Final Project Cost: $58M
Change Order Data:
- » **Owner:** 4.8%
- » **Unforeseen:** 16.6%
- » **Errors & Omissions:** 0.1%

Total: 21.5% / $12,519,920

Construction Data

Delivery Method: Lease-Leaseback

Team & Roles

Quattrocchi Kwok Architects:
- » **Principal-in-Charge:** Mark Quattrocchi
- » **Associate:** Jon Stong
- » **Project Architect:** Anna Wells

Sub-Consultants: ZFA Structural Engineers, Costa Engineers, O'Mahony & Myer, Brelje & Race, Carducci & Associates

Client Contact/Reference

Robbie Lyng
Director of Maintenance and Facilities
(510) 337-7000 | RLyng@alamedaunified.org

Awards: 2019 Real Estate Deal of the Year (San Francisco Business Times), 2020 Regional Best Project Award; K-12 Education (ENR California), 2020 Alameda Preservation Award (Alameda Architectural Preservation Society)

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Ross K-8 School | Ross, CA

Flood Protection & Multi-Use Building Replacement

Ross School District

Due to its location in a flood plain, the 1940s Ross School was inundated with water in 1982 and again in 2005. In light of this issue, the community approved a bond to protect the school from flooding as well as provide modern 21st Century learning environments. The project received an unprecedented FEMA grant to raise portions of the classroom wings four feet, and was granted hardship funding to replace portions of the school that could not be lifted with new facilities.

In 2010, the existing undersized gymnasium was replaced with a new multi-use building with high ceilings and ample natural light, a basketball court, 230-seat retractable bleachers, a full-service kitchen with a serving window, gathering courtyards, and a two-sided proscenium stage that faces the Ross Town Green.







Dates

Start of Construction: May 2008
Completion Date: October 2013 (Multi-phase)
Notice of Completion Date: 11/8/2013
Closed with Certification: Yes

Square Footage

New Construction: 11,830
Modernization: 42,284

Costs

Original Bid Amount: $20M
Final Project Cost: $21.8M
Change Order Data:

- **Owner:** 4%
- **Unforeseen:** 2.4%
- **Errors & Omissions:** 2.2%

Total: 8.6% / $1.9M

Sustainability Program: CHPS Designed

Construction Data

Delivery Method: Design-Bid-Build

Team & Roles

Quattrocchi Kwok Architects:

- **Principal-in-Charge:** Mark Quattrocchi
- **Associate:** Stan Clark
- **Project Architect:** Debra McGuire

Sub-Consultants: ZFA Structural Engineers, 15,000, Inc., O'Mahony & Myer, Brelje & Race, Quadriga Landscape Architects

Client Contact/Reference

Jim Walton
Construction Manager
(209) 795-6136 | JWalton2176@comcast.net



PROJECTS NOT CLOSED OUT BY DSA

Of the more than 1,700 projects QKA has completed with DSA the following are currently closed without certification; many due to reasons out of QKA's control. QKA's Office Manager actively pursues DSA project closeout including coordinating with other responsible parties to submit required documentation.

See chart on the right for a list of our projects currently not closed out with DSA.

QKA PROJ. NUMBER	DSA NUMBER	CLOSEOUT STATUS
1347.03	01-118061	Awaiting certification, all documentation submitted to DSA
1451.00	01-116259	Delayed due to change order cost reconciliation between Owner and Construction Manager
1583.00	01-116914	Awaiting certification, all documentation submitted to DSA
1682.00	01-117833	Delayed due to change order cost reconciliation between Owner and Construction Manager
1690.00	01-117419	Awaiting certification, all documentation submitted to DSA
1708.00	01-117234	Awaiting certification, all documentation submitted to DSA
1722.00	01-117742	Awaiting certification, all documentation submitted to DSA
1766.00	01-117781	Awaiting certification, all documentation submitted to DSA

LITIGATION HISTORY

Quattrocchi Kwok Architects has not had any litigation, arbitration, or negotiated/settled history with previous clients within the last 5 years.



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FEE INFORMATION

As the scopes of projects is known, QKA will work with the Cabrillo Unified School District on developing fee proposals. Typically, design projects are invoiced as a percentage of construction, but alternative fee methods are also available. Below are responses to the RFQ questions on fees:

HOURLY RATE SCHEDULE FOR CALENDAR YEAR 2021

Principal	$240/hr	Interior Designer	$220/hr
Project Manager / Associate / Director	$225/hr	CADD / Drafting / BIM Modeler	$195/hr
Project Architect / Designer	$220/hr	Construction Admin. Project Coordinator	$185/hr
Job Captain	$210/hr	Clerical	$135/hr
Construction Admin. Project Manager	$220/hr		
Assistant Construction Admin. Project Manager	$200/hr	Consultants	1.1 x consultants' standard hourly rates

The above rates are effective January 1, 2021, and are in effect for the calendar year 2021. On January 1 of each year, these rates shall be adjusted at the rate of the Consumers Price Index as published by the Bureau of Labor Statistics.

STAFFING PLAN

QKA and our consulting team's staffing plan is dependent on the number and size of projects in design and construction. Below is an outline of our proposed staffing plan for Cabrillo Unified School District:

- Partner in Charge
- Project Manager
- Project Architect
- Job Captain
- Sustainability Lead involvement
- Director or Design & Director of Practice involvement
- Drafters/ BIM Modelers
- Construction Administration

REIMBURSABLE SCHEDULE

Reimbursable expenses typically include postage, printing, plotting and mileage and are invoiced at direct cost plus 10%. For each project a reimbursable allowance is created to aid in district budgeting.

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COMMENTS ON AGREEMENT

QKA has successfully used Cabrillo Unified School District's *Agreement for Architectural Services* for other districts that include some or all the following changes:

- Update Agreement Basic Services fees and consultants, Extra Services fees and consultants and reimbursable expenses, including invoicing of all printing/plotting/postage for district use.
- **Alter 5.4.1** to ten percent (10%)
- **Add to Article 5.4** as follows: *If the lowest responsive base bid exceeds Construction Cost Budget by less than 10% and District chooses to require revising the Project scope and quality to reduce the construction cost, Architect's services to make such revisions shall be compensated as Extra Services.*
- **Revise 6.4** as follows: *No increase in Fee will be due from change orders generated during the construction period to the extent caused by Architect's error ~~or omission.~~*
- **Revise the second sentence of 10.1** as follows: *Architect shall also, to the furthest extent permitted by California law, defend the Indemnified Parties at Architect's own expense, including attorneys' fees and costs, from any and all Claim(s) ~~and allegations~~* relating thereto..."
- **Omit in its entirety Article 10.3.**
- **Revise Article 22** as follows: *In the event either party shall bring any action or legal proceeding for damages for any ~~alleged~~ breach of any provision of or..."*
- **Revise Exhibit A, Article 1.8 - *Record Drawings*** to be either provided by the contractor or provided by the design team as an Extra Service.
- **Revise Exhibit B and Exhibit D**: All printing, plotting and postage for district-used material are billed as a reimbursable expense at direct cost plus 10%.
- **Revise Exhibit D, Section 1.3** on Phases as follows:

Schematic Design & Programming Phase		10%
Design Development Phase		15%
Construction Documents Phase		40%
• DSA Stamped Approval	5%	
Bidding Phase		5%
Construction Administration Phase		25%
Closeout Phase		5%
• Generate Punch List	1%	100%
• Sign Off on Punch List	1%	
• Receive and Review all O&M Documents	1%	
• Filing All DSA Required Closeout Documents	1%	
• Receiving DSA Closeout, including DSA approval of the final As-Built set of drawings	1%	

- **Revise Exhibit E, B.5 - *Professional Liability Insurance*** for a $75,000 deductible.

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make a DIFFERENCE

QUATTROCCHI KWOK
ARCHITECTS

CHPS COLLABORATIVE FOR HIGH PERFORMANCE SCHOOLS. MEMBER

U.S. GREEN BUILDING COUNCIL MEMBER

Quattrocchi Kwok Architects (QKA)
Main Office: 636 5th Street, Santa Rosa, CA 95404
East Bay Office: 55 Harrison Street, Ste. 525, Oakland, CA 94607
T (707) 576-0829 | F (707) 576-0295 | W www.QKA.com



CABRILLO UNIFIED SCHOOL DISTRICT

Statement of Qualifications for Architectural Services
RFQ #2021-1

Studio W Architects
May 20, 2021

STUDIO W
ARCHITECTS

May 20, 2021

Jesús Contreras,
Chief Business Official
Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay, CA 94019

STUDIO W
ARCHITECTS

SUBJECT: **Statement of Qualifications for Architectural Services | RFQ #2021-1**

Dear Mr. Contreras and Members of the Selection Committee,

On behalf of **Studio W Architects** (formerly BCA Architects), I am pleased to submit our qualifications for architectural services to **Cabrillo Unified School District.** For the past 32 years, Studio W has been a **leader in the design and management of public school facilities throughout the State of California and especially in San Mateo County.** We look forward to the opportunity to work with you and continue our partnership with districts in the Bay Area region.

For the past several years, Studio W has helped numerous school districts in your region implement educational facility designs, including **Bayshore Elementary School District** with The Bayshore School; **Brisbane School District** with the Lipman Middle School Modernization and upcoming modernizations of Brisbane and Panorama Elementary Schools; and **San Mateo County Community College District** with numerous projects, most notably the designs of the new Environmental Sciences Building at Skyline College and the Building 13 Multiple Program Instructional Center Modernization at Cañada College. We are also renovating **Serendipity School,** a private academy in Belmont.

We are very familiar with the process of securing funds and implementing projects through **general obligation bonds and the process of leveraging all available funds,** including State and other specialized grants. Nearly all of our public, TK-12 clients require some assistance in navigating the process of accessing their bonds, supplementing it with hardship, eligibility, grants and energy programs. We are experts not just as architects, but also as program managers, in providing the resources necessary to **evaluate, plan and implement projects given complex cash flow and delivery methods.** We pride ourselves in our working knowledge of the Department of the State Architect, the Office of Public School Construction and the California Department of Education.

We know that part of the uniqueness of Cabrillo USD is also the consideration of the **coastal environment and its impact to the design and longevity of facility projects.** Our work in this region, particularly with San Mateo Community College District at Skyline College, is an excellent case study in how best to consider materials and propose utility concepts.

We hope that you will find Studio W Architects to be among the most qualified firm to handle your facility design and management needs.

Studio W Architects received a copy of the District's form of Agreement for Architectural Services ("Agreement") attached as ATTACHMENT A to the RFQ. Studio W Architects has reviewed the indemnity provisions and professional liability insurance provisions contained in the Agreement. If given the opportunity to contract with the District, Studio W Architects has objections to the use of the Agreement, as listed in this Submittal. | Studio W Architects certifies that no official or employee of the District, nor any business entity in which an official of the District has an interest, has been employed or retained to solicit or assist in the procuring of the resulting contracts, nor that any person will be employed in the performance of any/all contracts without immediate divulgence of this fact to the District. | Studio W Architects certifies that no official or employee of the firm has ever been convicted of an ethics violation. | By virtue of this submission, Studio W Architects declares that all information provided is true and correct.

Sincerely,

[redacted]

Brian Whitmore, AIA, LEED® AP
Principal-in-Charge, President & CEO
916.626.1303 c | BrianW@studiow-architects.com
Individual authorized to speak on behalf of Studio W Architects during the evalutation process.

2. BUSINESS INFORMATION



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FIRM HISTORY/FIRM OVERVIEW

Established in 1989, Studio W Architects (formerly BCA Architects) has extensive experience in the master planning, design, funding and construction administration of educational projects. With 35 employees across three offices in San Jose, Sacramento and Irvine, we are able to provide **full service architecture to public school districts throughout California** and also enjoy close proximity to the regulatory agencies that govern public education projects (such as DSA, OPSC, SAB, etc.).

Effective January 14, 2021, BCA Architects rebranded to Studio W Architects. The new name reflects both our current leadership and the exceptional studio of staff who compose the firm. The new brand offers a platform to continue providing value-added service to our clients statewide that goes **well beyond design.**

Our expertise in the design of educational facilities has been developed over the firm's 32 years of history with successful delivery of over $3 billion in projects. **Studio W's educational experience encompasses projects of all types and sizes, from modernization and expansion projects to building additions, historic retrofits and new educational campuses.** Our comprehensive approach to the architectural design process includes programming, master planning and project implementation.

Nature of Work Performed

Architecture, interiors, planning, sustainability, program management, financial strategies and entitlements assistance for educational, civic and commercial clients.

FIRM INFORMATION

Company

Studio W Associates, Inc.
(dba: Studio W Architects)

Contact

Brian Whitmore, AIA, LEED AP
President & CEO
BrianW@StudioW-Architects.com

Registrations

- **Federal Tax ID:** 94-3087665
- **Business Type:** CA Corporation
- **Architectural License:** CA No. C30345
- **Small Business:** C1648764

Staff

- 35 professionals
- 14 licensed staff
- 13 technical support
- 7 business administrators

3. RELEVANT QUALIFICATIONS



Pioneer Valley High School Performing Arts Center | Santa Maria, CA

AGENCY EXPERIENCE

We bring expertise working with the various agencies that govern K-12 projects, including: the Division of the State Architect (DSA), Office of Public School Construction (OPSC), California Department of Education (CDE), Department of Toxic Substance Control (DTSC) and State Fire Marshal. Studio W's team members have decades of experience processing hundreds of public school projects through these agencies. We are knowledgeable of their requirements and code, funding and document concerns. We proactively develop our project documents such that we anticipate their review requirements, leading to efficient and expeditious reviews and approvals.

In order to complete a project with agencies in a comprehensive and thorough manner requires a process of excellence. Studio W has adopted a process for agency approval that has proven to be successful.

- Hosting a DSA "pre-application meeting" to address conditions early and with collaboration
- Documentation of as-built conditions, surveying, hazmat and geotechnical/geohazard reporting
- Early submittal of geotechnical/ geohazard reporting to CGS
- Collaboration with the local fire marshal and health department
- Collaboration with local jurisdictions for right-of-way and utility improvements
- Environmental impact consideration
- Consideration of Title 5 requirements that may affect funding or approval measures
- Opening the "box" prior to the start of construction to ensure a smooth and speedy close-out process

Along with these measures, an overlapping schedule of pre-application meetings, submittals to secondary plan check agencies and progress with the contract documents must be considered to maintain an aggressive schedule. At the same time, Studio W mandates regular cost estimates and design phase completion sign-off so that we are collectively agreeable to the schedule, scope and budget before proceeding to the next phase.

OPSC Processes

Studio W has assisted numerous school district clients in obtaining funding through the Office of Public School Construction (OPSC) and the State Allocation Board. We assist clients directly and work in collaboration with funding specialists hired by the districts.

Often times, meetings with the staff at OPSC have resulted in additional funds being obtained by Studio W on behalf of our clients through other sources of construction monies, such as Prop 51 funding or other grants (Excess Access Compliance, Energy, Severely Handicapped and Non-Severely Handicapped, Service Site, Off-site, Utility Grants, etc).

QUALITY ASSURANCE/ QUALITY CONTROL

Studio W's quality control (QC) program has been developed over 32 years of delivering well-coordinated and comprehensive documents for educational and public works facilities. While the program is holistic and includes multiple checklists, examples and specific areas requiring review at each phase, it is also a process that continually gets updated and refined based on lessons learned from current projects. The California Building Code (CBC) and standards of approval agencies are continually changing and we understand the importance of keeping our procedures current with the requirements that keep your projects progressing forward.

Program Implementation

Studio W's QC program is overseen initially by our Senior Project Manager, Michele Gargano. She maintains consistency and standardization for all phases of documentation amongst internal staff and consultants. At the completion of each phase, Studio W's Chief Operations Officer, Jim Moore, will provide a review of the project. This provides a fresh set of eyes that are impartial and thorough. Jim has expertise in education design and his knowledge enables Studio W to achieve sign-off by DSA efficiently.

Design Discipline Coordination

On a weekly basis, Studio W coordinates the work of our consultants via design coordination meetings that are facilitated by Senior Project Manager, Michele Gargano. This sharing of ideas and information results in a design synergy for superior solutions. We utilize our Design Phase Checklists to confirm the specific information required by each discipline, ensuring that complete information is delivered to the District. Studio W utilizes BIM clash detection analysis and Checkset, a third-party construction document review service, to improve document quality and coordination.



Quality Control Reviews

At the conclusion of each major phase or at key milestones within those phases (i.e. 30%, 50% and 100% completion levels), the senior project manager and quality control reviewer schedule exhaustive page-by-page reviews of the full plan set. Studio W has developed a 92-item Coordination Issues Checklist of the most commonly missed items in design.
This is a living document which is updated continually and used to ensure quality control is achieved on all Studio W projects.

Comments and corrections generated during these meetings are documented, then distributed to all team members for implementation. Revised sets are then collated and reviewed again, with the original list of comments and corrections used as a checklist. Issues that have not been adequately remedied are sent back to the team members for further analysis and solution development. This is a cyclical process that occurs until the documents are correct.

Complying with Program Requirements

It is vitally important for the District to review and approve the plans and specifications at each phase. We require district review and sign-off at every stage of the design prior to submitting the project documents to DSA. Setting and maintaining expectations through the course of a design is critical to the success of each project. We set up a review meeting with the District to review each deliverable and ratify each item to the approved program, design intent, budget and schedule. Comments are recorded, communicated to the team and incorporated into documents.

Construction Phase Quality Program

Studio W prepares a formal program for construction phase QC, as well as a "design requirements" document that is updated at each phase, so each member of our team is constantly aware of changes to the project scope. This important document is utilized from the beginning to the end of the project — our construction administrator will refer to this document prior to making critical decisions in the field to align with your approved decisions.

Close-out with Certification

Finally, a public school project is not considered "complete" unless the project has been closed with certification by DSA. Studio W's project manager and construction administrator will facilitate the close-out and certification process. Studio W has a tremendous record of completing certification for projects through DSA's "box" system, in many cases in less than 90 days.



Skyline College Enviro ental Sciences Building | San Br CA

CODE REQUIREMENTS

Studio W works hard to ensure that all of our designs are in conformance with federal, state and local code requirements. Predominantly, Studio W collaborates with DSA for school projects, which utilizes its own interpretations of the California Building Code for accessibility, fire/life safety and structural safety compliance. Over Studio W's 32 years in business, we have developed a proven knowledge in the "secret handshake" required by DSA to achieve effective plan checks. The CBC witnessed a change in its regulations on January 1, 2017, and Studio W has made sure we stay abreast of the changes, especially those that affect DSA compliance.

Furthermore, Studio W works with a wide variety of local agencies, such as fire departments, environmental health and local county and city jurisdictions to deal with local fire sign-off, food service and pool facilities, and right-of-way improvements. We make a point to connect the local jurisdictions early to learn any special nuances necessary to achieve code compliance in that respective jurisdiction.

Local Agencies

Studio W also works with local city and county engineering and public works departments, local fire and county environmental health departments to gain agency approvals for our projects. Studio W prides itself in the ability to work with any local jurisdiction involved in the project.

COASTAL DESIGN

Studio W Architects has experience in designing in coastal environments with our work across the State of California. Having public school clients from Humboldt County in the North to Orange County in the South, affords us a unique perspective as it relates to the design and longevity of building facilities in coastal zones.

From a design perspective, the California Coastal Commission and the Coastal Development Permit process can be both a complex and time consuming process. While this zone is generally limited to areas near the coast, in San Mateo County it extends well into the coastal mountain range, encompassing Montara, Moss Beach, El Granada, Miramar, Half Moon Bay and Pescadero. Generally speaking, the coastal commission is responsible for land development and construction but also water use and run-off.

The coastal environment can also be very intense on building materials such as steel and other metals and wood that is not properly selected or treated. In the case of the Environmental Sciences Building at Skyline College, Studio W made sure to enclose all rooftop mounted HVAC and utilities, have no exposed metal and utilized cementitious products (concrete, cement plaster and siding) in all exterior applications. The design was also of low profile and little disturbance to the natural grade of the landscape to reduce stormwater run-off and sustain view sheds.

Waterproofing

In every case where we design in coastal environments, and many that are not necessarily limited to the coast, we involve a dedicated waterproofing consultant like DTR or Allana Buick and Bers, to assist in waterproofing measures. Wind driven rain, overall moisture abatement and flood protection can be among the considerations when designing the exterior envelope.

CONSTRUCTION COST REDUCTION MEASURES

Cost reduction measures are always most critical at the early stages of design so as to maximize the opportunity and ability to gain savings. There is an inverse relationship between the ability to implement changes and the ability to realize savings as the project design progresses. Thus, value engineering, especially more significant and complex recommendations, must be considered as soon as possible.

Value Engineering

Value engineering (VE) is inherent in our practice. It is our firm's culture to evaluate a project at every phase to identify areas where we might use alternative methods of accomplishing the same value in a building for less cost. Studio W incorporates VE workshops into the design phase of each project, and are attended by our entire design team. We employ such methods as life-cycle cost analysis to evaluate operational costs of each building system to encourage the best value for the District.



Each building system is evaluated, priced and debated for its merits prior to any decision being made. We ask for Cabrillo USD's final approval of each decision prior to implementation, then specific items are listed on the subsequent cost estimate to make the District aware that they have been incorporated into the plans and specifications. At the end of the design phase, the District will know they have a project that has been thoroughly evaluated to ensure the project is on budget and their goals have been accomplished.

Typical cost reduction measures are intended to reduce costs, not necessarily the design intent. As such, Studio W's approach to recommendations includes ideas to limit the amount of finishes and structure (floor-to-floor heights, parapet heights, etc); limitations to area, circulation and efficiency (when possible); and consideration of less expensive materials when appropriate. During construction, the ability to recognize opportunities or respond to questions quickly and effectively may save time and money in the field. Typically, we provide RFI and COR (change order requests) review and respond in less than 48 hours to maintain any cost implications. It is far more challenging to recognize cost savings methods while construction is underway; however, our thorough and consistent approach to the construction administration phase ensures that no scope or construction methodology are being completed outside of the contract documents.

SUSTAINABLE DESIGN

Studio W frames every project around our commitment to sustainability. This focus brings benefits of cost effective building systems and operations, environmental stewardship and healthy learning environments. Studio W will involve our experienced team of architects and consultants early in the design process to collaborate with Cabrillo USD and determine the desired and achievable level of sustainability for your projects.

Studio W has several in-house professionals with experience in Leadership in Energy and Environmental Design (LEED®) requirements. Many local utilities encourage high performance building design by offering design and construction subsidies. Therefore, one of Studio W's first tasks in a new project is to research the latest local incentive programs to assess project eligibility and its benefits.

Sustainable design begins in the earliest design phases, with careful consideration of the envelope and localized climate. Selection of building systems is critical to controlling energy usage (high performance HVAC, plumbing fixtures and lighting). Material selection itself is an art, with factors such as embodied energy, maintenance and life-cycle costing all requiring analysis. Optimizing the design of a daylighting system requires tight coordination of the building envelope; lighting design and controls; HVAC and commissioning. These strategies are often evaluated and selected based on their ability to provide initial cost savings, long-term cost savings and to satisfy the requirements of high performance certification programs, such as LEED, CHPS or California Title 24 measures.

PRE-CHECKED DESIGNS

Studio W has worked with numerous pre-checked or "PC" designs, such as buildings, shade structures, shelters, etc. We find the pre-check process can significantly benefit the project schedule as these elements will already meet structural safety requirements with DSA, limiting plan check to access and fire/life safety review. Generally, pre-checked building structures are limited to "portable" buildings with integrated floor systems, but in some cases modular construction will have pre-check status if we do not change the design of the structure or materials.

We have completed a number of interim housing and portable placement projects using JLM Modular, Mobile Modular and Williams Scotsman PC approved portables. Studio W also has significant experience in the incorporation of a number of other pre-checked designs, such as the following:

» **Winters Joint Unified School District** — Rominger ES Classroom Building; Winters HS Bleachers; Winters MS Modernization
» **Mendota Unified School District** — Mendota ES Classroom Building
» **Twin Rivers Unified School District** — Riverbank ES Classroom Building



Dwyer Middle School Modernization | Huntington Beach, CA

MODERNIZATION VS. NEW CONSTRUCTION

Our goal with any project is to transform the campus, building or specific space. Studio W has significant experience in designing and implementing new, modernized and renovated projects from ADA improvements and HVAC/re-roof remodels to comprehensive, state-of-the-art educational spaces, new construction and campus design.

Modernization

Modernization projects typically deal with facilities that were originally built in the 1950's and 1960's and have been upgraded in a variety of ways since then. It is our job to turn these spaces into modern learning environments that feature all of the hallmarks of a contemporary campus. This often includes code, health and safety compliance; roof repairs or replacements; hazardous materials abatements; classroom upgrades; adaptable furnishings; technology integration; ergonomics; comfort and control; natural light; and supportive acoustics.

For remodel projects, we consider the following factors:

» The first priority is the life-safety of the occupants. We work with our structural engineer and DSA to establish acceptable design standards.

» **Depending on the level of detail of the Facilities Master Plan or facilities condition report, we may need to conduct a more thorough investigation of the space being considered for modernization:**

- Architectural, engineering and landscape review
- Uncovering of as-built documentation from the District, DSA and other agencies
- Site and building surveying, including the possibility of laser scanning
- Documentation of geotechnical and geohazard information
- Hazmat reporting

» **DSA Tracker review** of "non-certified" projects

» Any other required **CEQA documentation**

New Construction

New construction projects are considerably less complex to a modernization effort, given that new construction projects can be "zoned off" from the rest of the campus to allow construction to proceed during the school year rather than being compressed into the summer months. New campus, building or significant addition considerations include:

» Conducting a **comprehensive visit of the site** in consideration with the consulting team to further evaluate the condition. Factors such as adequate site utilities, construction access, materials staging, interim housing for affected programs and services, etc. will be evaluated.

» New construction typically has **longer timeframes and lead times** for design, agency approval, construction and materials, but some economy-of-scale benefits can also be realized due to larger building areas and greater quantities of products and finishes.


Dwyer Middle School Gy


Dwyer Middle School STEM Academy

DESIGNING SAFETY UPGRADES

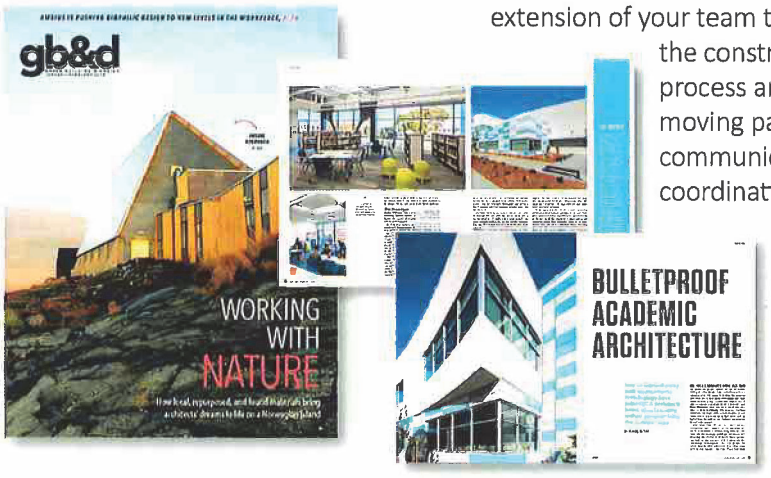
Studio W is considered a leader in the design and implementation of security and safety in public schools. We have been featured in *Green Building & Design* magazine (1-2.19), the *Los Angeles Times* (6.24.14) and in *US Glass Magazine* (12.17.14) describing steps schools can take to create safer site plans that simultaneously have a thoughtful approach to environmental design including:

- Ensure the administration building is positioned in a key location to **facilitate visual connectivity** to everyone coming and going and to provide better campus control.
- Create a **single point of access** when the school is in session. This is fundamental to student and staff protection and can be accomplished by aesthetically pleasing fencing and using buildings as barriers to prevent intruders from gaining campus access.
- Add **high-resolution security cameras** throughout the school to visually control all areas of the campus, to monitor potential intruders. In addition to keeping administrative offices informed and in control, it offers the local police department the opportunity to monitor the campus.
- Implement **smart innovations** in school construction. Doors and windows can provide greater safety for children and teachers in classrooms. The "Columbine lock," for example, allows classroom doors to be locked from the inside in the event of an intruder or lock-down on campus. Hardened glass placed at the entry of the administrative office creates a buffer to prevent a shooter from easily entering the site. And locating windows at a higher level on exterior buildings prevents easy intrusion without compromising natural daylight.

COMMISSIONING

Upon completion of each project, the Studio W Team walks the site with the District to review conformance of the work by the general contractor per contract documents. Studio W then issues a punchlist to the general contractor to ensure that all items needing remediation are clearly identified and communicated. The District may elect to hire a commissioning agent to ensure that the mechanical, plumbing and electrical systems are meeting all contract requirements. Studio W will coordinate all commissioning items to ensure that the project will receive fully functional systems. This practice is becoming more common. Although hiring a commissioning agent is a nominal additional expense for the District, it strongly enhances the verification of the work.

Studio W's involvement in commissioning is limited to hiring consultants, as any involvement in the actual process is a conflict of interest when it comes to the building design versus systems performance. Commissioning is sometimes required to meet high performance credits for CHPS or LEED®, or may simply be employed to enhance the performance of the systems to optimize energy savings. A third party commissioning agent is required for projects over 50,000 square feet pursuing high performance credits.



DELIVERY METHODS

We have experience with a myriad of construction delivery methods, including design-bid-build, design-build, design-assist, lease-leaseback, CM multi-prime and CM at Risk. Our team favors alternate delivery methods that allow us to collaborate with contractors and contribute our expertise in innovative construction techniques early in the design process, resulting in improved project quality and financial performance. In lease-leaseback, design-build and design-assist, collaboration as a team is not strictly relegated to the design phase and our optimized communication through the life of the project results in better decisions, improved quality and mitigation of risk.

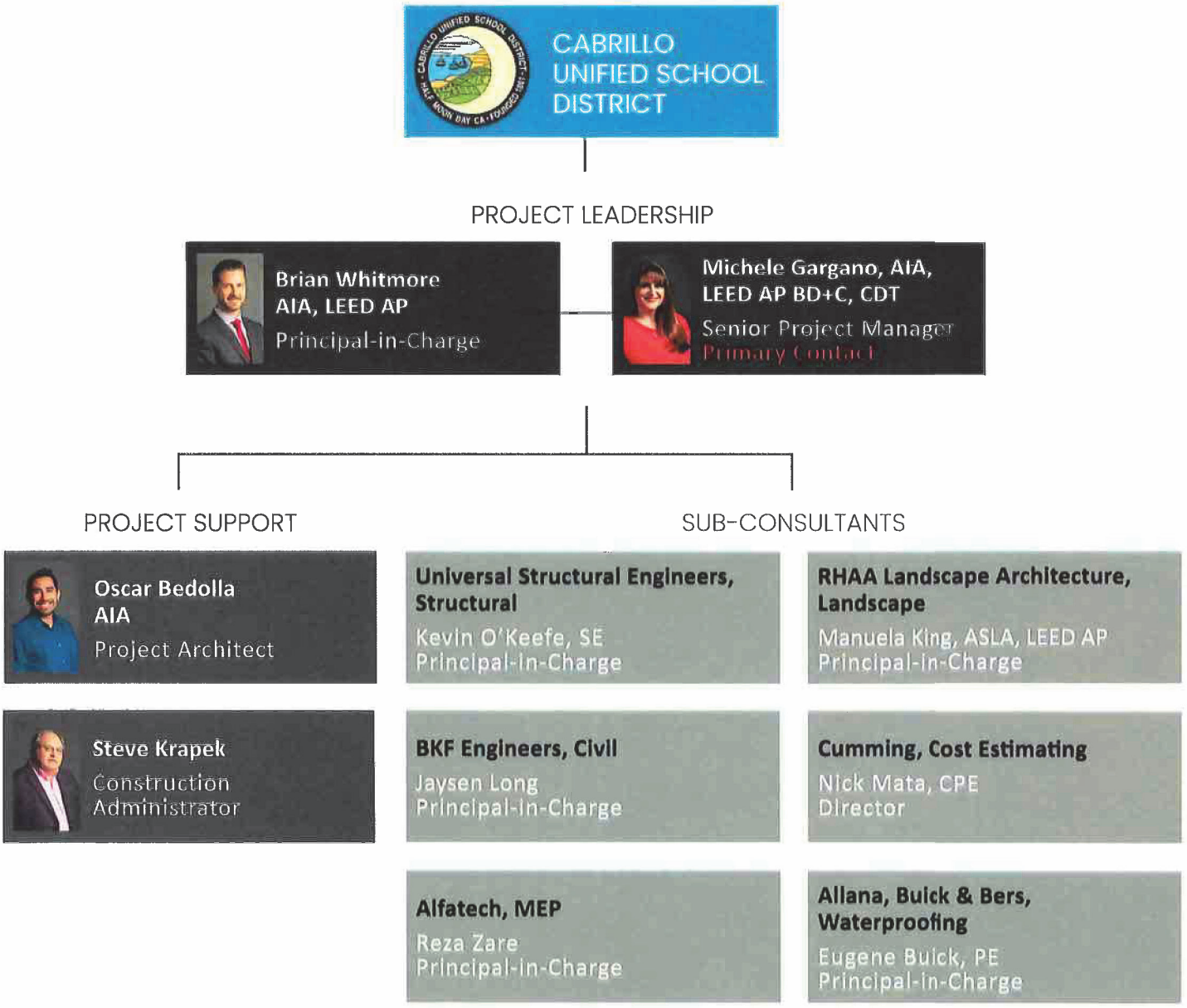
Among the more recent considerations in using alternative delivery methods like lease-leaseback is the AB566 legislation, or skilled and trained workforce requirement. Subcontractors must meet a certain percentage of skilled and trained labor each year. The selection of a strong general contracting partner can be of value in meeting this requirement and lease-leaseback remains the most preferred method of alternative delivery of public education projects in California.

We work with construction managers and/or program managers on the majority of our school projects. We understand they are a representative of the District and serve as an extension of your team to manage the construction process and all of its moving parts. All of our communications and coordination include iterative feedback loops with the construction/ program manager.

4. PROPOSED PROGRAM TEAM

TEAM ORGANIZATION

Studio W Architects' team was composed specifically to meet the needs of Cabrillo USD's projects. Each firm and every individual being proposed has strong experience with public education projects, and brings a unique expertise and skill set that will benefit the development of your projects. The organizational chart below depicts the roles and lines of communication within the team.



BRIAN WHITMORE, AIA, LEED® AP

Principal-in-Charge, President & CEO

As President & CEO of Studio W, Brian manages the firm's education market. He is heavily involved in the early design, master planning and programming phases, providing leadership and bringing stakeholders to consensus in the design of comprehensive new construction and modernization projects. Brian has an expertise in assisting clients in defining contemporary educational environments, including a focus on collaboration, flexibility, sustainability and integrated technology.

As Principal-in-Charge, he lends leadership to the design team to assure proper allocation of staff and other resources to meet our commitments. He will also stay in regular contact with the District to make sure we are performing to your satisfaction. Brian will be heavily involved in quality reviews and contract matters, and will stay engaged throughout the duration of your projects.

Relevant Project Experience

Bayshore Elementary School District—Bayshore, CA
- » District-wide Facilities Master Plan
- » The Bayshore School

Brisbane School District, Brisbane, CA
- » District-wide Bond Program Management & Implementation
- » Lipman Middle School Modernization

East Side Union High School District—San Jose, CA
- » Santa Teresa High School New Learning Center & Science Building Remodel

Huntington Beach City School District—Huntington Beach, CA
- » District-wide Facilities Master Plan, Bond Program Management ($160 million) & Project Implementation
- » District-wide Site Security
- » District-wide Campus Modernizations
- » Dwyer & Sowers Middle Schools New STEM Academies & Gymnasiums
- » Smith Elementary School New Administration & Classroom Building

Monterey-Peninsula Unified School District—Marina, CA
- » Crumpton Elementary School Modernization & New Construction

San Mateo County Community College District—San Mateo County, CA
- » Cañada College Building 13 Multiple Program Instructional Center Renovation
- » Cañada College Kinesiology & Wellness Center (criteria/bridging architect)
- » Skyline College Environmental Sciences Building (criteria/bridging architect)

Serendipity School—Belmont, CA
- » Serendipity School Renovation

Union School District—San Jose, CA
- » Facilities Improvement Plan
- » Dartmouth Middle School STEM Lab



Experience
22 years

Education
Bachelor of Architecture—
California Polytechnic State University, San Luis Obispo

Registrations
Architect, CA No. C30345

National Council of Architectural Review Boards (NCARB) No. 62105

Accredited Professional, Leadership in Energy & Environmental Design (LEED® AP)

Professional Associations
American Institute of Architects (AIA), Central Valley Chapter Past President & Board Member

Past City of Rocklin Planning Commissioner

Coalition for Adequate School Housing (CASH)

RECON Board Member

U.S. Green Building Council (USGBC)

MICHELE GARGANO, AIA, LEED® AP BD+C, CDT

Senior Project Manager, Client Leader & Associate

Michele brings 21 years of architectural experience in the design of major K-12 educational projects. Her expertise includes assisting clients in securing State funding; creation of facilities master plans and facilities needs assessments; estimating construction costs; project management; convening with facility directors, board members and steering committees for collaboration in defining district needs; coordinating project teams from schematic design through construction administration.

Michele will guide the design and budget objectives to satisfy Cabrillo USD's goals for your projects. She will provide an efficient flow of communication and coordinate all the design disciplines. Michele will serve as the primary point of contact for the District and will remain thoroughly engaged with your projects throughout their lifespan.

Relevant Project Experience

Chowchilla Elementary School District—Chowchilla, CA

» District-wide Long-range Facilities Master Plan

» Fuller Elementary & Wilson Middle Schools Modernizations

Monterey-Peninsula Unified School District—Marina, CA

» Crumpton Elementary School Modernization & New Construction

Natomas Unified School District—Sacramento, CA

» Jefferson School Modernization

» K-8 Conversions at Three Campuses

» Paint Projects at Two Campuses

Paradise Unified School District—Paradise, CA

» District-wide Facilities Master Plan, Bond Program Manager & Project Implementation

» District Maintenance & Operations Facility

» Paradise High School Reconstruction

» Post-disaster Insurance Support

San Mateo County Community College District—San Mateo County, CA

» Cañada College Building 13 Multiple Program Instructional Center Renovation

» Cañada College Kinesiology & Wellness Center (criteria/bridging architect)

» Skyline College Environmental Sciences Building (criteria/bridging architect)

Twin Rivers Unified School District—Sacramento, CA

» Various Modernizations District-wide

Washington Unified School District—West Sacramento, CA

» District Standards & Various Modernizations District-wide

» Westmore Oaks Elementary School Homecoming

Weaver Union School District—Weaver, CA

» District Office Remodel



Experience
21 years

Degree
Bachelor of Architecture—Washington State University

Bachelor of Science, Architectural Studies, with an Emphasis in Sustainable Design—Washington State University

Registrations
Architect, California No. C32550

Accredited Professional, Leadership in Energy & Environmental Design with a concentration in Building Design + Construction (LEED® AP BD+C)

Construction Documents Technologist (CDT)

Professional Associations
American Institute of Architects (AIA)

Coalition for Adequate School Housing (CASH)

Community College Facility Coalition (CCFC)

Sacramento Builders' Exchange CREATE Mentor

U.S. Green Building Council (USGBC)

OSCAR BEDOLLA, AIA

Project Architect

Oscar will be involved in all design phases of your project, supporting the project team by producing project documentation. As a logical thinker, Oscar always looks to find a balance between form and function in whatever he touches creatively, whether professionally or personally. His upbeat, "can-do" attitude is an asset to any team.

Oscar's role on the project team will begin at the initial design phase but will be heaviest at the design development and construction documents phases where he will be one of the primary coordinators of Studio W's engineering consultants and will be preparing many of the construction documents on the projects.

Relevant Project Experience

Bayshore Elementary School District—Bayshore, CA
» The Bayshore School

East Side Union High School District—San Jose, CA
» Santa Teresa High School New Learning Center & Science Building Remodel

Gilroy Unified School District—Gilroy, CA
» Christopher High School Aquatics Center Structure (in association with Nova Partners Inc.)

Huntington Beach City School District—Huntington Beach, CA
» District-wide Bond Program Management ($160 million) & Project Implementation
» Dwyer Middle School New STEM Academy & Gymnasium
» Dwyer Middle School Modernization
» Hawes, Moffett & Smith Elementary Schools Modernizations

Monterey-Peninsula Unified School District—Marina, CA
» Crumpton Elementary School Modernization & New Construction

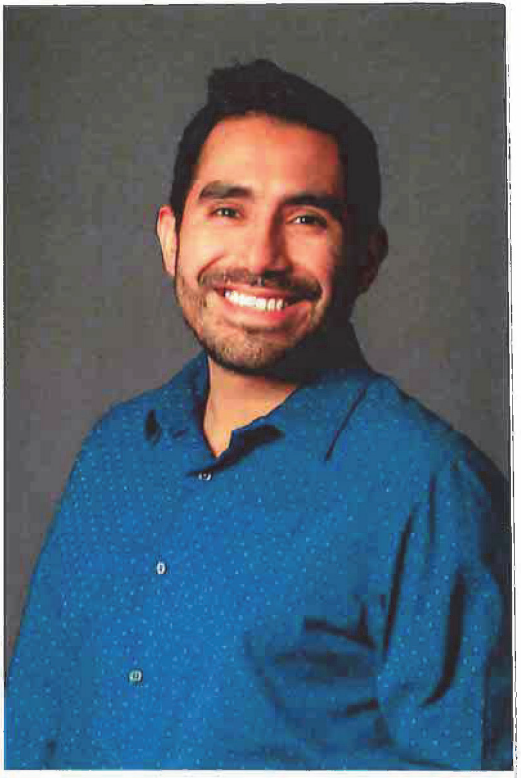
Santa Maria Joint Union High School District—Santa Maria, CA
» Pioneer Valley High School New Performing Arts Center

Serendipity School—Belmont, CA
» Serendipity School Renovation

West Contra Costa Unified School District—Richmond,, CA
» Downer Elementary School Playfields

Wilmar Union Elementary School District—Petaluma, CA
» Wilson Elementary School Modernization

San Mateo County Community College District—San Mateo County, CA
» Cañada College Building 13 Multiple Program Instructional Center Renovation
» Skyline College Environmental Sciences Building (criteria/bridging architect)



Experience
9 years

Degree
Bachelor of Architecture—California Polytechnic State University, San Luis Obispo

Registrations
Architect, California No. C36124

Professional Associations
American Institute of Architects (AIA)

Coalition for Adequate School Housing (CASH)

Community College Facility Coalition (CCFC)

U.S. Green Building Council (USGBC)

STEVE KRAPEK, ARCHITECT

Construction Administrator

Steve brings 45 years of related architectural experience in the design of major K-12 public school projects. As Construction Administrator, Steve oversees all site coordination with the representatives involved in a project, including general contractors, construction managers (if applicable) and the District. He ensures timely processing of RFIs, clarifications and change orders. Steve supports the project in the close-out and certification process and throughout the bidding/ negotiation phase, assisting with maintaining the budget, schedule and quality, as well as agency inspections. He will maintain regular communication with Cabrillo USD to convey all decisions that may affect the project schedule, scope or cost through the course of construction.

Relevant Project Experience

Bayshore Elementary School District—Bayshore, CA

» The Bayshore School

» Robertson Elementary School Interim Housing Portable Building

Buena Park School District—Buena Park, CA

» District-wide Modernizations

Gilroy Unified School District—Gilroy, CA

» Christopher High School Aquatics Center Structure (in association with Nova Partners Inc.)

Huntington Beach City School District—Huntington Beach, CA

» District-wide Bond Program Management ($160 million) & Project Implementation

» Dwyer Middle & Seacliff Elementary Schools Modernizations

Union School District—San Jose, CA

» Dartmouth Middle School STEM Lab

Wilmar Union Elementary School District—Petaluma, CA

» Wilson Elementary School Modernization

San Mateo County Community College District—San Mateo County, CA

» Cañada College Kinesiology & Wellness Center (criteria/bridging architect)

» Skyline College Environmental Sciences Building (criteria/bridging architect)

» **Skyline College:** Building 3 Gymnasium, Locker Rooms, Practice Facilities, Wrestling/Weight Training Rooms, Team Rooms and Campus Boiler Room Modernization *; Building 3 New Toilet Rooms, Concession Room & Staff Offices, New Coaches Offices, Kinesiology Program Classrooms & Labs *; Building 9 Seismic Upgrades *; Baseball Field Dugouts & Bleachers, Training Room and Team Rooms *; Four-Story Classroom Building that Includes: Business & Administration Program, Cosmetology School, Computer Labs/ Repair Labs, Language Arts School, Career Services Offices and the Automotive Program *

» **College of San Mateo:** Athletic Fields & Tennis Courts *

* Projects completed prior to Studio W



Experience
46 years

Degree
Masters of Architecture—Iowa State University

Registrations
Architect, California No. C15498

Professional Associations
American Institute of Architects (AIA)

Coalition for Adequate School Housing (CASH)

Community College Facility Coalition (CCFC)

U.S. Green Building Council (USGBC)

UNIVERSAL STRUCTURAL ENGINEERS

Structural Engineering

1660 S. Amphlett Blvd, Suite 335
San Mateo, CA 94402

650.312.9233 |
UniversalStructuralEngineers.com

Universal Structural Engineers (USE) was founded in 2006, and is a full-service structural engineering company with a team dedicated to customer service and quality structural design. USE provides complete consulting structural engineering services which encompass structural analysis and design, value engineering, preparation of contract documents, and construction administration.

Kevin O'Keefe, SE

Principal-in-Charge

Kevin is a registered civil and structural engineer in the state. With 30 years of experience in the structural engineering field, Kevin's extensive project management experience has enabled him to excel in the areas of performance based design; standard finite element analysis; retrofit; structural steel, light gage steel, wood, masonry and concrete design; and construction.

Degree

Masters of Science, Structural Engineering—University of Colorado

Registrations

Structural Engineer, CA No. SE 4192

Relevant Project Experience

East Side Union High School District—San Jose, CA

» Santa Teresa High School New Learning Center & Science Building Remodel

Monterey-Peninsula Unified School District—Marina, CA

» Crumpton Elementary School Modernization & New Construction

Union School District—San Jose, CA

» Dartmouth Middle School STEM Lab

BKF ENGINEERS

Civil Engineering

255 Shoreline Drive, Suite 200
Redwood City, CA 94065

650.482.6300 | bkf.com

BKF has been a leading civil engineering firm in Northern California since 1915. They provide engineering, surveying, and land planning services and leverages their experience on over 100 recent K-12 projects. BKF's services have included topographic and utility surveying; feasibility studies and master planning; master planning; civil design; DSA submittals; permitting; contract administration services; and mapping services.

Jaysen Long, PE, LEED AP

Principal-in-Charge

Jaysen's 25 years of civil engineering experience includes project management for a variety of public clients. He has supervised the preparation of reports, calculations, plans, specifications and estimates for numerous private development and public works projects, and his primary responsibilities include contract negotiations, client service, design team coordination, quality control reviews and management of project schedules and budgets.

Degree

Bachelor of Science, Civil Engineering—UC Davis

Registrations

Civil Engineer, CA No. 58084

Relevant Project Experience

Bayshore Elementary School District—Bayshore, CA

» District-wide Facilities Master Plan

» The Bayshore School

Serendipity School—Belmont, CA

» Serendipity School Renovation

Union School District—San Jose, CA

» Dartmouth Middle School STEM Lab

ALFATECH

MEP Engineering

1321 Ridder Park Drive, No. 50
San Jose, CA 95131

408.487.1200 | atce.com

Since 1987, AlfaTech's commitment to building dynamic relationships has been what sets them apart. Careful listening is their first priority. Their services include MEP engineering, technology, lighting design, commissioning and energy solutions, as well as sustainability. They prioritize superior energy savings and sustainability at all levels of design, while ensuring a balance of constructability, schedule and budget.

Reza Zare

Principal-in-Charge

With more than 30 years of experience, Reza brings expertise in project management. He is responsible for the management of design and construction administration services. Reza applies his extensive experience managing design teams to assure sustainable design, high performance incentive, high-quality engineering solutions, and cost-effective MEP systems. He has an in-depth understanding of the design and construction processes.

Degree

Bachelor of Science, Mechanical Engineering—CSU Sacramento

Relevant Project Experience

Bayshore Elementary School District—Bayshore, CA

» District-wide Facilities Master Plan

East Side Union High School District—San Jose, CA

» Santa Teresa High School New Learning Center & Science Building Remodel

Santa Maria Joint Union High School District—Santa Maria, CA

» Pioneer Valley High School New Performing Arts Center

RHAA LANDSCAPE ARCHITECTS

Landscape Architecture

323 Geary Street, #602
San Francisco, California 94102

415.861.7900 | rhaa.com

RHAA is a full service landscape architecture and planning firm with over 60 years of campus planning, urban design and civic and cultural spaces at the core of their work. With over 1,000 built projects of all sizes and types, RHAA brings extensive experience in planning, design and collaboration, with strengths spanning all phases of project work — visioning, planning, designing and implementing.

Manuela King, ASLA, LEED AP

Principal-in-Charge

Manuela King's portfolio includes many high-profile campus projects, both public and private. She has gained particular expertise in the community college realm and enjoys prolific working relationships with several regional community colleges. Manuela is an advocate of sustainable design in all her projects. She has experience on multiple projects with LEED certification. Manuela has been with RHAA for 33 years.

Degree
Masters of Landscape Architecture—University of Oregon

Registrations
Structural Engineer, CA No. 3271

Relevant Project Experience

Serendipity School—Belmont, CA
» Serendipity School Renovation

San Mateo County Community College District—San Mateo County, CA
» Cañada College Building 13 Multiple Program Instructional Center Renovation
» Cañada College Kinesiology & Wellness Center

ALLANA BUICK & BERS

Waterproofing

990 Commercial Street
Palo Alto, CA 94303

650.543.5600 | abbae.com

Allana Buick & Bers, Inc. (ABBAE) is a leading architectural engineering, construction management and forensic consulting firm specializing in building envelope, roofing, waterproofing, mechanical and structural systems. For over 34 years, ABBAE has been collaborating with architects to make building systems perform better, last longer, require less maintenance and limit energy loss.

Eugene Buick, PE

Principal-in-Charge

Eugene has experience in property condition assessments, leak testing and analysis, peer review and design, and construction phase services for a variety of clients and building types. His specialty expertise includes all components of the building envelope, waterproofing, below-grade waterproofing systems, roofing, windows, and exterior wall. Eugene is responsible for the operations of over 300 projects annually.

Degree
Masters of Science, Civil Engineering—San Jose State University

Relevant Project Experience

Beverly Hills Unified School District—Beverly Hills, CA
» Beverly Vista School

Santa Maria Joint Union High School District—Santa Maria, CA
» Pioneer Valley High School New Performing Arts Center

San Mateo County Community College District—San Mateo County, CA
» Cañada College Kinesiology & Wellness Center
» Skyline College Environmental Sciences Building

CUMMING

Cost Estimating

530 Lakeside Drive, Suite 140
Sunnyvale, CA 94085

408.769.6940 | ccorpusa.com

Cumming was in California in 1996, and are a leader in providing project consulting services to the A/E/C industry, including cost and project management, planning and scheduling and construction dispute resolution. Their focus is to assist its clients in managing the critical issues of time and cost from conception through closeout. They provide more than 200 estimates each month, giving them unparalleled experience in this discipline.

Nick Mata, CPE

Director

Nick has more than 15 years of cost estimating experience within the construction industry. As Director for cost management, Nick's background in research and conceptual estimating for large-scale projects is invaluable. He is also skilled in value engineering analysis, change order evaluation and estimate reconciliation.

Degree
Bachelor of Science, Civil Engineering—UC Berkley

Registrations
Certified Professional Estimator, ASPE, No. 1.4-000109-0715

Relevant Project Experience

Huntington Beach City School District—Huntington Beach, CA
» District-wide Facilities Master Plan & Project Implementation

Monterey-Peninsula Unified School District—Marina, CA
» Crumpton Elementary School Modernization & New Construction

San Mateo County Community College District—San Mateo County, CA
» Cañada College Building 13 Multiple Program Instructional Center Renovation

5. RELEVANT PROJECT EXPERIENCE & REFERENCES

Studio W Architects has tremendous experience with K-12 schools, having completed approximately 1,000 public and private educational projects over our 32-year history. The projects featured below are those which are most relevant to Cabrillo USD's projects in terms or size, scope, complexity and demographics.



The Bayshore School | Daly City, CA

Bayshore Elementary School District, Daly City, CA

» The Bayshore School

Brisbane School District, Brisbane, CA

» District-wide Bond Program Management & Implementation

» Lipman Middle School Modernization

Campbell Union High School District, San Jose, CA

» Performing Arts Centers at Each High School

East Side Union High School District, San Jose, CA

» Santa Teresa High School New Learning Center & Science Building Remodel

Gilroy Unified School District, Gilroy, CA

» Christopher High School

Huntington Beach City School District, Huntington Beach, CA

» District-wide Facilities Condition Assessments, Bond Program Management & Implementation

» District-wide Modernizations

» District Site Security Upgrades

» District Central Kitchen Modernization

» District New Maintenance/ Operation Building

» Dwyer & Sowers Middle Schools STEM Academies & Gymnasiums

» Smith Elementary School New Classroom & Administration Building

Monterey Peninsula Unified School District, Marina, CA

» Crumpton Elementary School Classroom and Administration Addition, New STEM Facility & Major Modernization

» Marina Child Development Center Hardscape Upgrades, Portables with Restrooms & ADA Upgrades

» Seaside High School Fire Alarm/ Emergency Voice Evacuation System Upgrade

Natomas Unified School District—Sacramento, CA

» Jefferson School Modernization

» K-8 Conversions at Three Campuses

» Paint Projects at Two Campuses


Skyline College Environmental Sciences Building | San Bruno, CA

Paradise Unified School District—Paradise, CA

- District-wide Facilities Master Plan, Master Plan Update & Project Implementation
- District Maintenance, Operations & Transportation Facility
- Cedarwood Elementary School Modernization
- Paradise High School CTE & Performing Arts Center
- Paradise High School Gymnasium Modernization
- Paradise High School Kitchen/ Serving Line
- Paradise High School Library Remodel
- Paradise High School New Classroom Wing
- Paradise High School New Admin Building & Central Quad
- Paradise Intermediate School Modernization & STEAM Lab
- Pine Ridge Elementary School Modernization
- Ponderosa Elementary School Classroom Modernization
- Ponderosa Elementary School Multipurpose & Admin Building
- Post-disaster Insurance Support
- Ridgeview High School Reconstruction

San Mateo Union High School District, San Mateo, CA

- San Mateo High School Historic Reconstruction
- San Mateo High School Biotech Lab

San Mateo County Community College District, San Mateo County, CA

- Cañada College Administration Building Renovation
- Cañada College Building 13 Multi-disciplinary Modernization
- Cañada College Facilities Maintenance Center
- Cañada College Kinesiology & Wellness Center
- Cañada College Student Union Renovation
- Skyline College Environmental Sciences Building
- Skyline College Facilities Maintenance Center
- Skyline College Recreational Center & Indoor Aquatics Complex
- Skyline College Transmission Building/Auto Technology Center

Santa Maria Joint Union High School District, Santa Maria, CA

- Pioneer Valley High School Performing Arts Center

Serendipity School, Belmont, CA

- Serendipity School Renovation

Union School District, San José, CA

- District-wide Facilities Improvement Plan Update
- Dartmouth Middle School STEM Lab

Washington Unified School District—West Sacramento, CA

- District Standards
- Various Modernizations District-wide
- Westmore Oaks Elementary School Master Plan
- Westmore Oaks Elementary School New Classroom Buildings
- Westmore Oaks Elementary School Modernization

Winters Joint Unified School District—Winters, CA

- District-wide Long-range Facilities Master Plan
- Winters High School Modernization
- Winters High School New Administration BUilding
- Winters High School New Classroom Building
- Winters High School New CTE Center
- Winters High School New Student Union
- Winters High School Stadium Upgrade
- Winters High School New Weight Room
- Rominger Elementary School Modernization
- Waggoner Elementary School Modernization
- Wolfskill Elementary School Modernization
- Winters Middle School Modernization

PROJECTS NOT CLOSED-OUT WITH DSA

Studio W is currently working with Stockton Unified School District to close out DSA Project No. 01-101059. Remaining items include District's final compensation of DSA and tracking of record plan set.



BRISBANE SCHOOL DISTRICT BOND PROGRAM

Brisbane School District | Brisbane, CA

Studio W Architects has been working with Brisbane School District in San Mateo County since the beginning of 2020 as the Bond Program Manager and Architect of Record responsible for implementing their $27 million Measure K bond program. All campuses will receive code, health and safety upgrades, including accessibility, path of travel and restroom improvements. Infrastructure updates, such as HVAC, roofing, technology, finishes and paint will also be implemented district-wide.

District Contact:
Ronan Collver, Superintendent
415.467.0550 |
rcollver@brisbanesd.org

Dates:
- Project Start—2020
- Project Completion—N/A; in design
- Notice of Completion—N/A; in design
- DSA Close-out with Certification—N/A; in design

Size: 3 campuses

Cost Information:
- Original Budget—$26.6 million
- Bid Amount—N/A; in design
- Final at Close-out—N/A; in design

No. of RFIs: N/A; in design

No. of Change Orders: N/A; in design

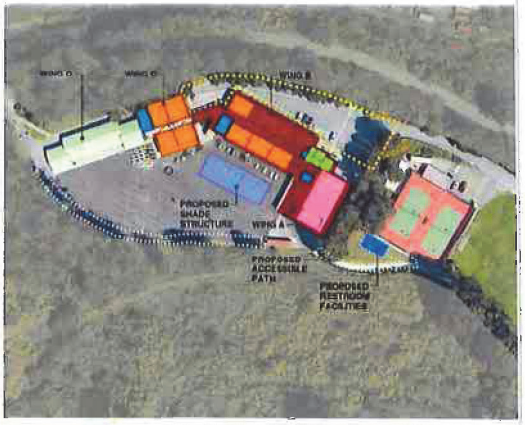
Delivery Method: Lease-Leaseback

Program Elements/Project Relevance:
- Elementary School Renovation
- Entry & Security Enhancements
- New Classroom & Admin Wing
- 21st Century Learning Principles
- Technology, Maintenance & Operations Upgrades
- Sustainability Integrated Throughout

Role of Firm: Architect of Record

Key Team Members: Brian Whitmore (Principal-in-Charge); Tony Pacheco Taylor (Senior Project Manager)

Sub-consultants: Universal Structural Engineers (Structural); Salas O'Brien (MEP); C2G Civil Consultants (Civil); MSLA Landscape Architecture (Landscape); Cumming (Cost Estimating)









THE BAYSHORE SCHOOL

Bayshore Elementary School District | Daly City, CA

The Bayshore School K-8 Conversion combines the District's two existing schools into a single, contemporary campus. The project incorporates classrooms, administration and multipurpose areas on an existing two-acre site. Due to the urban nature of the site, careful consideration was given to the safety and security of the design by creating a single point of entry adjacent to the administration wing. Much attention was paid to the physical design of the school to incorporate a form and materials that were indicative of the Bay Area. Extensive use of glazing and stone suggests a clean, solid approach to elementary education and the curved floor plans and roof lines are suggestive of the ocean, the bay and the waves that are part of the region's natural environment.

District Contact:
Dr. Audra Pittman, Superintendent
415.467.5443 |
apittman@bayshore.k12.ca.us

Dates:
- Project Start—2014
- Project Completion—2017
- Notice of Completion—8.17
- DSA Close-out with Certification—12.12.17

Size: 50,000 SF

Cost Information:
- Original Budget—$19 million
- Bid Amount—$30 million
- Final at Close-out—$29.8 million

Number of RFIs: 394

Number of Change Orders: 74

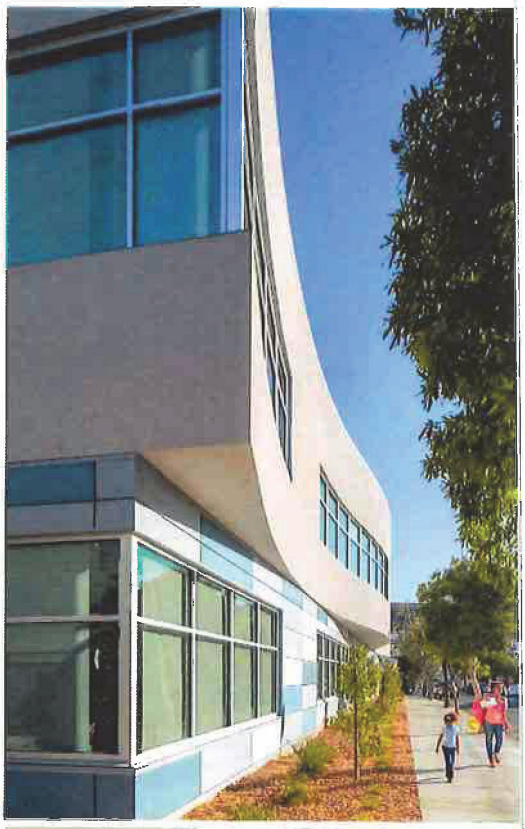
Delivery Method: Lease-Leaseback

Program Elements/Project Relevance:
- Major Modernization/Conversion of an Existing Elementary School
- Located in San Mateo County
- Coastal Design Considerations
- 21st Century Learning Principles
- K-8 Conversion
- Campus Reconstruction
- Sustainability Integrated Throughout

Role of Firm: Architect of Record

Key Team Members: Brian Whitmore (Principal-in-Charge); Oscar Bedolla (Project Architect); Steve Krapek (Construction Administrator)

Sub-consultants: Point2 Structural Engineers (Structural); LP Consulting Engineers (MEP); BKF Engineers (Civil); JETT Landscape (Landscape); TBD Consultants (Cost Estimating); Veneklasen (Acoustical); Commercial Kitchen (Kitchen)







SERENDIPITY SCHOOL RENOVATION

Serendipity School | Belmont, CA

Serendipity School is a K-5 private school in the San Francisco Bay Area that is renovating and expanding their current site to better serve their students. In addition to developing a campus master plan, Studio W Architects is renovating the campus to boast contemporary learning environments that are consistent with today's modern educational programs, including a new Gen7 modular building with a multipurpose space, art studio, tech lab, library, staff lounge, storage space and restrooms. The school's existing building is being renovated to become an administration office. Various site improvements include a revised campus entry; courtyard; multiple student play areas and outdoor learning environments accessed by a raised boardwalk ADA ramping system; edible student gardens; an outdoor learning pavilion; and hardcourt play area and parking lot replacement and access easement with porous asphalt.

District Contact:
Taylor Carr, Director | 650.596.9100 | taylor@serendipityschool.com

Dates:
- Project Start—2018
- Project Completion—N/A; in progress
- Notice of Completion—N/A; in progress
- DSA Close-out with Certification—N/A

Size: 50,000 SF

Cost Information:
- Original Budget—$4.34 million
- Bid Amount—N/A; in progress
- Final at Close-out—N/A; in progress

Number of RFIs: N/A; in progress

Number of Change Orders: N/A; in progress

Delivery Method: Design-Build

Program Elements/Project Relevance:
- Master Plan for Private Campus
- Coastal Design Considerations
- New Modular Building
- Admin. & Classroom Renovation
- Outdoor Learning Environments
- Conditional Use Permit & Design Review Application

Role of Firm: Architect of Record

Key Team Members: Brian Whitmore (Principal-in-Charge); Oscar Bedolla (Project Architect/Construction Administrator)

Sub-consultants: LP Consulting Engineers (MEP); BKF Engineers (Civil); RHAA Landscape (Landscape); TBD Consultants (Cost Estimating)









CRUMPTON ELEMENTARY SCHOOL MODERNIZATION

Monterey Peninsula Unified School District | Marina, CA

This modernization project comprises the addition of a new administration and classroom wing to replace non-permanent classroom facilities, a new parking and drop-off area and the modernization of all existing classroom and multipurpose facilities. The community of Marina, on the north end of MPUSD's boundaries, is experiencing tremendous growth given the lower cost of living and development continuing to occur there. The District is strategically enhancing schools in this area to prepare for that growth, while enhancing the learning outcomes of the remaining facilities. This modernization also considers site safety and security, 21st Century learning and sustainable design features.

District Contact:
John Silvestrini, Asst. Superintendent, MOT & Transportation | 831.645.1200
jsilvestrini@mpusd.k12.ca.us

Dates:
- Project Start—2019
- Project Completion—N/A; in design
- Notice of Completion—N/A; in design
- DSA Close-out with Certification—N/A; in design

Size: 40,000 SF

Cost Information:
- Original Budget—$26 million
- Bid Amount—N/A; in design
- Final at Close-out—N/A; in design

No. of RFIs: N/A; in design

No. of Change Orders: N/A; in design

Delivery Method: TBD

Program Elements/Project Relevance:
- Elementary School Renovation
- Coastal Design Considerations
- Entry & Security Enhancements
- New Classroom & Admin Wing
- 21st Century Learning Principles
- Technology, Maintenance & Operations Upgrades
- Sustainability Integrated Throughout

Role of Firm: Architect of Record

Key Team Members: Brian Whitmore (Principal-in-Charge); Michele Gargano (Senior Project Manager); Oscar Bedolla (Project Architect); Lisa May (Project Designer)

Sub-consultants: Universal Structural Engineers (Structural); Salas O'Brien (MEP); C2G Civil Consultants (Civil); MSLA Landscape Architecture (Landscape); Cumming (Cost Estimating)









SANTA TERESA HIGH SCHOOL NEW LEARNING CENTER & SCIENCE BUILDING REMODEL

East Side Union High School District | San Jose, CA

Santa Teresa High School, in the Southern part of San Jose, comprises one of the largest and most prestigious high schools in the region. The new learning center will provide social and emotional spaces along with an educational resource to students. The building will serve as a beacon in the center of campus and host a learning resource center, counseling and tech support offices and two classrooms for digital art or science programs. Additionally, the project modernizes the existing 800 Wing, which was originally built for vocational programs, that includes a home for forensic and physical sciences as well as a large "makers space" to support student collaboration and curiosity.

District Contact:
Julio Lucas, Director of Construction, Maintenance & Facilities | 408.347.5102 | lucasj@esuhsd.org

Dates:
- Project Start—2019
- Project Completion—N/A; in design
- Notice of Completion—N/A; in design
- DSA Close-out with Certification—N/A; in design

Size: 20,500 SF

Cost Information:
- Original Budget—$8.9 million
- Bid Amount—N/A; in design
- Final at Close-out—N/A; in design

Number of RFIs: N/A; in design

Number of Change Orders: N/A; in design

Delivery Method: Design-Bid-Build

Program Elements/Project Relevance:
- New Learning Center & Science Building Remodel
- Social, Emotional and Educational Support Spaces
- Collaborative Learning Environments
- Forensic and Physical Science Labs
- "Makers" Space
- Focal building for the campus

Role of Firm: Architect of Record

Key Team Members: Brian Whitmore (Principal-in-Charge); Brie Gargano (Senior Project Manager); Rachel Clemente (Senior Designer)

Sub-consultants: Universal Structural Engineers (Structural); Carroll Engineering (Civil); Alfatech (MEP); MSLA Landscape Architects (Landscape)









DWYER MIDDLE SCHOOL MODERNIZATION

Huntington Beach City School District | Huntington Beach, CA

Dwyer Middle School has transformed dramatically under the Measure Q Bond Program. Phase 1 entailed complete renovation of the main classroom building, including upgrades to all classroom spaces to transform them into 21st Century learning environments. The rooms are equipped with agile, movable furniture and interactive technology to allow maximum flexibility in how instructional material is taught and presented. Phase 2 renovated the more modern Case Building, which includes math and science classrooms and labs, as well as a new mural to refresh the exterior of the original school facility. The library was converted to a learning commons and the food services spaces were activated into a social environment where students can socialize, engage and collaborate.

District Contact:
Dr. Leisa Winston, Superintendent
714.964.8888 | lwinston@hbcsd.us

Dates:
- Project Start—2017
- Project Completion—2019
- Notice of Completion—11.19
- DSA Close-out with Certification—4.13.21

Size: 52,800 SF

Cost Information:
- Original Budget—$11 million
- Bid Amount—$8 million
- Final at Close-out—$6.5 million

Number of RFIs: 44

Number of Change Orders: 18

Delivery Method: Lease-Leaseback

Program Elements/Project Relevance:
- Campus Renovation
- Coastal Design Considerations
- Exterior & Interior Improvements
- 21st Century Learning Principles
- Infrastructure & Systems Upgrades
- Sustainability Integrated Throughout

Role of Firm: Architect of Record

Key Team Members: Brian Whitmore (Principal-in-Charge); Gillian Crane (Project Architect); Michael Henning (Construction Administrator)

Sub-consultants: Point2 Structural Engineers (Structural); Salas O'Brien (MEP); KPFF (Civil)









DWYER MIDDLE SCHOOL GYMNASIUM & STEM ACADEMY

Huntington Beach City School District | Huntington Beach, CA

Studio W Architects designed a new STEM Academy and Gymnasium at Ethel R. Dwyer Middle School. The STEM facilities consist of three main spaces, including a fabrication lab, technology lab and student presentation/lecture spaces. Each area within the STEM lab contains adaptable furniture to allow for flexible teaching environments, a variety of different activities and individualized learning modalities to support several instructional approaches.

The gymnasium/multipurpose building consists of a main basketball court with four practice courts that can also be used for volleyball. The courts are complemented with a stage centered on the axis of the courts to allow maximum visibility.

District Contact:
Dr. Leisa Winston, Superintendent
714.964.8888 | lwinston@hbcsd.us

Dates:
- Project Start—2017
- Project Completion—2019
- Notice of Completion—8.12.19
- DSA Close-out with Certification—9.30.20

Size: 17,537 SF

Cost Information:
- Original Budget—$8.1 million
- Bid Amount—$12.3 million
- Final at Close-out—$12.7 million

Number of RFIs: 136

Number of Change Orders: 35

Delivery Method: Lease-Leaseback

Program Elements/Project Relevance:
- New CTE Classroom Wing to Replace Portable Buildings
- New Gymnasium
- Coastal Design Considerations
- Construction on an Occupied Campus
- Sustainability Integrated Throughout
- STEAM Program

Role of Firm: Architect of Record

Key Team Members: Brian Whitmore (Principal-in-Charge); Oscar Bedolla (Project Architect); Michael Henning (Construction Administrator)

Sub-consultants: Universal Structural Engineers (Structural); T-Squared Engineers (MEP); DMc Engineering









SMITH ELEMENTARY SCHOOL MODERNIZATION & NEW CLASSROOM/ADMINISTRATIVE BUILDING

Huntington Beach City School District | Huntington Beach, CA

The modernization of Smith Elementary School was completed in two parts and included campus-wide classroom renovations and a new administration and classroom building. Part I consisted of transforming the classrooms to align with the District's goal of renovating all facilities to support the latest technology, equipment, furnishings and teaching methodologies of next generation learning. Part II includes a new classroom and administration wing. This new building shifts the entry of the school while providing enhanced site safety and security. Upon administrative staff having moved into the new facility, the former administration space and learning resource center will be modernized along with improvements to the multi-purpose and food service facilities.

District Contact:
Dr. Leisa Winston, Superintendent
714.964.8888 | lwinston@hbcsd.us

Dates:
- Project Start—2019
- Project Completion—2020
- Notice of Completion—10.20
- DSA Close-out with Certification—3.25.21

Size: 17,537 SF

Cost Information:
- Original Budget—$15.4 million
- Bid Amount—$18.1 million
- Final at Close-out—$17.4 million

Number of RFIs: 6

Number of Change Orders: 4

Delivery Method: Lease-Leaseback

Program Elements/Project Relevance:
- Campus Renovation
- New Classroom & Administration Wing
- Coastal Design Considerations
- 21st Century Learning Principles
- Infrastructure & Systems Upgrades
- Construction on an Occupied Campus
- Sustainability Integrated Throughout

Role of Firm: Architect of Record

Key Team Members: Brian Whitmore (Principal-in-Charge); Gillian Crane (Project Architect); Michael Henning (Construction Administrator)

Sub-consultants: Universal Structural Engineers (Structural); Salas O'Brien (MEP); KPFF (Civil)









PIONEER VALLEY HIGH SCHOOL PERFORMING ARTS CENTER

Santa Maria Joint Union High School District | Santa Maria, CA

Situated on 53.5 acres of land, Pioneer Valley High School is one of Santa Maria Joint Union High School District's largest campuses. The 298-seat performing arts center is the newest addition to the school and features a full fly tower stage, lobby, dressing room, lighting/AV control booth, three teaching stations and an outdoor staging area.

The design of the new building has both a secured student access point and a separate public entrance, which allows for monitoring of each entry into the facility. Performing arts teachers, music teachers, community members and staff were all part of the decision making process, ensuring that everyone's opinion was considered for the new design. The new performing arts center is the heart of the District's theatre program.

District Contact:
Gary Wuitschick, Director, Support Facilities | 805.348.9601 | (805) 348-9601

Dates:
- Project Start—2012
- Project Completion—2017
- Notice of Completion—2.2.18
- DSA Close-out with Certification—3.7.18

Size: 16,400 SF

Cost Information:
- Original Budget—$6.9 million
- Bid Amount—$8.8 million
- Final at Close-out—$6.5 million

Number of RFIs: 241

Number of Change Orders: 34

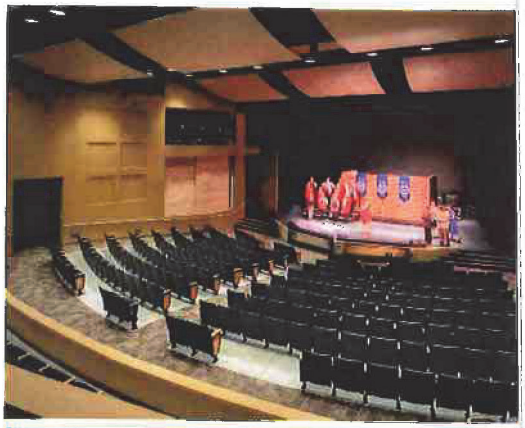
Delivery Method: Lease-Leaseback

Program Elements/Project Relevance:
- New Performing Arts Center at an Existing High School Campus
- Campus Addition
- Construction on an Occupied Campus
- Sustainability Integrated Throughout

Role of Firm: Architect of Record

Key Team Members: Brian Whitmore (Principal-in-Charge); Oscar Bedolla (Project Architect); Seamus O'Connor (Project Designer); Michael Henning (Construction Administrator)

Sub-consultants: Stork & Wolf (Structural); Brummel Myrick (Mechanical); Alfatech (Electrical); Blair, Church & Flynn (Civil); TBD Consultants (Cost Estimating); Auerbach (Theater)







8. COMMENTS TO FORM OF AGREEMENT

Article 1.

1.1.19. Visually Verify:... without any subsurface or destructive action.

Article 2

2.2. ...professional architectural standards, ~~including~~ consistent with the standard of care ~~applicable to~~ ordinarily provided by architects designing public school facilities in the same or similar locality under the same or similar circumstances (the "Standard of Care") and Architect shall exercise the Standard of Care to comply with applicable ... by California law. Architect expressly disclaims all express and implied warranties and guarantees with respect to the quality of performance of professional services. It is agreed that the quality of the Services shall be judged solely as to whether Architect performed its services consistent with the Standard of Care. Any provision in this Agreement that requires compliance with any laws or regulations or the requirements of any authority having jurisdiction over the Project or specifies that any work, services or documents must comply with laws or regulations shall be interpreted to mean that Architect shall exercise the Standard of Care to comply with such laws and regulations and shall not constitute a warranty or guarantee.

2.10. ...using its ~~best~~ professional skill and attention consistent with the exercise of the Standard of Care. Architect shall...

2.11. ...Extra Services for this activity provided that revisions to design documents required by this provision shall be without additional compensation only if the need for such revisions is due to failure to perform Services consistent with the Standard of Care.

Article 5

5.2. ...Construction Cost Budget. Notwithstanding the foregoing or any other term of this Agreement, Architect's duty to design the Project within a Construction Cost Budget shall be limited to responsibilities that are reasonably within its direct control, thereby excluding matters that are beyond the control of Architect including, but not limited to, unanticipated rises in the cost of labor, materials or equipment, changes in market or negotiating conditions, and errors or omissions in cost estimates prepared by others. Therefore, any such redesign effort required of Architect necessary to maintain the Project within the Construction Cost Budget that is not due specifically to the negligent act error, omission, or willful misconduct on the part of Architect shall require an increase to the compensation of Architect.

5.3.4. ...to the District provided that revisions to drawings and specifications required by this provision shall be without additional compensation only if the need for such revisions is due to failure to perform Services consistent with the Standard of Care.

Article 6

6.7. ...the ~~s~~Standard of ~~c~~Care. ~~under California law for architects performing similar work for California school districts in or around the same geographic area as the District.~~

Article 8

8.5. ... no additional cost to the ...

8.6. ...partially completed documents or uses such documents on any project other than the Project without Architect's knowledge...

Article 9

9.2....satisfaction of the District consistent with the terms of this Agreement, or if ...under this Agreement in accordance with the Standard of Care, or if...

Article 10

10.1. To the furthest extent permitted by California law, Architect shall indemnify and hold free and harmless (but not defend except to the extent covered by general liability insurance required by this Agreement) the District, its Governing Board, ~~agents, representatives,~~ officers, ~~consultants,~~ employees, and trustees, ~~and volunteers~~ ("the Indemnified Parties") from any and all third party claims, demands, and causes of action ("Claims"), and the costs, expenses, liability, loss, damage or injury of any kind, in law or equity ~~("~~ resulting from such Claims~~") that arise out of, pertain to, or relate~~ to the extent caused by the negligence, recklessness, or willful misconduct of the Architect, its officers, employees, subcontractors, consultants, or agents ~~, including without limitation the payment of all consequential damages.~~ Architect shall also, to the furthest extent permitted by California law, defend the Indemnified Parties at Architect's own expense to the extent provided above, including reasonable attorneys' fees and costs, from any and all Claim(s) and allegations relating thereto with counsel approved by District where such approval is not to


Skyline College Environmental Sciences Building | San Bruno, CA

be unreasonably withheld and where such approval is permitted by any insurer providing defense...

10.2. ...Parties in any Claim to the extent of Architect's obligations as specified in Article 10.1. ...Parties in the defense of any Claim(s) to the extent of Architect's obligation to indemnify the Indemnified Parties pursuant to Article 10.1, or to enforce ...defend the Indemnified Parties if permitted by any insurer providing defense.

10.4. ...owing to Architect provided that if District intends to withhold any payments to Architect, District shall first notify Architect in writing and representatives of District and Architect shall meet and enter into good faith discussions to attempt to resolve the issue(s) that District contends entitles it to such withholding.

Article 32. Limitation of Liability

Notwithstanding any other provision of this Agreement, to the fullest extent permitted by law, the total liability, in the aggregate, of Architect and its officers, directors, partners, employees, agents, and subconsultants, to District, and anyone claiming through or under District, for any claims, losses, costs, or damages whatsoever arising out of, resulting from or in any way relating to this Project or Agreement, from any cause or causes, including but not limited to tort (including negligence and professional errors and omissions), strict liability, breach of contract, or breach of warranty, shall not exceed the total compensation received by Architect or $100,000, whichever is greater.

Article 33. Waiver of Consequential Damages

Notwithstanding any other provision of this Agreement, District waives all consequential or special damages, including, but not limited to, loss of use, profits, revenue, business opportunity, or production, for claims, disputes, or other matters arising out of or relating to the Agreement or the services provided by Architect, regardless of whether such claim or dispute is based upon breach of contract, willful misconduct or negligent act or omission of either of them or their employees, agents, subconsultants, or other legal theory, even if the District has knowledge of the possibility of such damages. This mutual waiver shall survive termination or completion of this Agreement.

Exhibit A

B.1. Consistent with the Standard of Care, Architect shall be responsible...

B.2. Architect will ~~use all due~~ exercise the Standard of ~~c~~Care ~~and diligence~~... advise the District of ~~the most~~ effective...

D.3.b. ... Architect subject to the terms of the Agreement including but not limited to the terms of Article 5.

E.9.d. ... Architect subject to the provisions of Article 5 of the Agreement.

F.8. ...cost to the District except as otherwise provided in the Agreement including specifically Article 5 thereof.

G.2.h. ...report subject to the terms of the Agreement. Conducting... comply with ~~professional architectural standards, including~~ the ~~s~~Standard of ~~c~~Care ~~applicable to architects designing public school facilities~~ and applicable requirements of federal, state, and local law consistent with the exercise of the Standard of Care.

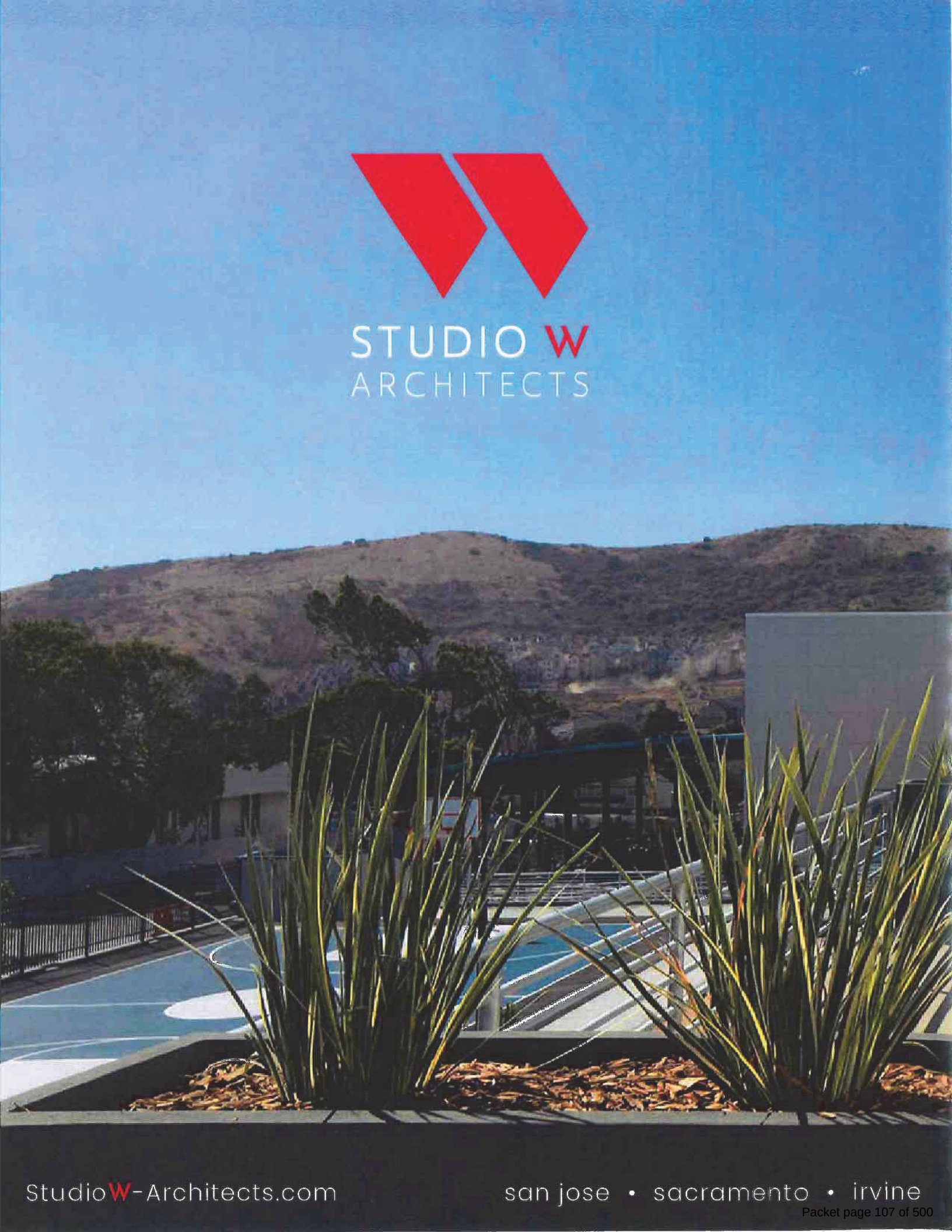
I.2.e. Architect shall maintain such personal contact with the Project as is necessary ~~to assure themselves of~~ enable compliance....

6. ...shall ~~endeavor to guard~~ report to the District ~~against~~ defects and deficiencies observed in the work...

Exhibit E

B.3. Workers' Compensation Liability.,
B.4. Employers' Liability. &
E.1.Other Insurance Provisions
... representatives, ~~consultants,~~ trustees...

5. ...~~suspended, voided,~~ canceled, ~~reduced in coverage or in limits~~ except after thirty (30) days prior written notice by ~~certified~~ mail, ~~return receipt requested,~~ has....


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CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval to Purchase Laptops to Replace HMBHS Science Department Obsolete Devices

BACKGROUND INFORMATION

To promote the development of research skills of HMBHS students, the HMBHS Science Department needs to replace its obsolete laptops in five (5) science classrooms. Please refer to the attached memo from the HMBHS department chair to see the request and rationale.

FISCAL ANALYSIS

The replacement of these devices will be covered by Bond funds.

RECOMMENDATION

Approve purchase as submitted.

Joseph M. Centoni • centonijo@cabrillo.k12.ca.us
Biology, Marine Ecology, and AP Environmental Science Teacher
Science Department Chair

Half Moon Bay High School • Cabrillo Unified School District
1 Lewis Foster Drive, Half Moon Bay, CA 94019 • 650 712-7200 • hmbhs.schoolloop.com

The Half Moon Bay High School science department is requesting the purchase of 16 laptop computers for each of our 5 classrooms (80 total). These would replace our current sets of laptops that became obsolete this year. These laptops would be for student use during laboratory activities in class. 16 laptops per classroom would provide 2 laptops per lab station (or one per pair of students). When activities require 1 laptop per student, teachers could coordinate schedules to borrow the set from another classroom.

Laptop computers have capabilities beyond those provided by student Chromebooks. Some programs associated with our technical equipment as well as some virtual labs are not able to run on Chromebooks. Additionally, there are lab activities that involve data collection over the course of one or more days where the device must remain in place in the classroom while data collection is occurring. Laptop computers will help us continue to incorporate real-life laboratory activities and data analysis that help prepare students for college and careers.

Below is a list of some activities students do using laptops in our science classes. Although there are many more uses for student laptops, this list is a sample of the variety of applications where laptops are required over Chromebooks.

- In every science class we do regular lab experiments connected to Vernier digital probes/sensors and LoggerPro software. We already have a site license for this software, but need new devices to be able to use it. There are many lab experiments we are able to do with this software. For example, students can set up closed ecosystem chambers with carbon dioxide and oxygen sensors to track photosynthesis and respiration over the course of days/weeks. In physics, LoggerPro software captures data from photogates, motion detectors, and force meters as two carts collide on a low-friction track. In our Impulse and Momentum Lab students use LoggerPro to visually analyze the data to learn the relationships among force, impulse and momentum. The data capture and mathematical analysis features of LoggerPro go well-beyond anything we are capable of doing with sensors alone or with Chromebooks. Students in our honors physics and AP physics courses are required to do a great deal of complex data analysis and this gives them experiences similar to those in a university or professional setting.
- In our biology, AP biology, and AP environmental science classes student learn how to use PCR (polymerase chain reaction) technology to identify the presence of DNA sequences in samples. This is the same technology that is used by labs to test for COVID-19 infections. In AP environmental science, for example, students can use PCR to determine the presence or absence of the disease bacterium *Wolbachia* in insects collected from the field. They do this by isolating DNA samples from the insects to see if the bacterial DNA is also present. To do this, students must program our minipcr thermal cyclers to go through the precise series of heating and cooling events to complete the chain reaction to amplify our DNA samples. Having a connected laptop for each group of students allows them to do the programming (rather than having the teacher do it ahead of time) and it also allows them to track the progress of the PCR reaction over the course of several hours. If the cycler is connected to a laptop, students can then check the progress of their experiment from their phones or Chromebooks and know when the reaction is finished and their samples need to be processed. This allows them to remotely check up on a lab that doesn't fit nicely into the timing of a class period.
- Students are able to do many mapping activities on laptops that they are not able to complete on Chromebooks. For example, simply using GoogleEarth on a laptop has more capabilities than it does on

a Chromebook. We also have a site ESRI account where students can gain experience in GIS. ESRI's ArcGIS mapping software used by scientists and social scientists across the disciplines whenever mapping is required to analyze complex problems. For example, this software is used by researchers and public health officials to track the COVID-19 pandemic. In classes, students are guided through mapping activities to learn how to create these maps in order to help answer a particular question.

- Many laboratory simulations and data modeling activities are not able to run on student Chromebooks either because they are Java-based or because the Chromebooks are too slow. For example, the simulations on VBL (virtual biology labs) allow a level of interaction that isn't possible with Chromebooks. There are also some historical lab simulations like the Virtual Fly Lab that runs on Java and is a much better representation and more detailed that non-Java versions. In this virtual lab, students are able to develop a deeper understanding of inheritance patterns in genetics and in evolution than they would otherwise be able to. They're able to set up particular crosses between flies of known genotypes to discover the variation in offspring. They can track changes in populations over multiple generations. These virtual labs are based on data from actual laboratory work done by researchers. Because inheritance and natural selection laboratory work takes months or years to do, virtual labs are the only realistic way for students to gain interactive experiences in these topics while in high school. Similarly, in our physics and AP physics courses simulations provide an ability to analyze complex situations based on large data-sets. Although there are some simulations and virtual labs that can be run on Chromebooks, many are not able to. Some PhET simulations that can be converted to Chromebooks take an incredibly long time to load and have performance issues that make them un-usable.

Chromebooks are wonderful devices that provide students with exceptionally important experiences in this digital age. In science classes, students are asked to use their individual Chromebooks on a regular basis for web-based applications (Google docs, email, etc…). Having one device per student is absolutely necessary for students to be engaged in a 21st century education. That said, because students do not have full computers, they are very limited in the technical applications available. In order for us to continue offering students a meaningful, up-to-date science education we need to purchase new sets of laptops to replace the ones that were removed from our rooms and discarded this year.



Joseph Centoni

Half Moon Bay High School Science Department Chair
AP Environmental Science Teacher, Marine Ecology, and Biology Teacher

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Board Governing
FROM: Sean McPhetridge, Ed.D., Superintendent
J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Quarterly Report on Williams Uniform Complaints (Education Code §35186)

BACKGROUND INFORMATION

Education Code 35186 requires that Williams complaints be filed and resolved using the Uniform Complaint Procedures (UCP). Williams complaints include instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or misassignment, and these complaints may be filed anonymously. Williams complaints are filed with the principal, or their designee, of the school in which the complaint arises. Schools have complaint forms available for these types of complaints, but schools do not reject a complaint if the form is not used as long as the complaint is submitted in writing.

Local governing boards are required to report quarterly to the San Mateo County of Education the nature and number of complaints received during the quarter.

REPORT/PROPOSAL

During the fourth quarter of the 2020-21 school year, the CUSD received zero (0) Williams complaints.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Staff recommends receipt and approval of the fourth quarter Williams Uniform Complaints report.

SAN MATEO COUNTY OFFICE OF EDUCATION
Excellence and Equity in Education

Quarterly Report on 2020-2021 *Williams* Uniform Complaints
[Education Code § 35186]

District: Cabrillo Unified School District

Person completing this form: Rosibel Acosta Title: Admin. Asst. to the Superintendent

Quarter covered by this report (*check one*):

- ☐ **1st Quarter**: July 2020 *through* September 2020 **– DUE October 30, 2020**
- ☐ **2nd Quarter**: October 2020 *through* December 2020 **– DUE January 29, 2021**
- ☐ **3rd Quarter**: January 2021 *through* March 2021 **– DUE April 30, 2021**
- ☒ **4th Quarter**: April 2021 *through* June 2021 **– DUE July 30, 2021**

Date for information to be reported publicly at governing board meeting: June 24, 2021

Please check the box that applies:

☒ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints. **Copies of the complaint and the district's written response were emailed to San Mateo County Office of Education.**

General Subject Area	Number of Complaints Received	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials and Textbooks	0	0	0
Facility Conditions	0	0	0
Teacher Vacancy or Misassignment	0	0	0
TOTAL	0	0	0

Sean McPhetridge, Ed. D.
Print Name of District Superintendent

Signature of District Superintendent Date

Remember to sign and date the report **after** *it is presented at the district's board meeting.*

Please submit Board approved report via email to cmaponte@smcoe.org.

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

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Freya McCamant

MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Regular and Special Governing Board Meetings Minutes

BACKGROUND INFORMATION

The Governing Board routinely reviews and approves minutes from all regular meetings and special sessions.

REPORT/PROPOSAL

The unadopted minutes of the June 10, 2021 Regular Governing Board Meeting and the June 11, 2021 Special Governing Board Meeting are included in this Board packet for consideration.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Public Session: Thursday, June 10, 2021 • 6:00 PM • Via Zoom: https://cabrillok12.zoom.us/j/99135905009

Board Members Present:	Ms. Lizet Cortes, President Ms. Mary Beth Alexander, Vice President Ms. Freya McCamant, Clerk to the Governing Board Ms. Sophia Layne, Member Ms. Kimberly Hines, Member
Administrators Present:	Dr. Sean McPhetridge, Ed.D., Superintendent Dr. Leticia Bhatia, Ed.D., Assistant Superintendent Mr. J. Jesús Contreras, Chief Business Officer

1. CALL TO ORDER

a. Public Session – 6:02 PM – Welcome

1. Roll Call / Quorum

Ms. Lizet Cortes, President
Ms. Mary Beth Alexander, Vice President
Ms. Freya McCamant, Clerk to the Governing Board
Ms. Sophia Layne, Member
Ms. Kimberly Hines, Member

2. Pledge of Allegiance

President Lizet Cortes led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Motion to approve the agenda, as presented, was made by Member Mary Beth Alexander and seconded by Member Kimberly Hines.

ROLLCALL
Ms. Lizet Cortes, President – aye
Ms. Mary Beth Alexander, Vice President – aye
Ms. Freya McCamant, Clerk to the Governing Board – aye
Ms. Sophia Layne, Member – aye
Ms. Kimberly Hines, Member – aye

(M-69) Passed 5-0

3. COMMUNICATIONS

a. Public Comments

Written Comments. The Board received one (1) comment via the Google Public Comment Request form related to this agenda item. To read the full public comments submitted via the Google Public Comment Request form, please follow the link provided below:

https://docs.google.com/spreadsheets/d/15QmKdIte7tWlzWhhsfctgum5gs5peLw0wefKTV5D-RQ/edit?usp=sharing

b. Employee Organizations Report

1. CUTA Representatives

CUTA Co-President Sean Riordan said he echoes Hatch teachers' petition of fair compensation for essential workers and bonus for yard duty supervisors. Following, Mr. Riordan spoke about a Williams Complaint filed by the California Teachers Association regarding teachers' credentials in the Immersion Program at Hatch. Mr. Riordan said CUTA and CTA are looking forward to documentation for evidence regarding this matter. Mr. Riordan said he is grateful for the new teacher position opened for the Art Department at HMBHS, but CUSD does not pay enough to attract qualified educators. To end, Mr. Riordan said he is looking forward to August 10th when CUTA and CUSD will meet again to continue negotiations.

2. CSEA Representatives

CSEA President Stig Lynne thanked Hatch teachers for advocating for a bonus for CUSD hourly unrepresented staff. Mr. Lynne said CSEA staff have been working every day to ensure students were safe during remote learning and hybrid instruction and support teachers during the pandemic. Lastly, Mr. Lynne thanked staff and volunteers who make possible graduation and promotion celebrations.

President Cortes made a motion to move item **5.a Recognition of Half Moon Bay High School Salutatorian Harrison Nash and Co-Valedictorians Rachael Jenar and Mia Orr**. Motion seconded by Sophia Layne.

John Nazar, Principal, Half Moon Bay High School, recognized the Half Moon Bay High School 2021 Salutatorian Harrison Nash and 2021 Co-Valedictorians Rachael Jenar and Mia Orr for their outstanding academic achievements.

c. Board Members Report

President Lizet Cortes presented a gift of appreciation on behalf of the Board and thanked Superintendent McPhetridge for his leadership, participation, and accomplishments. In addition, President Cortes shared with the public the events, workshops, and meetings in which she participated in the previous month: San Mateo County Budget Workshop, CUSD Environmental Committee Meeting, Half Moon Bay Building and Construction Advisory Committee, CUSD School Financial Office Hours, and Half Moon Bay High School Graduation. To conclude, President Cortes commented that she is looking forward to continuing to be part of these conversations and support in any possible way.

Member Sophia Layne said it was great to be together celebrating students' promotions and graduations. Member Layne expressed she is excited to continue with the CSBA Equity training with Superintendent McPhetridge and President Cortes and hopes they have recommendations in weeks to come on how to engage fully as a Board and community to support a new focus on equity in CUSD. Member Layne also shared that it was a pleasure to join CoastPride to open the new center, work with the Coastside Recovery Task Force, attend along with President Cortes the San Mateo County Budget Workshop, and participate in her first CSBA Delegates Assembly.

Member Kimberly Hines shared that it was exciting to see students walking together celebrating promotions and graduations after a year of remote learning. Regarding the Real Estate and Surplus Property Committee, Member Hines said it is important to look at how the district sustainably uses its properties and perhaps generates income. She mentioned that an RFP (Request for Proposal) is pending review, and her comments to CBO Jesús Contreras will be coming on June 14. Regarding the Visual and Performing Arts Committee, Member Hines said it is important to have a stable and sequential pipeline of music programs across schools.

Member Freya McCamant said it was uplifting to see students celebrating promotions and graduation after a tough year. Member McCamant shared that at the HMBHS graduation students who have been enrolled in the district since kindergarten stayed standing, and there were many. Member McCamant expressed that the district's strength is long-time community members and families working together. To end her comment, Member McCamant thanked the parents, community, and organizations that helped make everything possible during this trying year and at also during this celebration time.

Member Mary Beth Alexander thanked Superintendent McPhetridge for his service to the district and said she is proud of the Superintendent's work and his heart is in it. Member Alexander mentioned that she knows this was a challenging year with the COVID detour and that much work was put into going back to school. Although students were in school for a short period, Kings Mountain students shared that this meant a lot to them at their promotion ceremony. Lastly, Member Alexander said she is looking forward to a back-to-school in the fall with everybody there, regular hours, and everything back to normal for the most part to continue with the work put aside because of COVID.

d. Superintendent Report

Superintendent Dr. Sean McPhetridge said it was particularly poignant to him to participate in the Pledge of Allegiance and see the flag raised, knowing that June is LGBTQ+ Month and that at the last Board meeting the Board approved a proclamation to fly the Progress Flag at every school site. Superintendent McPhetridge shared that he was able to attend the opening of the CoastPride center and was pleased to see this progressive community coming together to support all on the Coastside.

Superintendent McPhetridge announced that the district will hold a vaccination event at Half Moon Bay High School open to the public next week. He recognized there are many opinions regarding COVID vaccinations and reminded people that this is a family choice. Next, Superintendent McPhetridge said that summer school is starting next week and that district leadership, Debbie Silveria, Rosalva Segura, and staff have been working with different partners to make this possible. Superintendent McPhetridge confirmed that in the coming year schools would be fully open, and he reminded people that it might not look the same because students are expected to wear masks regardless of vaccinations and that the district will continue to ask parents to symptom check using Hazel Health.

Lastly, Superintendent McPhetridge thanked CUTA for their collaboration with extended Kindergarten hours and announced that this recommendation will be presented to the Board for approval.

4. CONSENT AGENDA

a. Approval of Single Plan for Student Achievement (SPSA) 2021-2022
b. Approval of 2021-22 Agricultural Education Incentive Grant
c. Approval of 2021-2022 Strengthening Career and Technical Education for the 21st Century Act (Perkins V), 131- Secondary Education, Grant Application
d. Approval of the Half Moon Bay High School Agriculture and Natural Resources, Building and Constructions Trades, and CUSD Districtwide Advisory Committees
e. Approval of Credit Recovery Curriculum: Half Moon Bay & Pilarcitos High School
f. Adoption of World Language: AP Spanish Textbook
g. Approval of the Certificated Personnel Report
h. Approval of the Classified Personnel Report
i. Approval of Job Descriptions for New Student Data Systems Coordinator, System Administrator, and Systems Support Specialist
j. Approval of the Future Bargaining Provisions to be Negotiated between Cabrillo Unified School District and Cabrillo Unified Teachers' Association
k. Approval of Donations to Cabrillo Unified School District
l. Approval of Food Service Contract for the 2021-22 school year between Better 4 You Meals and CUSD
m. Approval of Play Structure for the Pre-K Complex
n. Approval to Purchase Five-Hundred Chromebooks to Replace Obsolete Devices
o. Approval of Regular and Special Governing Board Meetings Minutes

Motion to approve consent items was made by Member Kimberly Hines and seconded by Member Mary Beth Alexander.

ROLLCALL
Ms. Lizet Cortes, President – aye
Ms. Mary Beth Alexander, Vice President – aye
Ms. Freya McCamant, Clerk to the Governing Board – aye
Ms. Sophia Layne, Member – aye
Ms. Kimberly Hines, Member – aye

(M-70) Passed 5-0

5. GENERAL BUSINESS

a. Adoption a. Recognition of Half Moon Bay High School Salutatorian Harrison Nash and Co-Valedictorians Rachael Jenar and Mia Orr

Item 5.a was presented before item 3.c Board Members Report as approved by the Board.

b. Adoption of New Science Curriculum for Cunha Intermediate School

Motion to adopt New Science Curriculum for Cunha Intermediate School was made by Member Freya McCamant and seconded by Member Sophia Layne.

ROLLCALL
Ms. Lizet Cortes, President – aye
Ms. Mary Beth Alexander, Vice President – aye
Ms. Freya McCamant, Clerk to the Governing Board – aye
Ms. Sophia Layne, Member – aye
Ms. Kimberly Hines, Member – aye

(M-71) Passed 5-0

c. Update on CUSD Summer School 2021

Assistant Superintendent of Curriculum and Instruction Leticia Bhatia presented an overview of the 2021 summer school programs for preschool, elementary, middle, and high schools.

d. Approval of the 2021-2022 Site and District Professional Development Plan

Motion to approve the 2021-2022 Site and District Professional Development Plan was made by Member Freya McCamant and seconded by Member Mary Beth Alexander.

ROLLCALL
Ms. Lizet Cortes, President – aye
Ms. Mary Beth Alexander, Vice President – aye
Ms. Freya McCamant, Clerk to the Governing Board – aye
Ms. Sophia Layne, Member – aye
Ms. Kimberly Hines, Member – aye

(M-72) Passed 5-0

e. 2021-22 Budget and the 2021-2024 Local Control Accountability Plan Public Hearings, 2021-24 Local Control and Accountability Plan Update, and 2020-21 Learning Continuity and Attendance Plan Annual Update

Assistant Superintendent of Curriculum and Instruction Leticia Bhatia presented the 2021-24 Local Control and Accountability Plan general overview and goals from CUSD.

At 8:38 PM, President Cortes opened the Public Hearing on the 2021-22 Budget and the 2021-2024 Local Control Accountability Plan. Having no comments, the public hearing was closed at 8:38 PM.

f. Information on the Expected CUSD California State Aid Participation

Rosa Perez, Principal, and Greg Norman, State Aid Director, Caldwell, Flores and Winters Inc., presented information on the benefits from CUSD participation in the California State Aid program.

g. Adoption of Resolution No. 07-21, Temporary Interfund Borrowing for Fiscal Year 2020-21

Motion to adopt Resolution No. 07-21, Temporary Interfund Borrowing for Fiscal Year 2020-21 was made by Member Kimberly Hines and seconded by Member Freya McCamant.

ROLLCALL
Ms. Lizet Cortes, President – aye
Ms. Mary Beth Alexander, Vice President – aye
Ms. Freya McCamant, Clerk to the Governing Board – aye
Ms. Sophia Layne, Member – aye
Ms. Kimberly Hines, Member – aye

(M-73) Passed 5-0

h. Adoption of Resolution No. 08-21, Approving Budgetary Increases and Transfers at Year-End

Motion to adopt Resolution No. 08-21, Approving Budgetary Increases and Transfers at Year-End was made by Member Mary Beth Alexander and seconded by Member Kimberly Hines.

ROLLCALL
Ms. Lizet Cortes, President – aye
Ms. Mary Beth Alexander, Vice President – aye
Ms. Freya McCamant, Clerk to the Governing Board – aye
Ms. Sophia Layne, Member – aye
Ms. Kimberly Hines, Member – aye

(M-74) Passed 5-0

i. Adoption of Resolution No. 09-21, Authorizing TRAN Issuance and Maximum Amount Borrowing

Motion to adopt Resolution No. 09-21, Authorizing TRAN Issuance and Maximum Amount Borrowing was made by Member Mary Beth Alexander and seconded by Member Kimberly Hines.

ROLLCALL
Ms. Lizet Cortes, President – aye
Ms. Mary Beth Alexander, Vice President – aye
Ms. Freya McCamant, Clerk to the Governing Board – aye
Ms. Sophia Layne, Member – aye
Ms. Kimberly Hines, Member – aye

(M-75) Passed 5-0

At 9:46 PM, President Cortes requested a motion to continue past the 10:00 PM curfew. Member Kimberly Hines seconded the motion.

j. Approval of Bond Funded Construction Projects

Motion to adopt Bond Funded Construction Projects was made by Member Kimberly Hines and seconded by Member Freya McCamant.

ROLLCALL
Ms. Lizet Cortes, President – aye
Ms. Mary Beth Alexander, Vice President – aye
Ms. Freya McCamant, Clerk to the Governing Board – aye
Ms. Sophia Layne, Member – aye

Ms. Kimberly Hines, Member – aye

(M-76) Passed 5-0

k. Ratification of the Incorporation of New Contractual Language for Transitional Kindergarten and Full Day Kindergarten as agreed upon between the Cabrillo Unified School District and the Cabrillo Unified Teachers' Association

Motion to ratify the Incorporation of New Contractual Language for Transitional Kindergarten and Full Day Kindergarten as agreed upon between the Cabrillo Unified School District and the Cabrillo Unified Teachers' Association was made by Member Sophia Layne and seconded by Member Mary Beth Alexander.

Written Comments. The Board received five (5) comments via the Google Public Comment Request form related to this agenda item. To read the full public comments submitted via the Google Public Comment Request form, please follow the link provided below:

https://docs.google.com/spreadsheets/d/15QmKdIte7tWIzWhhsfctgum5gs5peLw0wefKTV5D-RQ/edit?usp=sharing

ROLLCALL
Ms. Lizet Cortes, President – aye
Ms. Mary Beth Alexander, Vice President – aye
Ms. Freya McCamant, Clerk to the Governing Board – aye
Ms. Sophia Layne, Member – aye
Ms. Kimberly Hines, Member – aye

(M-77) Passed 5-0

l. Approval of Reopener Articles Within the Bargaining Agreement between the Cabrillo Unified School District and the Cabrillo Unified Teachers' Association

Motion to approve the Reopener Articles Within the Bargaining Agreement between the Cabrillo Unified School District and the Cabrillo Unified Teachers' Association was made by Member Kimberly Hines and seconded by Member Sophia Layne.

ROLLCALL
Ms. Lizet Cortes, President – aye
Ms. Mary Beth Alexander, Vice President – aye
Ms. Freya McCamant, Clerk to the Governing Board – aye
Ms. Sophia Layne, Member – aye
Ms. Kimberly Hines, Member – aye

(M-78) Passed 5-0

8. ADJOURNMENT OF THE MEETING

Motion to adjourn was made by Member Sophia Layne and seconded by Member Freya McCamant.

ROLLCALL
Ms. Lizet Cortes, President – aye
Ms. Mary Beth Alexander, Vice President – aye
Ms. Freya McCamant, Clerk to the Governing Board – aye
Ms. Sophia Layne, Member – aye
Ms. Kimberly Hines, Member – aye

(M-79) Passed 5-0 with Student Representative voting aye

The meeting was adjourned at 10:51 PM

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent

Minutes presented by Sean McPhetridge, Ed.D., Secretary to the Governing Board

Certified by:

_____ _____

Freya McCamant
Clerk to the Governing Board
Cabrillo Unified School District

Date

Special Governing Board Meeting – Closed Session

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Closed Session: Friday, June 11, 2021 • 9:00 AM

Via Zoom: https://cabrillok12.zoom.us/j/99135905009 (For public comments on Closed Session items only)

Board Members Present: Ms. Lizet Cortes, President
Ms. Mary Beth Alexander, Vice President
Ms. Freya McCamant, Clerk to the Governing Board
Ms. Sophia Layne, Member
Ms. Kimberly Hines, Member

Administrators Present: Dr. Sean McPhetridge, Ed.D., Superintendent

1. CALL TO ORDER – 9:02 AM

Roll Call / Quorum

Ms. Lizet Cortes, President
Ms. Mary Beth Alexander, Vice President
Ms. Freya McCamant, Clerk to the Governing Board
Ms. Sophia Layne, Member
Ms. Kimberly Hines, Member

a. Public Comments on Closed Session Topics

None.

b. Adjourn to Closed Session – 9:02 AM

c. Reconvene to Open Session – 11:05 AM

1. Closed Session Report: If Applicable

Vice President Mary Beth Alexander reported no action was taken in Closed Session.

5. ADJOURNMENT OF THE MEETING

Motion to adjourn was made by Member Kimberly Hines and seconded by Member Sophia Layne.

ROLLCALL
Ms. Lizet Cortes, President – aye
Ms. Mary Beth Alexander, Vice President – aye
Ms. Freya McCamant, Clerk to the Governing Board – aye
Ms. Sophia Layne, Member – aye
Ms. Kimberly Hines, Member – aye

(M-80) Passed 5-0

The meeting was adjourned at 11:06 AM

Minutes prepared by Rosibel Acosta, Administrative Assistant to the Superintendent

Minutes presented by Sean McPhetridge, Ed.D., Secretary to the Governing Board

Certified by:

_____ _____

Freya McCamant
Clerk to the Governing Board

Date

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: Martha Ladd, Director of Educational Support Services
Susan Vana MPH, RN, CNP, CSN, District Nurse
CATEGORY: Information/Presentation
ITEM TITLE: Medical Health Services – Student and Staff Safety and Wellbeing

BACKGROUND

Cabrillo Unified School District's Governing Board will receive a report on the District's Medical Health Services. This past year our community has faced many pandemic related challenges. These challenges necessitated a comprehensive health and safety response within our school community. While the Pandemic Recovery Framework provided guidance on our response to student and staff health requirements, the CUSD medical health service team worked closely with our Opening of Schools Steering Committee and other district departments to translate guidance to action and helped pave the pathway for learning pods, athletics, in person assessments for Special Education and English Language learners, transportation services for students with disabilities, and the eventual opening of our all our district campuses. Our Medical Health Services Team headed by Susan Vana is also responsible for implementing IEPs and 504 plans for students with complex medical needs. This team also provides mandated vision and hearing screenings, staff trainings, and maintenance of student health records. Tonight's report highlights the scope and depth of our CUSD medical health services.

FISCAL ANALYSIS

Support for the District's medical health services programs comes from the general fund, State and Federal Special Education funding, and CARES Act Funding.

RECOMMENDATION

This item is presented for information.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

School-Based Medical Health: Student and Staff Safety and Wellbeing

Martha Ladd, Director Education Support Services

Susan Vana, MPH, RN, CNP, CSN, District Nurse

Governing Board Meeting

June 24, 2021

Overview

- Development and Implementation of Student Health Goals on IEPs and 504 plans
- Mandated Screening for Vision and Hearing
- Maintenance of Student Medical Health Info
- Maintenance and Organization of AED and Epi-pen Medicine Administration Programs
- Implementation of the 4 Pillars
- The Road Ahead

Medical Health
And Multi-Tiered Systems of Support

Tier 1 - Universal screening, training, safety planning

Tier 2 - Site-based medical planning support for chronic/stable conditions (asthma, allergies, ADHD, etc.)

Tier 3 - Development and implementation of comprehensive school based medical plan (IEPs and 504 plans)



Development and Implementation of Student Health Goals on IEPs and 504 plans

- Students with complex medical conditions have access to their home school with a comprehensive general health and health emergency plan
- Working with family and family physicians to develop a school based medical plan
- Teachers and staff working with a student are trained for their role in implementing the medical portion of the IEP or 504 plan
- Training of Health Technician for students with more complex medical needs

Mandated Screening - Hearing and Vision

- Screening requirement each school year: approx. 1300 students.

  Vision and hearing on all TK/K, 2nd, 5th, and 8th graders.

  Hearing on all 10th graders.

  Color blind screening on all 1st grade boys.
- IEP Triennial vision and hearing every three years.
- IEP initials screenings within 12 months.

  Total approx. 200 students a year.
- Approx. 12% in follow up referrals each school year with vision and hearing.

Maintenance of Student Health Information

- Approx. 160 students with Seizure, Cardiac, or Asthma history.
- Ten students currently with Type I Diabetes and with insulin pumps.
- Medication administration requirements put in place.
- Medical 504s implemented as needed.
- Accommodations and training to all staff involved with the student.
- All student families of listed health conditions in Infinite Campus are contacted at the beginning of each school year.
- Packets are put together for each family regarding asthma, seizures, cardiac, diabetes, and medications. Instructions are included and paperwork prepared for the health care provider to fill out.
- Work with health department regarding immunization compliance.

Maintenance of Epi-pen, AED, and other programs

- AEDs are on each school campus. AEDs have monthly checks.

  Pads are ordered and replaced according to serial numbers and expiration dates.

- Emergency bags for each classroom are put together each school year and given to each teacher for their classroom.
- Supplies for the health offices at each school are reviewed/ordered.
- Training is covered in yearly administrative trainings for the front office staff at each school.
- Training is provided each school year in seizures, choking, medication administration laws, epi-pens, and basic first aid.
- CPR training has been offered in the past three years on each campus.

Implementation of the 4 Pillars

- Staff and student education regarding the 4 Pillars.
- Hazel Heath Symptom checker used for students when we returned on campus. Average of 1600 students daily using this tool.
- Families have signed up to use Hazel Health Virtual Medicine.
- Frontline application used for staff symptom checking.
- Contact tracing was daily throughout the school year with students/staff. Contact tracing training module was developed by Johns Hopkins University and completed by administration and all designated personnel involved in contact tracing.

Successes

- In person assessment for Initial IEPs, Triennial IEPs, and English Learner Assessments.
- The opening of Los Listos Preschool (9/2020) and 2 Special Day classrooms (10/2020).
- Staff and student Covid-19 testing, monthly staff, weekly students.
- Effective contact tracing protocols implemented.
- Distillation of Pandemic Recovery Framework guidance to concrete action plan for the opening of schools.
- Safe return to school of students and staff.
- Safe return of students with medical IEPs or 504 plans.
- No school based community spread on school sites or athletic events.
- In person vision and hearing screenings.

The Road Ahead: Challenges and Looking Forward

- **Student and Staff Safety:** Maintaining structures that promote student and staff health, safety, and well being.
- **Pandemic Response:** Lessons from the pandemic and maintaining healthy environments going forward.
- **Ongoing Health Monitoring:** Hazel Health expansion to include virtual medicine component.
- **Organization and Systems of Support:** Organizing and maintaining student health records consistently across all schools, accompanied with timely and consistent staff training.

Questions?

Thank you!

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MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
Randy Rudolph, Director of Technology
CATEGORY: Information/Presentation
ITEM TITLE: CUSD Technology Update

BACKGROUND INFORMATION

The COVID-19 pandemic required the immediate transition from in-person instruction to remote instruction. The Cabrillo Unified School District's Governing Board will receive an update and overview of how the CUSD Instructional Technology Department (IT) supports the various instructional modes, improves the installed capacity at each school, and provides communications infrastructure for the community.

FISCAL ANALYSIS

Instructional technology is multi-funded through CUSD Bond, COVID-19 Relief, and general funds.

RECOMMENDATION

This item is presented for information.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Technology Update

Randy Rudolph

Director of Technology

Governing Board Meeting

June 24, 2021

2020-2021 Was a Very Busy Time for Technology





Technology Initiatives



- Issued Chromebooks to every student to take home
- Replaced outdated tablets for grades TK through 2nd grade
- Issued new laptop computers to every teacher
- Upgraded and expanded wireless networks districtwide
- Implemented a “Guest” Wi-Fi for district and school guests
- Installed outdoor wireless at high school and Cunha quad areas
- Enhanced network security per SMCOE and Grand Jury recommendations
- Implemented new Wi-Fi security - *no personal devices allowed on the network*
- Installed virus/malware/ransomware protection software on all devices

Technology Initiatives



- Installed new internet firewall to protect against intrusion
- Increased speed of internet connection; added backup internet
- Installed outdoor security cameras at all campuses
- Enhanced/upgraded the virtual receptionists at each campus
- Replaced outdated copiers with new highly efficient copiers/printers using Secure Print
- Implemented faxing from copiers and each user's computer





Technology Initiatives

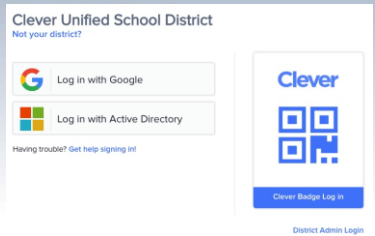
- Implemented new state-of-the-art phone system to replace old phone system prone to outages and no replacement parts
- Phones now in classrooms instead of intercoms
- Teachers now have voicemail; all users have in/outbound faxing; 1-on-1 messaging; district now capable of having RingCentral meetings to replace Zoom in the fall
- Radio-phones for MOT Pilot -- Instant Communication, Group Radio Broadcast, and set-up of central dispatch function





RingCentral®

Software Initiatives



- Implemented over 35 new student applications
- Enrolled new student apps into CLEVER, a single sign-on solution for students
- Automated elementary report cards, thus eliminating manual intervention. Parents now receive email link to their student's report card.
- Implemented a self service password reset tool for all users so they can automatically reset their own passwords
- Linked several systems such as Infinite Campus, School Messenger, Staff Portal, et cetera to use the staff members' unique passwords, thus reducing the need for different passwords for each system
- Rolling out all new websites for each school and the district (Summer 2021)

Supporting Return to School

- Visited every classroom to update classroom technology and met with each teacher on how to use the technology in their classroom
- Added webcams and voice amplifiers in classrooms as requested
- Facilitated implementation of online and cell phone app for Frontline Health application as staff COVID symptom checker
- Aided roll-out of Hazel Health for student symptom checking





Working with Philanthropic Partners

- Partnered with Genentech to park a large Genentech bus at Half Moon Bay High School that is connected to the district's secure wireless network and provides Wi-Fi so any student can drive up and have access to free internet using automatically connected district issued Chromebooks

Genentech

Working with the Community

- Worked with San Mateo County's Public Internet Initiative to provide free public internet throughout the entire Moonridge complex and Pillar Ridge communities



SAN MATEO COUNTY
DIGITAL EQUITY PORTAL

Working with the Community

Moonridge Network Design



Root AP – Aruba AP575
Root AP – Aruba AP365
Mesh AP – Aruba AP365
AP-xx PZP AP – Aruba AP387

Moon Ridge AP Allocation and Mesh Networks

IT MANAGEMENT
PLAN | DEPLOY | MANAGE

Working with the Community





Working with the Community

- Received an award of internet hotspots for students most in need from T-Mobile



T-Mobile

Technology Cost Savings 2020-2021

- Phones - $143,340 Annual Savings over Previous Carrier
- Copiers - $27,948 Annual Savings over Previous Copier Company
- Eliminating personal printers - $10,000 Approximately in District-Wide consumables
- Eliminate County Internet Connection Fees - $35,928 Annual Savings
- Refund Due to ATT Disputed Billing errors $1116
- E-Rate Monthly savings - Comcast Internet Monthly Billing Savings $9376
- CALNET - 50% off all Telecommunications Expenses

Questions?

Thank you!

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MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
J Jesús Contreras, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Approval of 2021-24 Local Control Accountability Plan and 2020-21 Local Control Accountability Plan Local Indicator Report

BACKGROUND INFORMATION

The Local Control Accountability Plan (LCAP) is a component of the Local Control Funding Formula (LCFF), and all Local Education Agencies (LEAs) are required to prepare an LCAP. This plan is supposed to describe how districts intend to meet annual goals for all students with specific activities to address state and local priorities. There are 8 state priorities that the LCAP Goals must address – student achievement, student engagement, student outcomes, school climate, parental involvement, basic services, implementation of common core, and course access. In addition, they must focus on what actions/services or programs we believe will best support students in their learning.

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2021-2024 LCAP year must be posted as one document assembled in the following order:

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

Today's presentation will provide you with the following information:
- 2021-2024 Local Control Accountability Plan
- 2020-21 Local Control Accountability Plan Local Indicator Report

For the 2021-2024 LCAP, the goals for CUSD are as follows:

LCAP GOALS 2021-2024

Maintenance of Progress Goals

1. **Student & Parent Engagement (Academic & Social Emotional) Goal**
    - Priority 3: Parental Involvement and Family Engagement
    - Priority 5: Pupil engagement

    The metrics and actions in this goal will be implemented to ensure that the progress made within Parent Involvement and Family and Priority 3 Pupil Engagement Priority 5 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

Focus Goals

1. **ELA/ELD, Mathematics, and Suspension Goal**
    - Priority 5: Pupil Engagement
    - Priority 4: Pupil Achievement

    Based on CUSD's identification for differentiated assistance, we will engage in the development of a local system and engage in a root cause analysis to ensure we improve academic performance of ELA/ELD and mathematics and decrease the suspension rate of all students, with a particular focus on Hispanic/Latinx, English Learners, and Socio-Economically Disadvantaged students.

1. **Social-Emotional Goal**
    - Priority 6: School Climate
    - Priority 8: Other Pupil Outcomes

    Increase the implementation of a positive climate framework to increase student wellbeing and student academic achievement as we decrease chronic absenteeism, discipline referrals, suspensions, and expulsions.

Broad Goals

1. **At-Promise Student Goal**
    - Priority 4: Pupil Achievement
    - Priority 5: Pupil Engagement

    There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged.

1. **Student Achievement (Academic & Social Emotional) Goal**
    - Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
    - Priority 2: Implementation of academic content and performance standards adopted by SBE

    The metrics and actions in this goal will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

As of this June 24th, our 2021-2024 LCAP will remain in draft form, and revision and refinement will occur throughout the summer of 2021. In addition, our San Mateo County Office of Education partners will provide CUSD leadership with additional input between now and the summer months. Should there be significant changes, CUSD leadership will report to our CUSD governing board in a future board meeting.

Please know these materials will be finalized and uploaded on Monday, June 21.

FISCAL ANALYSIS

The calculated LCFF supplemental dollars for the LCAP is $2,339,221 dollars.

RECOMMENDATION

It is recommended that our Cabrillo Unified School District Governing Board adopt our 2021-2024 Local Control Accountability Plan and 2020-21 Local Control Accountability Plan Local Indicator Report.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Local Control Accountability Plan

2021/22→2022/23→2023/24

Governing Board Meeting

June 24, 2021

AGENDA

1. Local Control Accountability Plan: Local Indicator Overview
2. Local Control Accountability Plan General Overview
3. CUSD New LCAP Goals: 2021-2024
    a. Highlights of Actions and Services
4. Financial Overview
5. Questions/Comments

Cabrillo Unified School District
Local Indicator Measurements







Indicators to Measure Performance

State Performance Indicators

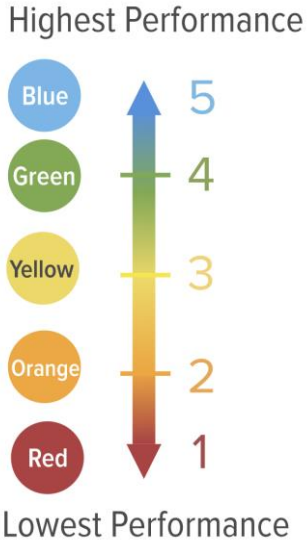
New icon for dashboard



Orange

Current icon for dashboard

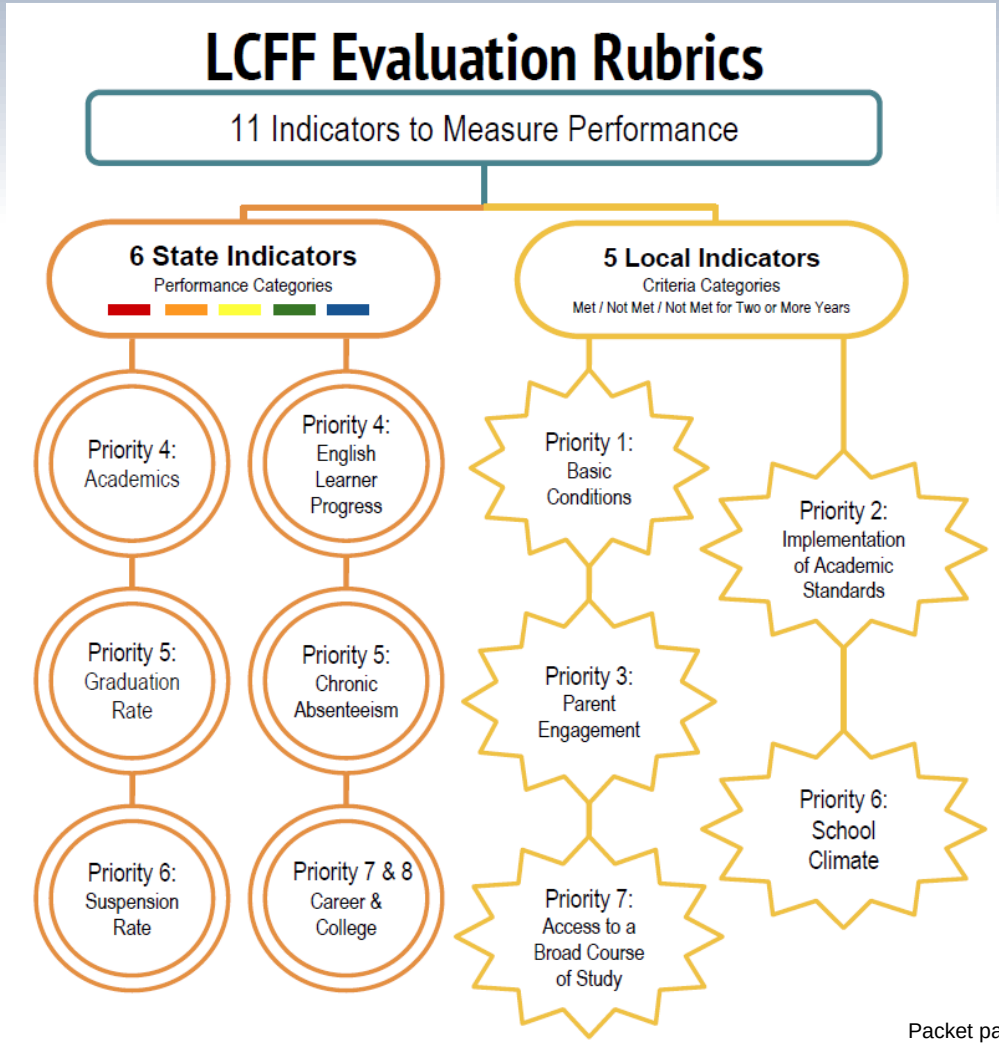




Local Performance Indicators

- Objectives Met
- Objectives Not Met
- Objective Not Met for 2 or more years

Local Control Accountability Plan

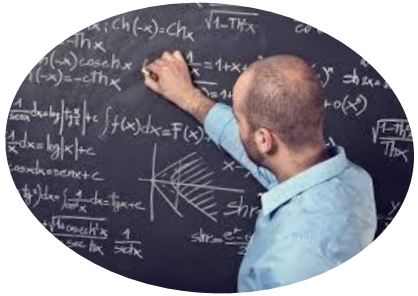


Priority 1: Basic Conditions

Objective Met

Tool Used: EPIC (CUSD Pupil Personnel Database)

Objective: To sustain a less than 5% misalignment of teacher vacancies, incorrect/no credentials, non-highly qualified



Analysis:

- 100% of teachers with credentials
- .006% of misalignments and vacant teacher positions
- 100% of teachers are considered Highly Qualified

Actions:

- Retainment
- Recruitment
- Training

Priority 2:
Implementation of Priority Standards

Objective Met

Tool Used: Multi Tiered System of Support (MTSS) Framework Implementation & Remote Learning alignment to Common Core State Standards

Objective: To identify, monitor and assess the level of implementation of MTSS throughout the district in order to promote and improve proficiency levels of all students.

Analysis:

- Moving towards target with MTSS Professional Development
- Development of Curriculum Advisory Council
- Defining RTI2 - in particular Tier 1 instruction
- Curriculum Design to support differentiated instruction (In-Person/Remote)

In Progress:

- Needs Assessment on CORE and supplemental curriculum
- CORE Instructional Minutes
- Common Formative Assessments

Priority 3: Parent Engagement

Objective Met

Tools Used: Panorama Survey/LCAP Survey/CA Healthy Kids Survey

Objective: Family Engagement based on 712 respondents from our Panorama Survey.

Analysis:

PANORAMA Survey (712 Respondents)

- How often do you meet in person with teachers at your child's school? (19% responded favorably)
- How involved have you been with a parent group (s) at your child's school? (22% responded favorably)
- In the past year, how often have you visited your child's school? (62% responded favorably)

LCAP Survey (51 respondents)

How could we better partner with families in supporting our students?

- Letting parents know when a student is falling behind
- Improve communication between teachers, counselors, and parents. Better communication with parents who don't or can't come to meetings

Is there something that we should be doing that we aren't doing yet to help struggling students?

- Social emotional learning program, more on-site counseling time
- After school enrichment/intervention programs for reading and math

Self Assessment Tool

- Building relationships between school staff and families
- Building partnerships for student outcomes
- Seeking input for decision-making

Actions:

- Parent Committee
- Parent events
- Surveys
- Analysis of Survey Data

Priority 6: School Climate

Objective Met

Tool Used: Panorama and Healthy Kids Survey (177 respondents)

Objective: 59% of students feel they belong to their school

Analysis: Data Sample

Actions:

- MTSS training
- PBIS Training
- Implement LCAP Goal #1 (Create a positive school climate where students feel safe and supported)

- 48% of students are excited about their classes
- 70% of students feel the energy at their school is positive
- 59% of students find the things learned in class interesting
- 86% of students think school will be useful in the future
- 90% of students thought school will be useful in the future

Priority 7: Access to Broad Course of Study

Objective Met

Tool Used: CUSD Registrar records

Objective: Measured progress to the extent that students have access to, and are enrolled in, a Broad Course of Study.

In grades 9-12, we define a Broad Course of Study as:

- ★ A Course Catalog that provides students with several opportunities to meet the A to G requirements. 52.5% completion of A-G Requirements
- ★ Coursework that includes optional two year CTE pathways, such as Agriculture, Building Trades, and Construction
- ★ Courses that meet the UC/CSU entrance requirements.

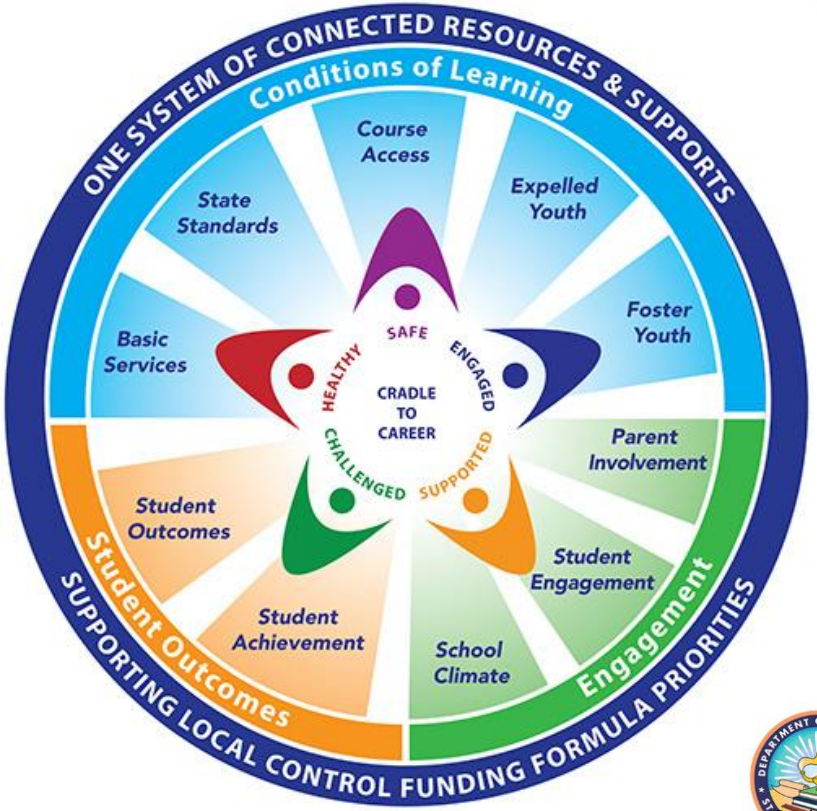
Next Steps

- Publish findings to California School Dashboard by http://www.caschooldashboard.org
- Prioritize gap areas
- Focus objectives on **GROWTH** in subsequent years

LCAP Overview

Local Control Accountability Plan LCAP & A Cycle of Continuous Improvement

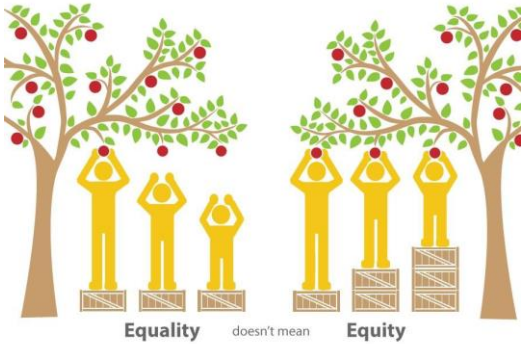
- LCFF Priority 1: Basic Services (Conditions of Learning)
- LCFF Priority 2: Implementation of State Standards (Conditions of Learning)
- LCFF Priority 3: Parent Involvement (Engagement)
- LCFF Priority 4: Student Achievement (Pupil Outcomes)
- LCFF Priority 5: Student Engagement (Engagement)
- LCFF Priority 6: School Climate (Engagement)
- LCFF Priority 7: Course Access (Conditions of Learning)
- LCFF Priority 8: Student Outcomes (Pupil Outcomes)
- LCFF Priority 9: Expelled Youth (Conditions of Learning)
- LCFF Priority 10: Foster Youth (Conditions of Learning)



LCAP THEMES

Student Achievement Academic & Social Emotional	Equity	Engagement







CUSD New LCAP Goals

2021/22→2022/23→2023/24

1. Student Achievement (Academic & Social Emotional)

Broad Goal Goal (LCAP Priority 1,2, 7, & 8)

GOAL

The metrics and actions within this goal will ensure we maintain high-quality staff, define a district-wide implementation of academic content and performance standards, provide opportunities for all students to access courses, and we support the social-emotional needs of our students and families. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

EXPLANATION

The metrics described in the plan were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators, and school site councils.

- LCFF Priority **1**: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
- LCFF Priority **2**: Implementation of academic content and performance standards adopted by SBE
- LCFF Priority **7**: Course Access
- LCFF Priority **8**: Other Pupil Outcomes

2. At-Promise Students

Broad Goal (Priorities 4 & 5)

GOAL

There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged.

EXPLANATION

Analysis of of state and local assessments, engagement tracking, survey data of students, parents, teachers, and staff to increase the performance of our at-promise groups of students. We will use data collected as part of student academic monitoring.

- Priority **4**: Pupil Achievement
- Priority **5**: Pupil Engagement

3. Student & Parent Engagement (Academic & Social-Emotional)

Maintenance of Progress Goal (Priority 3 & 5)

GOAL

The metrics and actions in this goal will be implemented to ensure that the progress made within Parent and Family Involvement and Family Engagement-Priority 3 and Pupil Engagement Priority 5 will be maintained and improved over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

EXPLANATION

Parent Involvement and Family Engagement are a priority in our district. The metrics described in this goal were selected to ensure that the progress made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators, DELACs, and school site councils.

- LCFF Priority **3**: Parental Involvement and Family Engagement
- LCFF Priority **5**: Pupil engagement

4. Social-Emotional Goal

Maintenance of Progress (Priority 5 and 6)

GOAL

Increase the implementation of a positive climate framework to increase student wellbeing, student academic achievement and decrease chronic absenteeism, discipline referrals, and suspensions/expulsions.

DESCRIPTION

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

- LCFF Priority **6**: School Climate
- LCFF Priority **8**: Other Pupil Outcomes

5. ELA/ELD, Mathematics, and Suspension

Focus Goal (Priorities 4 & 5)

GOAL

Based on CUSD's identification for differentiated assistance, we will engage in the development of a local system and engage in a root cause analysis to ensure we improve academic performance of ELA/ELD and mathematics and decrease the suspension rate of all students, with a particular focus on Hispanic/Latinx, English Learners, and Socio-Economically Disadvantaged students.

DESCRIPTION

Analysis of of state and local assessments, engagement tracking, survey data of students, parents, teachers, and staff to increase the performance of our at-promise groups of students. We will use data collected as part of student academic monitoring.

- LCFF Priority **5**: Pupil Engagement
- LCFF Priority **4**: Pupil Achievement

LCAP HIGHLIGHTS

2021/22→2022/23→2023/24

Actions and Services Overview

GOAL 1

Increased Support for At-Promise Students

- Academic Intervention
- SEL Services
- Enrichment (VAPA, STEAM, SEL)

GOAL 2

District Wide formative and summative assessments

Increased Support for English Learners

- Teachers on Special Assignment
- Teacher Specialist

GOAL 3

Increased Interventions

- Summer School
- After School Interventions and Enrichment

GOAL 4

Multi Tiered System of Support Implementation

- Increased SEL Services
- Increased PD & Curriculum

GOAL 5

Increased During School Interventions

- Intervention Specialists
- VAPA/STEAM Specialist

LCAP FISCAL OVERVIEW

2021/22→2022/23→2023/24

LCFF Supplemental Funding Allotment

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021	2021-2022
Total ADA*	3218	3192	3153	3095	3027	2933	Enrollment (TBD) vs. ADA
LCFF Supplemental**	**$2,272,757**	**$2,270,002**	**$2,300,239**	**$2,283,196**	**$2,308,985**	**$2,152,731**	**$2,339,221**

APPENDIX

LCFF Priorities

https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp

LCAP Metric Overview

https://docs.google.com/spreadsheets/d/1CxwTq0l0EapVs6zHO1BJc6SRhW-OTrte/edit?rtpof=true

Questions?

Thank you!

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Sean McPhetridge Superintendent	mcphetridges@cabrillo.k12.ca.us (650) 240-3146

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Cabrillo Unified School District (CUSD) is located just south of San Francisco on the coast of San Mateo County and encompasses an area of approximately 135 square miles. During the 2020-2021 school year, our student population is a total of 2,934 Students (Source: CDE DataQuest).

Below are the demographics of our student subgroups: (Source: CDE DataQuest)

English Learners: 554 (19%)

Our subgroups over 10 students are:
Hispanic/Latino: 1,533 (52.2%)
White: 1,177 (40.1%)
Two or More Races: 147 (5%)
Asian: 37 (1.3%)
Filipino: 27 (.09%)
Other: 13 (0.4%)

CUSD serves students in preschool through adult school. We operate two preschool programs, four elementary schools, one intermediate school, one comprehensive high school and an alternative high school/ continuation school, and an adult education program. We provide programs and services as detailed in this plan organized in a Multi-tiered System of Support (MTSS), including:

* Professional Development for Certificated and Classified Staff
* English Language Development Support
* Advancement Via Individual Determination

* Advanced Placement, Early College, and Career Technical Pathways
* Positive Behavior Interventions and Supports
* Wellness Services
* Community Liaisons and Parent Outreach
* Individualized Education Programs

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

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. Due to this unforeseen circumstance, Cabrillo Unified School District (CUSD) transitioned from full-time in-person instruction to 100% remote learning beginning March 2019. Along with the suspension of the 2020 Dashboard, the CDE waived the 2019 California Assessment of Student Performance and Progress (CAASPP) requirement and the entire state of California public schools were not able to complete the Spring 2019 CAASPP battery of assessments which focused mainly on English Language Arts, English Language Development, Mathematics, Science, and Spanish. Following the direction of CDE, CUSD did not assess our students and instead will be using the 2019 baseline data to determine growth once we return to full-time in-person instruction. CUSD will be using local benchmark data to further develop our actions and services for the students and families of CUSD. Due to this pandemic, the majority of the data that will be used is quantitative and has been obtained either through conversations, observations, or surveys.

As Cabrillo Unified School District (CUSD) reflects on our 2019 LCAP, we have seen many successes/progress using mainly our local qualitative and quantitative data. For the 2020-2021 school year, we utilized Lexia Assessment data to measure the growth of our 3rd-12th grade students in the area of English-Language Arts. For Mathematics, our 6th-12th grade students engaged in Delta Math Assessments to measure academic growth and for 3rd-5th we used local benchmarks to measure mathematics growth. This data will be used locally to determine additional services for students who have demonstrated a gap in either academic or social-emotional needs.

Using the CA Dashboard 2019 data, which we will use as our baseline data, we had great successes in various indicators.

For "All Students", we demonstrated the following gains/successes:
College and Career: Green
Chronic Abseenteism: Yellow

For "English Learners":

Chronic Absenteeism: Yellow

For "Socioeconomically Disadvantaged":
Chronic Absenteeism: Yellow

For "Asian":
Suspension Rate: Yellow

For "Hispanic":
College and Career: Yellow
Chronic Absenteeism: Green

For "White":
College and Career: Green
English Language Arts: Green
Mathematics: Green

For " Two or More Races"
Chronic Absenteeism: Green
English Language Arts: Green
Mathematics: Green

This progress is due to the successful implementation of various actions and services as defined in our 2019 Local Control Accountability Plan (LCAP). However, due to the COVID-19 Pandemic, we did not administer the CAASPP and will be unable to compare growth until 2021-2022. In lieu of CAASPP, we were able to assess our students with local data, Lexia Rapid Assessment, Delta Math, and Local Math/ELA/ELD assessments. This data has supported us in providing learning pod supports during our remote learning instruction as well as supports for K-12 students for Summer 2021. We served about 100 students in our learning pods K-12 and also anticipate serving approximately 500 at-promise students through our summer programs.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard has identified four subgroups that fall two or more performance levels below the “all student” performance. These subgroups are:

1) Students with Disabilities
2) English Learners

3) Students with Disabilities
4) Hispanic

After close analysis of the CA Dashboard data, we had 4 red indicators for English Learners, 3 for Hispanic, 2 for socioeconomically disadvantaged, and 1 for Students with Disabilities.

In the area of Student Achievement for both English Language Arts (ELA) and Mathematics, All Students scored in the “Yellow” performance category while the Students with Disabilities subgroup scored in the “Red” performance category for both of these areas. We are addressing these performance gaps through improving our monitoring metrics as well as implementing targeted actions.

The improved metrics for the Students with Disabilities subgroup include:

* the percentage proficient in the CAASPP assessment in ELA and Math
* the percentage of participation in the CAASPP assessment in ELA and Math
* the percentage of students assessed for Dyslexia
* the percentage of students place in Non-Public School settings for Special Education services
* the graduation rate

The improved actions for the Students with Disabilities subgroup include:
* targeted curriculum for dyslexia and Students with Disabilities
(Draft 6.20.2019) CUSD Section 1: Plan Summary page 5
* improving collaboration, professional development, and coordination of services
between General Education teachers and Education Specialists
* increasing inclusive program options
* continued work with the Coastside Advisory Committee for improved supports to our Families and Students with Disabilities
* continue the implementation of a Multi-Tiered System of Support.

In the area of our Graduation Rate, All Students scored in the “Green” performance category while English Learners scored in the “Orange” performance category. We will continue to look at metrics for the English Learner subgroup including:
* the percentage proficient in the CAASPP assessment in ELA and Math
* the percentage proficient on our local reading benchmark
* the reclassification rate
* the percentage of reclassified students
* the percentage of students who complete A-G requirements
* the high school graduation rate.

The actions to support the graduation rate of the English Learner subgroup include:
* continuing the adoption process for the Common Core-aligned English Language Development curriculum.

* providing professional development on making core academic curriculum accessible for English Learners between General Education teachers and Education Specialists
* providing literacy intervention across grade levels
* “Summer Bridge” programs for elementary to intermediate and intermediate to high school
* mandatory communication with families for students receiving Ds and Fs in secondary schools
* student-specific communication with parents regarding their child’s progress toward reclassification.

In the area of School Climate, as measured on the California School Dashboard by Suspensions, All Students scored in the “Green” performance category while our Homeless student subgroup was placed in the “Orange” performance category. As this is a small subgroup of 48 students out of 3297 (1.5%) (Source: California School Dashboard), the actions that we have are aimed at measuring and implementing actions to support school-wide improvements for all students in School Climate. Measures include:
*Suspension Rate
* Expulsion Rate
* Panorama - Student Survey

The actions to support School Climate include:
* continuing wellness services with parent outreach that include at least one event on drugs, alcohol, and vaping
* implementing Positive Behavior Interventions and Supports (PBIS)
* safety plans that address major health, safety protocols, and bullying
* social-emotional curriculum
* cultural competency and inclusivity training for all employees
* professional development on behavioral intervention strategies

We need to aim for BLUE in all areas of the CA Dashboard since there are no subgroups at this level of performance. The actions and services described for each of our 5 LCAP goals will support us in our goals towards closing the academic and social achievement gap for our students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our 2021-2024 3-year LCAP is focused on three main themes:

1) STUDENT ACHIEVEMENT (Academic & Social-Emotional)
2) EQUITY
3) ENGAGEMENT

CUSD will have five total Goals with specific actions and services, which will be described in our Goals and Actions section, which will support meeting the academic and social needs of all of our students.

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BROAD GOALS

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1) Student Achievement (Academic & Social Emotional) Goal
LCFF Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
LCFF Priority 2: Implementation of academic content and performance standards adopted by SBE
LCFF Priority 7: Course Access
LCFF Priority 8: Other Pupil Outcomes

The metrics and actions within this goal will ensure we maintain high-quality staff, define a district-wide implementation of academic content and performance standards, provide opportunities for all students to access courses, and we support the social-emotional needs of our students and families. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

2) At-Promise Student Goal
Priority 4: Pupil Achievement
Priority 5: Pupil Engagement

There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged.

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MAINTENANCE OF PROGRESS GOALS

****

3) Student & Parent Engagement (Academic & Social Emotional) Goal
LCFF Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
LCFF Priority 2: Implementation of academic content and performance standards adopted by SBE
LCFF Priority 7: Course Access
LCFF Priority 8: Other Pupil Outcomes
The metrics and actions below will be implemented to ensure that the progress made within Parent Involvement and Family and Priority 3 Pupil Engagement Priority 5 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.

****

FOCUS GOALS
****

4) Social-Emotional Goal
Priority 6: School Climate
Priority 8: Other Pupil Outcomes

Increase the implementation of a positive climate framework to increase student wellbeing, student academic achievement and decrease chronic absenteeism, discipline referrals, suspensions, and expulsions.

5) ELA/ELD, Mathematics, and Suspension Goal
Priority 5: Pupil Engagement
Priority 4: Pupil Achievement

Based on CUSD's identification for differentiated assistance, we will engage in the development of a local system and engage in a root cause analysis to ensure we improve the academic performance of ELA/ELD and mathematics and decrease the suspension rate of all students, with a particular focus on Hispanic/Latinx, English Learners, and Socio-Economically Disadvantaged students.

Comprehensive Support and Improvement

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

Schools Identified

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

NOT APPLICABLE. Cabrillo Unified School District (CUSD) does not have any school eligible for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

NOT APPLICABLE. Cabrillo Unified School District (CUSD) does not have any school eligible for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

NOT APPLICABLE. Cabrillo Unified School District (CUSD) does not have any school eligible for Comprehensive Support and Improvement (CSI).

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

At Cabrillo Unified School District (CUSD), we have set up an amazing group of stakeholders to support the input of various initiatives. This group is comprised of site parent leaders, parent leaders of children learning English, classified union leaders and staff, certificated union leaders and staff, and site/district administrators. We have set up the following meetings to obtain input from this group and other pertinent stakeholder groups:

April 14, 2021 - Opening of Schools Steering Committee ELO Grant Plan Input Meeting
April 14, 2021 - Site Leadership Meeting
April 27, 2021 - District English Learner Advisory Committee (DELAC)

LCAP INPUT MEETINGS 2020-2021

Opening of Schools Steering Committee (OSSC) Meetings
Weekly or Bimonthly for the entire 2020-2021 school year

Tuesday, January 26, 2021
CUSD Administrator Leadership Team
12:00-1:30pm

Tuesday, February 9
District English Learner Advisory Committee (DELAC)
5:00 - 6:00 pm

Monday, March 22
LCAP Parent/Community Group
(English & Spanish)
4:30 - 5:30 pm

Monday, March 29
LCAP Parent/Community Group
(English & Spanish)
4:30 - 5:30 pm

Monday, April 5
Parent-Teacher Organization (PTO)

3:30 - 4:30 pm

Thursday, April 14
California School Employees Association (CSEA)
3:30 - 4:30 pm

Tuesday, April 19
Cabrillo Unified Teachers Association (CUTA)
3:30 - 4:30 pm

We have obtained qualitative data from both zoom meetings and various surveys pertinent to our district goals and services. The information we obtained feel under the following categories. Student input was obtained through both our student board representative and student representatives in both our high school leadership team and our Latino/x Roundtable.

San Mateo SELPA stakeholder group provided office hours to consult on CUSD's LCAP and coordination with Educational Support Services SEP and CCEIS plans. The meeting with SELPA was on April 8th, 2021.

Yearly needs assessments are provided to at-promise groups to determine the need for extended services.

1) Student Academic and Social Achievement

2) Equity

3) Engagement (Student, Staff, and Community)

A summary of the feedback provided by specific stakeholder groups.

The feedback provided by our various stakeholder groups could be categorized into our three Local Control Accountability Plan themes:

1) STUDENT ACHIEVEMENT (Academic & Social-Emotional)
2) EQUITY
4) ENGAGEMENT

Below you will find specific input from our various stakeholder groups:

1) Parent Advisory Meetings/Opening of Schools Steering Committee

MAIN THEMES
*Longer class times

*Social-emotional well-being support
*Smaller class sizes or having an aide to help with larger class sizes
*Increased Paraprofessional Support

2) CUSD Administrator Leadership Team

MAIN THEMES
*Mathematics Intervention and Support (Math TOSAs and Interventions)
*English Learner Support (EL TOSAs, Interventions, Parent Training)
*Academic Interventions (after-school and Saturday)
*Social-emotional well-being professional development and support
*Project-Based Learning Opportunities

3) District English Learner Advisory Committee (DELAC)

MAIN THEMES

*Social-emotional well-being support
*After school tutoring
*Intervention (Push-in, afterschool, summer school)
*Support teachers
*Increase English Learner Supports (tutoring, interventions, curriculum, professional development)
*Support and Increase student engagement with mentorship and positive reinforcement by building on their assets
*Reclassification support to students and parents to ensure students are RFEPd on time (Saturday RFEP classes, RFEP intervention, Summer Camp)
*Increase parent communication regarding student status in their classes
*Increase EL Parent Engagement
*Increase small group and 1 to 1 support for academic and social counseling for our English Learners and at-promise students

4) LCAP Parent/Community Group

MAIN THEMES

*Social-emotional well-being support

5) Parent-Teacher Organization (PTO)

MAIN THEMES

*Social-emotional well-being support (Increased Counseling, Wellness Coordinator, *Curriculum, Professional Development)
*Mathematics Intervention and Professional Development
*Curriculum alignment at all elementary schools
*Family Engagement: Hispanic/Latino and At-Promise & Elementary/Middle/High School Articulation
*Is transportation an option?
*Intervention & Additional support for At-Promise (Push In)
*Increased outreach to at-promise communities (Pilar Ridge and MidPen)
Communication
*Full-Day Kindergarten Implementation (Review pros/cons)
*Dismissal should be at the same time as TK-5
*Equal access to enrichment and elective courses

6) California School Employees Association (CSEA)

MAIN THEMES

*Add e-books to our library resources
*Consider having an e-book system for our students to access and reach out to our SMC libraries for access to e-book programs
*Mathematics support to obtain math curriculum adopted - Bridges Program in Elementary. Can we increase staff to support math intervention and small group instruction - Math Paraprofessional
*Small Groups in Mathematics
*Manipulatives
*Intervention in Math
*Resume extracurricular activities to connect students with adult mentors to support SEL and Academics
*Classified staff can have an important role in this area through extracurricular activities to help students thrive and grow

7) Cabrillo Unified Teachers Association (CUTA)

MAIN THEMES
*Summer School (Remedial & Enrichment)
*Theatre Programs to support oral language and SEL support
*Physical Education and Art during the school year to support SEL to support student success.
*More enrichment activities and PE in all grades
*Hands-on Science
*Improve Equity across schools, class size is different across schools
*Smaller Class sizes
*Mathematics Interventions to improve student access to Algebra I
*1 to 1 support for students who need extra support
*Roving Substitutes

*Teacher on Special Assignments (TOSA) to support push in and meeting 1 to 1 with students during and after-school
*Compensation for teachers to provide tutoring/homework club
*Explore Teacher Pay: Daily Rate vs Hourly Rate
*Peer Tutoring for credit (example: an AVID program where students obtain credit for AVID Tutoring)
*Offer Teachers to ask if they can teach 2-3 week elective during the summer (Example: CTE Wheel)
*Allow for Job Sharing for Summer School
*Increase SEL Support Systems (Ex: Advisory Period, increase counselors, Professional Development, Add Behavior Specialist)

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The majority of the actions and services in our plan, particularly those funded by LCFF supplemental, were influenced by stakeholder input, particularly the recurring themes brought up throughout our stakeholder groups. We implemented actions and services that were research-based and proven to be effective, fiscally feasible, and easily implemented.

The themes that were consistent with all stakeholder groups were:

1) STUDENT ACHIEVEMENT (Academic & Social-Emotional)
2) EQUITY
4) ENGAGEMENT

Our LCAP goals succinctly align to the various feedback provided from stakeholder groups:

*Intervention Supports for our at-promise students
*Increased English Learner Services
*Increased Social-Emotional Services for students and families
*Increased Enrichment Supports
*After school and summer school services
*Curriculum alignment
*Increase supports via district specialists (curriculum, ELA, ELD, Math, Science, STEAM, VAPA)
*Increased family engagement

Below you will find the major new goals and actions that have been influenced by our stakeholder input:

Goal 1 Action 3: Increased Professional Development (All Students)
Goal 1 Action 4: Increased Professional Development (At-Promise Students)
Goal 1 Action 7: AVID Program
Goal 1 Action 10: Early College Access (At-Promise Students)

Goal 2 Action 1: English Language Arts district-wide aligned curriculum
Goal 2 Action 2: English Language Development district-wide aligned curriculum
Goal 2 Action 9: MTSS Implementation: District Wide formative and summative assessments
Goal 2 Action 13: English Language Development Specialists

Goal 3 Action 1: Summer School Interventions
Goal 3 Action 2: Interventions and Tutoring
Goal 3 Action 3: Community & Parent Engagement Committees

Goal 4 Action 1: Counseling Supports
Goal 4 Action 2: Family Engagement Supports

Goal 5 Action 3: Increased during school and after school enrichment services (VAPA & STEAM)

Goals and Actions

Goal

Goal #	Description
1	Student Achievement (Academic & Social-Emotional) BROAD GOAL The metrics and actions within this goal will ensure we maintain high-quality staff, define a district-wide implementation of academic content and performance standards, provide opportunities for all students to access courses, and we support the social-emotional needs of our students and families. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal. LCAP Priorities: Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair Priority 2: Implementation of academic content and performance standards adopted by SBE Priority 7: Course Access Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

The metrics described below were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators, and school site councils.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students proficient in English Language Arts - Lexia Assessment	ALL STUDENTS 3rd - 56% 4th - 50% 5th - 54% 6th - 62%				ALL STUDENTS 3rd - 66% 4th - 60% 5th - 64% 6th - 72%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(NOTE: This assessment was used in lieu of CAASPP due to COVID-19 Pandemic) Source: Lexia Local Data 2020-2021	7th - 65% 8th - 74% 11th - 87% ENGLISH ONLY 3rd - 51% 4th - 49% 5th - 50% 6th - 57% 7th - 65% 8th - 74% 11th - 87% ENGLISH LEARNERS 3rd - 6% 4th - 2% 5th - 24% 6th - 41% 7th - 0% 8th - 0% 9th - 0% SPECIAL EDUCATION 3rd - 4% 4th 1% 5th - 14% 6th - 10% 7th - 4% 8th - 1% 11th - 4% WHITE 3rd - 19% 4th - 17%				7th - 75% 8th - 84% 11th - 97% ENGLISH ONLY 3rd - 61% 4th - 59% 5th - 60% 6th - 67% 7th - 75% 8th - 84% 11th - 97% ENGLISH LEARNERS 3rd - 16% 4th - 12% 5th - 34% 6th - 51% 7th - 10% 8th - 10% 9th - 10% SPECIAL EDUCATION 3rd - 14% 4th 11% 5th - 24% 6th - 20% 7th - 14% 8th - 11% 11th - 14% WHITE 3rd - 29% 4th - 27%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th - 11% 6th - 25% 7th - 25% 8th - 36% 11th - 33% HISPANIC LATINO 3rd - 6% 4th - 4% 5th - 4% 6th - 6% 7th - 12% 8th - 7% 9th - 25% SOCIOECONOMICALLY DISADVANTAGED 3rd - 23% 4th - 8% 5th - 10% 6th - 24% 7th - 24% 8th - 15% 11th - 50%				5th - 21% 6th - 35% 7th - 35% 8th - 46% 11th - 43% HISPANIC LATINO 3rd - 16% 4th - 14% 5th - 14% 6th - 16% 7th - 22% 8th - 17% 9th - 35% SOCIOECONOMICALLY DISADVANTAGED 3rd - 43% 4th - 18% 5th - 20% 6th - 34% 7th - 34% 8th - 25% 11th - 60%
% of students proficient in English Language Arts - 3rd - 5th (Local Math Benchmark) Source: CUSD Local Data 2020-2021	ALL STUDENTS 3rd - 74% 4th - 64% 5th - 72% 6th - 38% 7th - 43% 8th - 71% 11th - 57% ENGLISH ONLY				ALL STUDENTS 3rd - 84% 4th - 74% 5th - 82% 6th - 48% 7th - 53% 8th - 81% 11th - 67% ENGLISH ONLY

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3rd - 54% 4th - 51% 5th - 49% 6th - 28% 7th - 40% 8th - 64% 11th - 76% ENGLISH LEARNERS 3rd - 8% 4th - 1% 5th - 11% 6th - 3% 7th - 0% 8th - 0% 9th - 0% SPECIAL EDUCATION 3rd - 0% 4th - 0% 5th - 0% 6th - 0% 7th - 0% 8th - 0% 11th - 1% WHITE 3rd - 41% 4th - 38% 5th - 41% 6th - 22% 7th - 30% 8th - 57% 11th - 40%				3rd - 64% 4th - 61% 5th - 59% 6th - 38% 7th - 50% 8th - 74% 11th - 86% ENGLISH LEARNERS 3rd - 18% 4th - 11% 5th - 11% 6th - 13% 7th - 10% 8th - 10% 9th - 10% SPECIAL EDUCATION 3rd - 10% 4th - 10% 5th - 10% 6th - 10% 7th - 10% 8th - 10% 11th - 11% WHITE 3rd - 51% 4th - 48% 5th - 51% 6th - 32% 7th - 40% 8th - 67% 11th - 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	HISPANIC-LATINO 3rd - 28% 4th - 21% 5th - 21% 6th - 12% 7th - 9% 8th - 8% 9th - 70% SOCIOECONOMICALLY DISADVANTAGED 3rd - 12% 4th - 27% 5th - 14% 6th - 52% 7th - 6% 8th - 6% 11th - 14%				HISPANIC-LATINO 3rd - 38% 4th - 31% 5th - 31% 6th - 22% 7th - 19% 8th - 18% 9th - 80% SOCIOECONOMICALLY DISADVANTAGED 3rd - 22% 4th - 37% 5th - 24% 6th - 62% 7th - 16% 8th - 16% 11th - 24%
Maintain Highly Qualified Staff Source: CUSD Local Data 2020-2021	100% Highly Qualified Staff				Maintain 100% Highly Qualified Staff
Support for new CUSD Teachers: Teacher Induction Program Source: CUSD Local Data 2020-2021	100% New Teachers participate in the Teacher Induction Program				Maintain 100% participation of new teacher enrollment in the Teacher Induction Program

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Professional Development Source: CUSD Local Data 2020-2021	CUSD Certificated Staff participate in 6 professional development opportunities				CUSD Certificated Staff participate in 10 professional development opportunities
% of Student Proficiency in Science Source: CAASPP 2018-2019	29.9 % Proficient or Above in the California Science Test (CAST) Source: CAASPP 2018-19				30% Proficient or Above in the California Science Test (CAST)
Science Professional Development Source: CUSD Local Data 2020-2021	8 Yearly Science Collaboration Meetings				Maintain 8 Yearly Science Collaboration Meetings
AVID Program Student Applications into post-secondary schools Source: CUSD Local Data 2020-2021	35% of AVID students enrolled into post-secondary schools				80% of AVID students enroll into post-secondary schools
Career Technical Education Pathways Source: CUSD Local Data 2020-2021	3 CTE Pathways (agriculture, construction, and broadcasting)				4 CTE Pathways (agriculture, construction, computer science, and broadcasting)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credit Recovery Source: CUSD Local Data 2020-2021	1 Credit Recovery Professional Development for Teachers				3 Credit Recovery Professional Development for Teachers
Early College Access Source: CUSD Local Data 2020-2021	0 Early College Access Courses or Dual-Enrollment Course				3 Early College Access Courses or Dual-Enrollment Course
Special Education Supports	6 Special Education Professional Development Opportunities for Staff				10 Special Education Professional Development Opportunities for Staff
Retention of Highly Qualified Staff Source: CUSD Local Data 2020-2021	85% Highly Qualified Staff Retention				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly Qualified Staff	Instruction from appropriately qualified and certificated teachers and classified staff. Retention of highly qualified district and school site administration. Ensure that salaries are competitive with neighboring districts to attract and retain certificated staff and ensure assignments are appropriate to certification.	$19,780,991.00	No
2	New Teacher Induction Program	New teachers will receive support through the New Teacher Induction program.	$68,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Increased Professional Development (All Students)	Professional development will be provided to faculty: *Multi-Tiered System of Support *Social-Emotional Learning *Cultural Proficiency *Comprehension Across Content Areas Universal Design for Learning *Mathematics Professional Development (TK-12) *English Language Arts / ELD Standards and instructional strategies *VAPA Professional Development *K-12 Science teachers K-12 focused on Next Generation Science Standards *Integration of technology into the curriculum *Gathering and analyzing student performance data, including formative and summative assessment.	$20,000.00	Yes
4	Increased Professional Development (At-Promise Students)	Professional development will be provided to faculty: *Multi-Tiered System of Support *Social-Emotional Learning *Cultural Proficiency *Comprehension Across Content Areas Universal Design for Learning *Mathematics Professional Development (TK-12) *English Language Arts / ELD Standards and instructional strategies *VAPA Professional Development *K-12 Science teachers K-12 focused on Next Generation Science Standards *Integration of technology into the curriculum *Gathering and analyzing student performance data, including formative and summative assessment.	$15,000.00	Yes
5	NGSS Instruction - Elementary	Maintain Fifth Grade District Science teacher.	$116,000.00	No
6	NGSS Support	Provide cross-district collaboration time for Next Generation Science Standards.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	AVID Program	Provide our AVID Program in grades 6th-12th for the purpose of developing a pipeline to support college readiness (AVID Sections, AVID Professional Development, AVID Tutoring)	$150,000.00	Yes
8	Career Technical Education Program	Continue developing CTE pathways in agriculture, construction, and broadcasting.	$109,000.00	No
9	Credit Recovery	Provide technology-enhanced Credit Recovery and A-G course requirements.	$75,000.00	Yes
10	Early College Access (At-Promise Students)	Continue with Early College course development.	$10,000.00	Yes
11	Special Education Services	Students with disabilities who receive Special Education services will be taught by highly qualified teachers, in the Least Restrictive Environment, using the grade-level curriculum with appropriate accommodations according to their Individualized Education Programs (IEPs). *Students with IEPs will have academic goals aligned with state standards *Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs. Baselines will be quantifiable and goals will be aligned with the Common Core standards. *General Education teachers and Education Specialists will collaborate to plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the Least Restrictive Environment.	$7,970,825.00	No

Action #	Title	Description	Total Funds	Contributing
		*General Education teachers and Education Specialists will participate in professional learning together to develop the capacity to ensure students with IEPs have access to grade-level instructional curriculum, data-based decision making, standard aligned goals, and ongoing progress monitoring for students with IEPs. *Professional learning will be provided to teachers and paraprofessionals in co-teaching/collaborative instructional models and specialized instruction in order to provide access for students with IEPs to the curriculum in the General Education classroom. *Increase inclusive program options for students with disabilities with Autism Spectrum Disorder and mental health disabilities by developing a comprehensive continuum of services and supports to effectively serve students in the school district.		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	At-Promise Students BROAD GOAL There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education, Hispanic/Latinx students, and Socio-Economic Disadvantaged. LCAP Priorities: Priority 4: Pupil Achievement Priority 5: Pupil Engagement

An explanation of why the LEA has developed this goal.

Analysis of of state and local assessments, engagement tracking, survey data of students, parents, teachers, and staff to increase the performance of our at-promise groups of students. We will data collected as part of student academic monitoring.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students taking the SAT Source: CDE DataQuest 2019-2020	CUSD: 31%				CUSD: 61%
Percent Completion of Students Meeting Graduation Requirement Source: CDE DataQuest 2019-2020	CUSD: 89.3% White: 92.8% Hispanic or Latino: 86.3%				CUSD: 85.3% White: 98.8% Hispanic or Latino: 92.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduates meetings UC/CSU Requirements Source: CDE DataQuest 2019-2020	CUSD: 36% White: 49% Hispanic or Latino: 24%				CUSD: 46% White: 59% Hispanic or Latino: 34%
Percent of students who have passed an AP exam with score of 4 or higher Source: Dataquest 2019-2020	59% of seniors (171 out of 290)				69% of seniors with score of 4 or higher
Percentage of AVID students who apply to post-secondary education Source: CUSD Local Reports 2020-2021	35% AVID students apply to post-secondary education				85% students will apply to post-secondary education
English Language Arts district-wide aligned curriculum (Elementary) Source: CUSD Local Reports 2020-2021	0 alignment of English Language Arts district-wide curriculum (Elementary)				Maintain English Language Arts district-wide aligned curriculum
English Language Development district-	0 alignment of English Language				Maintain English Language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
wide aligned curriculum (Elementary) Source: CUSD Local Reports 2020-2021	Development district-wide curriculum (Elementary)				Development district-wide curriculum
District Wide benchmark assessments (English Language Arts, English Language Development, and Mathematics) Source: CUSD Local Reports 2020-2021	1 District-wide English Language Arts Assessment (Elementary & Secondary) 1 District-wide English Language Development Assessment (Secondary) 0 District-wide English Language Development Assessment (Elementary) 1 District-wide Mathematics Assessment (Secondary) 0 District-wide Mathematics Assessment (Elementary)				Maintain the following district-wide benchmarks: 1 District-wide English Language Arts Assessment (Elementary & Secondary) 1 District-wide English Language Development Assessment (Secondary) 1 District-wide Mathematics Assessment (Secondary) Adopt the following district-wide benchmarks: 1 District-wide English Language Development

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Assessment (Elementary) 1 District-wide Mathematics Assessment (Elementary)
Universal TK-2 Literacy Screener Source: CUSD Local Reports 2020-2021	0 District Wide Grade Level Data Meetings				3 District Wide Grade Level Data Meetings
Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative Source: CAASPP 2018-2019	16.4% Proficient				26.4% Proficient
Dual Immersion Language Preschool Source: CUSD Local Reports 2020-2021	0 Dual Immersion Language Preschools				Maintain 1 Dual Immersion Language Preschool
Big Lift (Early Literacy Initiative) Collaborative	9 Big Lift Collaborative Meetings				Maintain 9 Big Lift Collaborative Meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Big Lift Collaborative Meeting Calendar 2020-2021					
Technology Enhanced Curriculum Source: CUSD Local Reports 2020-2021	4 Technology Enhanced Curriculum to support Literacy				Maintain 4 Technology Enhanced Curriculum to support Literacy
Dyslexia Professional Development to Staff Source: CUSD Local Reports 2020-2021	1 District wide Dyslexia Professional Development				Provide 3 Dyslexia Professional Development

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Language Arts district-wide aligned curriculum	English Language Arts district-wide aligned curriculum and instructional materials.	$300,000.00	No
2	English Language Development district-wide aligned curriculum	English Language Development aligned curriculum and instructional materials.	$60,000.00	Yes
3	MTSS Implementation: District Wide formative and summative assessments	Assessment with district adopted formative reading, writing, and mathematics assessment to be administered three times a year. Frequent formative assessments will be given and results will be analyzed to determine instructional strategies for student learning and interventions, as needed.	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Universal TK-2 Literacy Screener	District will universally screen TK-2 students at least two times per year for identification of at-risk literacy factors for early intervention	$50,000.00	Yes
5	Grades TK-3 reduced ratio of 24-to-1	Continuing class sizes in Grades TK-3 at a reduced ratio of 24-to-1 as opposed to the district norm of 34-to-1 allowing for intensive small group instruction in English Language Development and literacy.	$4,500,000.00	No
6	Spanish Courses	Spanish classes offered in Intermediate and High School to enhance language acquisition and literacy for English Language Learners.	$500,000.00	No
7	Dual Immersion Preschool	Provide dual language preschool for eligible Migrant and at-risk students.	$200,000.00	No
8	Big Lift (Early Literacy Initiative) Collaborative	Facilitate Big Lift Collaborative to continue to align Preschool through Grade 3 literacy, improve family engagement strategies, and develop community partnerships.	$7,000.00	Yes
9	English Language Development Interventions & Curriculum	English Language Development Interventions & Curriculum Supports	$110,000.00	Yes
10	Technology Enhanced Curriculum	Technology-enhanced reading intervention curriculum will be available to students from Transitional Kindergarten through High School.	$33,221.00	Yes
11	Dyslexia Intervention and Common Core Aligned Materials	Intervention and Common Core-aligned materials will be provided to support students with dyslexia.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
12	English Language Development Secondary Sections	Cunha and Half Moon Bay High School will have dedicated sections of English Language Development	$100,000.00	Yes
13	English Language Development Specialists	English Language Development Specialists to support English Learners	$200,000.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Student & Parent Engagement (Academic & Social-Emotional) MAINTENANCE OF PROGRESS GOAL The metrics and actions below will be implemented to ensure that the progress made within Parent Involvement and Family and Priority 3 Pupil Engagement Priority 5 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal. LCFF Priorities: Priority 3: Parental Involvement and Family Engagement Priority 5: Pupil engagement

An explanation of why the LEA has developed this goal.

Parent Involvement and Family Engagement are a priority in our district. The metrics described below were selected to ensure that the progress that we have made in these priority areas will be evaluated on a regular basis and that legal obligations are being met. The accompanying actions have been selected because they have proven to be effective in maintaining outcomes within these areas, and reflect input from students, teachers, staff, site administrators, DELACs, and school site councils.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Survey Results Source: 2020-2021 Panorama Survey	Results will be entered for baseline in May/June 2021				Increase 10% from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation Source: 2020-2021 Panorama Survey	Results will be entered for baseline in May/June 2021				Increase 10% from baseline
Student Engagement through Summer School Interventions Source: Summer School Attendance Data	Results will be entered for baseline after final enrollment is calculated after summer 2021. At this time it is an estimated 425 students.				Serve 550 students in need of academic and/or social interventions
Student after-school/before school Interventions and Tutoring Source: Intervention Attendance Data	200 students served through small group or 1 to 1 after-school/before school interventions to selected at-promise students				Serve a total of 600 students through small group or 1 to 1 after-school/before school interventions to selected at-promise students
Community & Parent Engagement Committees Source: Parent Participation will be tracked during the 2021-2022 school year and will be used as a benchmark	Community Meetings through specific roundtable input from *Latino/x Roundtable *LGBTQ Roundtable *PTO Alliance *Secondary Health and Wellness Committees *SEL Parent Meetings				Maintain and grow participation by 15% in our Community Roundtables *Latino/x Roundtable *LGBTQ Roundtable *PTO Alliance *Secondary Health and Wellness Committees *SEL Parent Meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family & Student Case Management Source: Migrant Education Case Management Meeting Logs	100% of Migrant Education Students have 1 to 1 Student Case Management				Maintain 100% of Migrant Education Students with 1 to 1 Student Case Management Utilize the Migrant Education Case Management System with our English Learner Students utilizing components of our COST meetings

Actions

Action #	Title	Description	Total Funds	Contributing
1	Summer School Interventions	Summer intervention programs for target students to support elementary, middle, credit recovery, and A-G course requirements.	$200,000.00	Yes
2	Interventions and Tutoring	Interventions and Tutoring (After school, before school, and Saturdays/extended breaks)	$150,000.00	Yes
3	Community & Parent Engagement Committees	Latinx Roundtable, LGBTQ Roundtable, Secondary Health and Wellness Committees, PTO Alliance, SEL Parent Meetings	$20,000.00	No
4	Family & Student Case Management	Family & student case management to support families with local resources and "connecting a system of resources" for our families with our district and our local community.	$5,000.00	No Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Social-Emotional Goal FOCUS GOAL Increase the implementation of a positive climate framework to increase student wellbeing, student academic achievement and decrease chronic absenteeism, discipline referrals, and suspensions/expulsions. LCAP Priorities: Priority 6: School Climate Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Counseling Supports for Families Source: CUSD local data 2020-2021	6 Family Engagement SEL Nights				9 Family Engagement SEL Nights
Site Parent Engagement Events	2 Site Parent Engagement Events				5 Site Parent Engagement Events

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CUSD local data 2020-2021					
Site Community Liaison Trainings Source: CUSD local data 2020-2021	4 Community Liaison Trainings				10 Community Liaison Trainings
Translations Services Source: CUSD local data 2020-2021	0 trainings on best practices for translation and interpretation at the site				3 trainings to site staff & community liaisons regarding tools and practices for translation and interpretation
Improved Facilities Source: FIT Report 2021-2022	FIT Report 2 sites with a rating of overall Good or above				FIT Report 4 sites with a rating of Good or above

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling Supports	Increased Counseling supports for students and their families to support at-promise students in both SEL and academic supports.	$70,000.00	Yes
2	Family Engagement Supports	Increased Family Engagement Supports *English Learner Family Engagement outreach *Title I Site Community Liaison *District Community Liaison	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Sites will implement at least 4 parent engagement events to discuss tailored to site-identified parent needs. *Implementing District-wide protocols and procedures to communicate with families in a timely manner regarding student progress, ways to support student learning at home, and critical information about the school. *Provide training for liaisons to improve targeted outreach to families to increase parent engagement and to improve interpretation and translation skills, especially for meetings with specific education-related vocabulary.		
3	Translation Services	Provide oral interpretation and written translation services.	$75,000.00	Yes
4	Improved School Facilities	School facilities are maintained and in good repair.	$2,057,389.00	No
5	Secondary Counseling Services	Provide academic counseling to high school students to ensure completion of graduation requirements for at-risk students. Provide credit recovery curriculum to at-risk students. On-going mandatory student/parent conferences with site administration for at-risk students and families transitioning from elementary to middle school (5-6) and middle school to high school (8-9).	$259,000.00	Yes
6	Multi Tiered Systems of Supports	Further develop areas of support for the Social-Emotional Development of our students *Classroom workshops for students (mindfulness, relational aggression, empowerment groups etc) *Teacher/staff climate consultation *Teacher wellness groups *Teacher wellness PD for administrators *COST Meetings *SST framework and handbook (CCEIS) *SST coaching and PD (CCEIS)	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
		*Wellness Fairs *Family engagement seminars *PBIS PD - Framework implementation T1, T2 and T3 *PSW framework implemented (T3) (CCEIS)		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	ELA/ELD, Mathematics, and Suspension FOCUS GOAL Based on CUSD's identification for differentiated assistance, we will engage in the development of a local system and engage in a root cause analysis to ensure we improve the academic performance of ELA/ELD and mathematics and decrease the suspension rate of all students, with a particular focus on Hispanic/Latinx, English Learners, and Socio-Economically Disadvantaged students. LCAP Priorities Priority 5: Pupil Engagement Priority 4: Pupil Achievement

An explanation of why the LEA has developed this goal.

Analysis of of state and local assessments, engagement tracking, survey data of students, parents, teachers, and staff to increase the performance of our at-promise groups of students. We will data collected as part of student academic monitoring.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students proficient in English Language Arts - Lexia Assessment (NOTE: This assessment was used in lieu of CAASPP due to COVID-19 Pandemic)	ALL STUDENTS 3rd - 56% 4th - 50% 5th - 54% 6th - 62% 7th - 65% 8th - 74% 11th - 87% ENGLISH ONLY				ALL STUDENTS 3rd - 66% 4th - 60% 5th - 64% 6th - 72% 7th - 75% 8th - 84% 11th - 97% ENGLISH ONLY

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Lexia Reporting System 2020-2021	3rd - 51% 4th - 49% 5th - 50% 6th - 57% 7th - 65% 8th - 74% 11th - 87% ENGLISH LEARNERS 3rd - 6% 4th - 2% 5th - 24% 6th - 41% 7th - 0% 8th - 0% 9th - 0% SPECIAL EDUCATION 3rd - 4% 4th 1% 5th - 14% 6th - 10% 7th - 4% 8th - 1% 11th - 4% WHITE 3rd - 19% 4th - 17% 5th - 11% 6th - 25% 7th - 25% 8th - 36% 11th - 33%				3rd - 61% 4th - 59% 5th - 60% 6th - 67% 7th - 75% 8th - 84% 11th - 97% ENGLISH LEARNERS 3rd - 16% 4th - 12% 5th - 34% 6th - 51% 7th - 10% 8th - 10% 9th - 10% SPECIAL EDUCATION 3rd - 14% 4th 11% 5th - 24% 6th - 20% 7th - 14% 8th - 11% 11th - 14% WHITE 3rd - 29% 4th - 27% 5th - 21% 6th - 35% 7th - 35% 8th - 46% 11th - 43%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	HISPANIC LATINO 3rd - 6% 4th - 4% 5th - 4% 6th - 6% 7th - 12% 8th - 7% 9th - 25% SOCIOECONOMICALLY DISADVANTAGED 3rd - 23% 4th - 8% 5th - 10% 6th - 24% 7th - 24% 8th - 15% 11th - 50%				HISPANIC LATINO 3rd - 16% 4th - 14% 5th - 14% 6th - 16% 7th - 22% 8th - 17% 9th - 35% SOCIOECONOMICALLY DISADVANTAGED 3rd - 43% 4th - 18% 5th - 20% 6th - 34% 7th - 34% 8th - 25% 11th - 60%
English Language Proficiency Assessment for California (ELPAC) Summative Results Source: CAASPP 2018-2019	16.4% Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative				26.4% Percent of Students achieving Level 4 on the English Language Proficiency for California (ELPAC) Summative Source: CAASPP 2018-2019
VAPA and STEM Services	1 District Wide VAPA & STEM After-school Enrichment Supports @ Middle School				3 District Wide VAPA & STEM After-school Enrichment Supports @ Elementary,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CUSD local data 2020-2021					Middle, and High School

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue Implementation of our Multi Tiered Systems of Support (MTSS) to support our at-promise groups of students	Develop and Provide defined Tier 2 and Tier 3 Interventions	$50,000.00	Yes
2	Elementary Reading Intervention Teachers	Elementary students reading below grade level will receive targeted, small group, pull-out reading intervention instruction by certificated reading teachers. (4.6 Full-Time Equivalent)	$400,000.00	Yes
3	Increased during school and after school enrichment services	Increased Enrichment Services for our at-promise students *Visual Arts and Performing Arts Specialists *Science Technology Engineering Art Mathematics Specialists	$150,000.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.78%	$2,339,221

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

LCAP Goal 1

Highly Qualified Staff (Action 1)
New Teacher Induction Program (Action 2)
Increased Professional Development: All Students (Action 3)
NGSS Instruction - Elementary (Action 5)
NGSS Support (Action 6)
Career Technical Education Program (Action 8)

LCAP Goal 2

English Language Arts district-wide aligned curriculum (Action 1)
MTSS Implementation: District Wide formative and summative assessments (Action 3)
Grades TK-3 reduced ratio of 24-to-1 (Action 5)
Spanish Courses (Action 6)
Dual Immersion Preschool (Action 7)

LCAP Goal 4

Improved School Facilities (Action 4)

Multi-Tiered Systems of Supports (Action 6)

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders.

These contributing actions are principally directed toward our unduplicated student population to help Cabrillo Unified School District be effective in meeting our LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of district. Our intention is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness of our programs.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, CUSD has calculated that it will receive $2,339,221, in Supplemental funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 8.78%. CUSD has will meet the 8.78% proportionality percentage by planning to expend all the supplemental funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Goal 2, Action 4: Universal TK-2 Literacy Screener
The contributing service/action is providing early screening to determining students needing literacy interventions and supports.

Goal 2, Action 8: Big Lift (Early Literacy Initiative) Collaborative
The contributing service/action is providing our at-promise students with increased literacy supports through additional services and resources.

Goal 2, Action 9: English Language Development Interventions & Curriculum
This action will address the need by aligning a district-wide ELD curriculum directly aligned to our CA ELD standards and increase the performance of our EL students on the ELPAC.

Goal 2, Action 10: Technology Enhanced Curriculum
This action will address the need by providing Common Core state standards technology-enhanced intervention curriculum to support intervention instruction.

Goal 2, Action 12: English Language Development Secondary Sections
This action will address the need by providing ELD sections with targeted intervention aligned to ELPAC Task Types within the same ELPAC level (Emerging, Expanding, Bridging)

Goal 3, Action 1: Summer School Interventions
The service/action is identified to meet the need of our at-promise students (English Learner, Socio-economically Disadvantaged, Hispanic/Latino, Special Education, and other low performing students) to provide both enrichment services and supports in ELA/ELD, STEAM, and VAPA.

Goal 4, Action 1: Counseling Supports
The service/action is identified to meet the need of students and their families to support at-promise students in both SEL and academic supports.

Goal 4, Action 2: Family Engagement Supports
The service/action is identified to meet the need of our English Learner students and their families. An example of a strategy is to implement district-wide protocols and procedures to communicate with families in a timely manner regarding student progress, ways to support student learning at home, and critical information about the school.

Goal 4, Action 3: Translation Services
The service/action is identified to meet the need of our Spanish-speaking families which represent about 50% of families and are in need of translation and interpretation services to access school services. This will include training and services such as oral interpretation and written translation services.

Goal 4, Action 5: Secondary Counseling Services
The service/action is identified to meet the need of our at-promise secondary students. This action will provide academic counseling to high school students to ensure the completion of graduation requirements for at-risk students. Provide credit recovery curriculum to at-risk students. On-going mandatory student/parent conferences with site administration for at-risk students and families transitioning from elementary to middle school (5-6) and middle school to high school (8-9).

Goal 5, Action 1: Continue Implementation of our Multi-Tiered Systems of Support (MTSS) to support our at-promise groups of students
The service/action is identified to meet the need to further define and provide Tier 2 and Tier 3 Interventions to our at-promise students in order to support social and academic achievement.

Goal 5, Action 2: Elementary Reading Intervention Teachers
The service/action is identified to meet the need additional during school and after school interventions. These interventions will support our elementary students reading below grade level will receive targeted, small group, pull-out reading intervention instruction by certificated reading teachers.

Goal 5, Action 3: Increased during school and after school enrichment service

The service/action is identified to meet the need additional during school and after school interventions and enrichment services in STEAM and VAPA. These interventions will support our elementary and middle school students performing below grade level.

Our increased and improved goals, actions, and services will support our collective impact as a district by increasing and improving the overall quality of supports for our unduplicated and at-promise students. Below are the themes describing this impact:

By increasing the capacity of teachers to utilize integrated and designated ELD strategies across all curriculum areas, by increasing access to summer programs and interventions for English Learners, and by improving the individualized support provided after school tutoring, the actions/services to support our English Learners will help them achieve language proficiency at a faster rate and will decrease our total number of long term English Learners.

By increasing the frequency of check-ins with our unduplicated students who are chronically absent, by rewarding students whose attendance rates improve, by increasing the quantity and quality of parent communication, and by improving the type of communication with parents to honor and acknowledge their contexts, our actions and services will decrease the chronic absenteeism rate of unduplicated pupils.

By increasing our counseling services to our unduplicated students, by increasing Mental Health services to both our students and their families, by providing culturally relevant SEL services, and embedding VAPA and STEAM enrichment, our unduplicated students and their families will have a strong foundation to success in college and/or career.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$30,000,601.00	$7,980,825.00	$113,000.00	$72,000.00	$38,166,426.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$26,637,991.00	$11,528,435.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Highly Qualified Staff	$19,780,991.00				$19,780,991.00
1	2	All	New Teacher Induction Program	$3,000.00			$65,000.00	$68,000.00
1	3	English Learners Foster Youth Low Income	Increased Professional Development (All Students)	$20,000.00				$20,000.00
1	4	English Learners Foster Youth Low Income	Increased Professional Development (At-Promise Students)	$5,000.00	$10,000.00			$15,000.00
1	5	All	NGSS Instruction - Elementary	$13,000.00		$103,000.00		$116,000.00
1	6	All	NGSS Support	$5,000.00		$10,000.00		$15,000.00
1	7	English Learners Foster Youth Low Income	AVID Program	$150,000.00				$150,000.00
1	8	All	Career Technical Education Program	$109,000.00				$109,000.00
1	9	English Learners Foster Youth Low Income	Credit Recovery	$75,000.00				$75,000.00
1	10	English Learners Foster Youth Low Income	Early College Access (At-Promise Students)	$10,000.00				$10,000.00
1	11	Students with Disabilities	Special Education Services		$7,970,825.00			$7,970,825.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	All	English Language Arts district-wide aligned curriculum	$300,000.00				$300,000.00
2	2	English Learners	English Language Development district-wide aligned curriculum	$60,000.00				$60,000.00
2	3	All	MTSS Implementation: District Wide formative and summative assessments	$100,000.00				$100,000.00
2	4	English Learners Foster Youth Low Income	Universal TK-2 Literacy Screener	$50,000.00				$50,000.00
2	5	All	Grades TK-3 reduced ratio of 24-to-1	$4,500,000.00				$4,500,000.00
2	6	All	Spanish Courses	$500,000.00				$500,000.00
2	7	All	Dual Immersion Preschool	$200,000.00				$200,000.00
2	8	English Learners Foster Youth Low Income	Big Lift (Early Literacy Initiative) Collaborative				$7,000.00	$7,000.00
2	9	English Learners	English Language Development Interventions & Curriculum	$110,000.00				$110,000.00
2	10	English Learners Foster Youth Low Income	Technology Enhanced Curriculum	$33,221.00				$33,221.00
2	11	Students with Disabilities	Dyslexia Intervention and Common Core Aligned Materials	$15,000.00				$15,000.00
2	12	English Learners	English Language Development Secondary Sections	$100,000.00				$100,000.00
2	13	English Learners	English Language Development Specialists	$200,000.00				$200,000.00
3	1	English Learners Foster Youth Low Income	Summer School Interventions	$200,000.00				$200,000.00
3	2	English Learners Foster Youth Low Income	Interventions and Tutoring	$150,000.00				$150,000.00
3	3	All	Community & Parent Engagement Committees	$20,000.00				$20,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	Students with Disabilities Migrant Education & English Learners	Family & Student Case Management	$5,000.00				$5,000.00
4	1	English Learners Foster Youth Low Income	Counseling Supports	$70,000.00				$70,000.00
4	2	English Learners Foster Youth Low Income	Family Engagement Supports	$150,000.00				$150,000.00
4	3	English Learners	Translation Services	$75,000.00				$75,000.00
4	4	All	Improved School Facilities	$2,057,389.00				$2,057,389.00
4	5	English Learners Foster Youth Low Income	Secondary Counseling Services	$259,000.00				$259,000.00
4	6	All	Multi Tiered Systems of Supports	$75,000.00				$75,000.00
5	1	English Learners Foster Youth Low Income	Continue Implementation of our Multi Tiered Systems of Support (MTSS) to support our at-promise groups of students	$50,000.00				$50,000.00
5	2	English Learners Foster Youth Low Income	Elementary Reading Intervention Teachers	$400,000.00				$400,000.00
5	3	English Learners Foster Youth Low Income	Increased during school and after school enrichment services	$150,000.00				$150,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$2,322,221.00	$2,339,221.00
LEA-wide Total:	$1,053,221.00	$1,063,221.00
Limited Total:	$1,060,000.00	$1,067,000.00
Schoolwide Total:	$429,000.00	$429,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Increased Professional Development (All Students)	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00
1	4	Increased Professional Development (At-Promise Students)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$15,000.00
1	7	AVID Program	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Cunha Intermediate & Half Moon Bay High School 6th-12th grade	$150,000.00	$150,000.00
1	9	Credit Recovery	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Pilarcitos & Half Moon Bay High Schools	$75,000.00	$75,000.00
1	10	Early College Access (At-Promise Students)	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$10,000.00	$10,000.00
2	2	English Language Development district-wide aligned curriculum	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$60,000.00	$60,000.00
2	4	Universal TK-2 Literacy Screener	LEA-wide	English Learners Foster Youth	All Schools	$50,000.00	$50,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	8	Big Lift (Early Literacy Initiative) Collaborative	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools		$7,000.00
2	9	English Language Development Interventions & Curriculum	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Elementary Schools	$110,000.00	$110,000.00
2	10	Technology Enhanced Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,221.00	$33,221.00
2	12	English Language Development Secondary Sections	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Secondary Schools	$100,000.00	$100,000.00
2	13	English Language Development Specialists	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hatch, El Granada, Cunha, and Half Moon Bay High School	$200,000.00	$200,000.00
3	1	Summer School Interventions	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$200,000.00	$200,000.00
3	2	Interventions and Tutoring	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$150,000.00	$150,000.00
3	4	Family & Student Case Management	Limited to Unduplicated Student Group(s)			$5,000.00	$5,000.00
4	1	Counseling Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	$70,000.00
4	2	Family Engagement Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	$150,000.00
4	3	Translation Services	LEA-wide	English Learners	All Schools	$75,000.00	$75,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	**5**	Secondary Counseling Services	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cunha Intermediate and Half Moon Bay High School 6th-8th grade	$259,000.00	$259,000.00
5	**1**	Continue Implementation of our Multi Tiered Systems of Support (MTSS) to support our at-promise groups of students	LEA-wide	English Learners Foster Youth Low Income		$50,000.00	$50,000.00
5	**2**	Elementary Reading Intervention Teachers	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$400,000.00	$400,000.00
5	**3**	Increased during school and after school enrichment services	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$150,000.00	$150,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Cabrillo Unified School District	Sean McPhetridge Superintendent	mcphetridges@cabrillo.k12.ca.us (650) 240-3146

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Learner students.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	n/a

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of students proficient in English Language Arts on the CAASPP - All Students Source: CAASPP - CDE **19-20** Target: Baseline + 6% **Baseline** Grade 3: 42% Grade 5: 55% Grade 8: 52% Grade 11: 59%	Grade 3: 50% which is an increase of 8% Grade 5: 55% which stays the same Grade 8: 48% which is a decrease of 4% Grade 11: 55% which is a decrease of 4% Cabrillo Unified School District met the growth target for 3rd grade and maintained status in 5th grade. In 8th and 11th grades, we did not meet the target.
Metric/Indicator Percent of students proficient in English Language Arts on the CAASPP - English Learners	Grade 3: 17% which is an increase of 11% Grade 5: 13% which is an increase of 2% Grade 8: 2% which is an increase of 2%

Expected	Actual
Source: CAASPP - CDE **19-20** Baseline + 6% **Baseline** Grade 3: 6% Grade 5: 11% Grade 8: 0% Grade 11: 3%	Grade 11: 10% which is an increase of 7% Cabrillo Unified School District met the growth target for 3rd and 11th grades. In 5th and 8th grades, we did not meet the target.
Metric/Indicator Percent of students proficient in English Language Arts on the CAASPP - Socioeconomically Disadvantaged Students Source: CAASPP - CDE **19-20** Baseline + 6% **Baseline** Grade 3: 14% Grade 5: 29% Grade 8: 27% Grade 11: 26%	Grade 3: 25% which is an increase of 11% Grade 5: 31% which is an increase of 2% Grade 8: 20% which is a decrease of 7% Grade 11: 30% which is an increase of 4% Cabrillo Unified School District met the growth target for 3rd grade. In 5th, 8th, and 11th grades, we did not meet the target.
Metric/Indicator Percent of students reading on grade level on the Fountas and Pinnell Reading Assessment for Grades 3 and 5 - All Students Source: IO Data System	Due to the COVID-19 Pandemic, Cabrillo Unified Unified School District was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the Fountas and Pinnell battery of assessments during the 2021-2022 school year, we will be able to compare growth.

Expected	Actual
19-20 Baseline + 9% **Baseline** Grade 3: 57% Grade 5: 46% (Percentages were corrected for consistency and accuracy.)	
Metric/Indicator Percent of students reading on grade level on the Fountas and Pinnell Reading Assessment for Grades 3 and 5 - English Learners Source: IO Data System **19-20** Baseline + 15% **Baseline** Grade 3: (25%) 9% Grade 5: (13%) 1% (Percentages were corrected for consistency and accuracy.)	Due to the COVID-19 Pandemic, Cabrillo Unified Unified School District was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the Fountas and Pinnell battery of assessments during the 2021-2022 school year, we will be able to compare growth.
Metric/Indicator Percent of students reading on grade level on the Fountas and Pinnell Reading Assessment for Grades 3 and 5 - Socioeconomically Disadvantaged Students Source: IO Data System	Due to the COVID-19 Pandemic, Cabrillo Unified Unified School District was not able to administer assessments. Therefore, we do not yet have data to compare the actual growth. Once we administer the Fountas and Pinnell battery of assessments during the 2021-2022 school year, we will be able to compare growth.

Expected	Actual
19-20 Baseline + 12% **Baseline** Grade 3: 29% Grade 15% (Percentages were corrected for consistency and accuracy.)	
Metric/Indicator Percent of students who increase by one CELDT level or maintain overall CELDT 4 or 5 or ELPAC level 3 (Moderately Developed) & 4 (Well Developed). Source: CDE **19-20** (Target based on 2018-2019 baseline.) Revised Target: To create a baseline for the percent of students who increase one ELPAC level or maintain at a level 3 or 4. Parenthesis = strikethrough **Baseline** 63.5%	Cabrillo Unified School District will be utilizing the 2018-2019 English Language Proficiency Assessment for California (ELPAC) as the baseline for the percent of students who increase one ELPAC level or maintain at a level of 3 or 4. Level 4 (Well Developed) 16.4% of English Learners Level 3 (Moderately Developed) 37.7% of English Learners Since the 2018-2019 ELPAC scores will be used as a baseline, once we obtain the 2020-2021 school year ELPAC results, we will determine the % of students who increased at least one level on the ELPAC.
Metric/Indicator Reclassification Rate Source: CDE DataQuest	In 2019-2020, Cabrillo Unified School District reclassified a total of 94 students, which is 13.4% of our English Learner Population (686 ELs).

Expected	Actual
19-20 Baseline + 6% **Baseline** 8.9%	This is an increase of 4.5% of students reclassified in comparison to our baseline of 8.9%. Although we did not meet our goal to increase 6% of reclassified students, this year was our COVID19 pandemic year and a 4.5% increase is a significant growth.
Metric/Indicator Percent of Ever-ELs who have been reclassified in grades 5, 8, and 11. Note: Ever-ELs are students who have been identified as English Learners at any time during their education. Source: CDE DataQuest **19-20** Grade 5: Baseline + 15% Grade 8: Baseline + 6% Grade 11: Baseline + 6% **Baseline** Grade 5: (23.8 %) 21.4% Grade 8: 59.2% Grade 11: 54.2% (Grade 5 percentage was corrected for consistency and accuracy.)	During the 2019-2020 school year, Ever-ELs who were reclassified in grades 5,8, and 11 were as follows: Grade 5: 29.7% an 8.3% increase Grade 8: 66.4% an 7.2% increase Grade 11: 83.3% a 29.1% increase CUSD met the growth target for 11th-grade students. Although we missed the growth target in 5th and 8th grade, it is important to note that overall we grew in the % of reclassification of Ever-ELs in 5th and 8th grade.
Metric/Indicator English Language Development Sections	5 ELD sections in Middle School 6 ELD sections in High School

Expected	Actual
Source: Infinite Campus **19-20** Baseline less 2 Sections **Baseline** 2017-18 baseline: 12 Sections	Total of 11 ELD sections in Secondary We are offering 1 less section than the overall target.
Metric/Indicator Percent of students proficient in English Language Arts on the CAASPP - Students with Disabilities Source: CAASPP - CDE **19-20** Baseline + 3% **Baseline** 2017-18 baseline: 15%	13% which is an increase of 2% Cabrillo Unified School District did not meet the target.
Metric/Indicator Percent of Participation in the CAASPP English Language Arts - Students with Disabilities Source: CAASPP - CDE **19-20** Baseline + 4.4% **Baseline** 2018-19 Baseline: 90.6% from Spring 2018 CAASPP	91% which is a decrease of 0.4% Cabrillo Unified School District did not meet the target.

Expected	Actual
Metric/Indicator Percentage of Students in Grades TK-2 Screened for Dyslexia. **19-20** Baseline + 95% **Baseline** 2018-19 baseline: 0% Currently, no students in Grades TK-2 participate in universal screening for dyslexia.	Due to the COVID-19 Pandemic, Cabrillo Unified Unified School District was not able to administer this particular Dyslexia assessment. Therefore, we assessed 0% of students. Once we administer the Dyslexia battery of assessments during the 2021-2022 school year, we will be able to compare growth.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Direct instruction in English Language Arts with district adopted instructional materials. 1.2 Assessment with district adopted formative reading and writing assessment in elementary three times a year. Frequent formative assessments will be given and results will be analyzed to determine instructional strategies for student learning and interventions, as needed. 1.3 District will universally screen TK-2 students at least three times per year for identification of at-risk literacy factors for early intervention. (New Action)	1.1 Object code: 4000 4000-4999: Books And Supplies Lottery Materials $164,000 1.2 Certificated and Classified Object code: 1000,2000,3000 and materials 4000 Base $100,000 1.3 Certificated and Classified Object code: 1000,2000,3000 and materials 4000 Low Performing Student Block Grant $25,000 Goal 1 Action 1.3 Object code: 1000,2000,3000 and materials 4000 Low Performing Student Block Grant $25,000	Goal 1 Action 1.1 4000-4999: Books And Supplies Lottery Materials $164,000 Goal 1 Action 1.2 Object code: 1000,2000,3000 and materials 4000 Base $50,000 Goal 1 Action 1.2 Object code: 1000,2000,3000 and materials 4000 Base $50,000 Goal 1 Action 1.3 Object code: 1000,2000,3000 and materials 4000 Low Performing Student Block Grant $25,000
2.1 Continuing class sizes in Grades TK-3 at a reduced ratio of 24-to-1 as opposed to the district norm of 34-to-1 allowing for intensive small group instruction in English Language Development and literacy.	Goal 1 Action 2.1 2.1, 2.2 Certificated salaries and benefits	Goal 1 Action 2.1 Object code: 1000, 3000 Base $4,200,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.2 Spanish classes offered in Intermediate and High School to enhance language acquisition and literacy for English Language Learners. 2.3 Provide dual language preschool for eligible Migrant and at-risk students. (New Action) 2.4 Facilitate Big Lift Collaborative to continue to align Preschool through Grade 3 literacy, improve family engagement strategies, and develop community partnerships. (New Action)	Object code: 1000, 3000 Base $4,200,000 Goal 1 Action 2.2 2.1, 2.2 Certificated salaries and benefits Object code: 1000, 3000 Supplemental $405,000 Goal 1 Action 2.3 No Cost Goal 1 Action 2.4 No Cost	 Goal 1 Action 2.2 Object code: 1000, 3000 Supplemental $305,000 Goal 1 Action 2.3 No Cost Goal 1 Action 2.4 No Cost
3.1 Elementary students reading below grade level will receive targeted, small group, pull-out reading intervention instruction by certificated reading teachers. (3.6 Full-Time Equivalent) 3.2 Technology-enhanced reading intervention will be available to students from Transitional Kindergarten through High School. 3.3 Interventions will be coordinated, monitored, and evaluated for efficacy and impact on student achievement. 3.4 Intervention and Common Core-aligned materials will be provided to support students with dyslexia. (New Action)	Goal 1 Action 3.1 3.1, 3.3 Certificated salaries and benefits Object code: 1000, 3000 Supplemental $408,000 Goal 1 Action 3.2 3.2 Materials 4000-4999: Books And Supplies Base $50,000 Goal 1 Action 3.3 Included in Goal 2, Action 1.1 3.1, 3.3 Certificated salaries and benefits Object code: 1000, 3000 Base Goal 1 Action 3.4 3.4 Materials 4000-4999: Books And Supplies Low Performing Student Block Grant $10,000	Goal 1 Action 3.1 Object code: 1000, 3000 Supplemental $408,000 Goal 1 Action 3.2 4000-4999: Books And Supplies Base $50,000 Goal 1 Action 3.3 Included in Goal 2, Action 1.1 Object code: 1000, 3000 Base Goal 1 Action 3.4 4000-4999: Books And Supplies Low Performing Student Block Grant $10,000
4.1 District will continue the piloting and adoption of English Language Development materials aligned with the new English Language Development standards. [Note: the piloting and adoption was not completed during the 2018-19 school year.]	Goal 1 Action 4.1 No cost 4.2, 4.4, same as Goal 2, Action 1.1	Goal 1 Action 4.1 No cost same as Goal 2, Action 1.1.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.2 English Learners will receive both integrated and designated English Language Development on a daily basis to ensure they make the required progress toward state English Language Development assessments 4.3 Cunha and Half Moon Bay High School will have dedicated sections of English Language Development (10 sections). 4.4 Communicate plan for parents stating criteria for reclassification. 4.5 The ELPAC will be used during initial assessments in the Fall and summative assessments in the Spring.	4.3, 4.5 Certificated salaries and benefits Object code: 1000, 3000 Supplemental $224,400 4.2, 4.4, same as Goal 2, Action 1.1 4.3, 4.5 Certificated salaries and benefits Object code: 1000, 3000 Supplemental $15,000	same as Goal 2, Action 1.1. Object code: 1000, 3000 Supplemental $239,400 Included in Goal 2, Action 1.1. Object code: 1000, 3000 Supplemental $15,000
5.1 Teachers receive direct professional development on making core academic curriculum accessible for English Learner students 5.2 Parents will receive guidance in language of correspondence on best strategies they can use to help their children become literate and reclassified, a minimum of three times a year.	5.1, Certificated salaries and benefits Object code: 1000, 3000 Supplemental $130,000 cost included in 5.1 3000-3999: Employee Benefits	Object code: 1000, 3000 Supplemental $25,000 cost included in 5.1 3000-3999: Employee Benefits
6.1 Summer intervention programs for target students to support elementary literacy, credit recovery, and A-G course requirements. 6.2 As necessary, the “Jump Start Reclassification” program will provide summer intensive interventions and reclassification opportunities to students entering Grades 6-12. 6.3 Students reading below grade level will receive after-school intervention. 6.4 Expand the “Summer Bridge” program to provide summer intensive intervention and smooth transitions for at-risk students from middle to high school and from elementary and to middle school. [Note: The	Big Lift (15k), LCFF Supplemental (35k) 6.1 Certificated salaries and benefits Object code: 1000, 3000 $50,000 6.2 Certificated salaries and benefits Object code: 1000, 3000 Supplemental $12,000 ASCS/Dolphin Club 6.3 Classified salaries, benefits, and materials	Big Lift (15k), LCFF Supplemental (35k) Object code: 1000, 3000 $50,000 Object code: 1000, 3000 Supplemental $12,000 ASCS/Dolphin Club Object code: 1000, 3000 $128,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
elementary to middle school program was not started during the 2018-19 school year.]	Object code: 1000, 3000 $128,000 6.4 Certificated salaries and benefits Object code: 1000, 3000 Supplemental $12,000	Object code: 1000, 3000 Supplemental $12,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During the 2019-2020 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in a hybrid learning model (in-person and remote learning). Due to these unprecedented shifts in our instructional program, the following actions and services were not implemented because there was limited in-person instruction:

1) LCAP Goal 1 Action 2.3 Provide dual language preschool for eligible Migrant and at-risk students. (New Action)
2) LCAP Goal 1 Action 5.1 Teachers receive direct professional development on making core academic curriculum accessible for English Learner students
3) LCAP Goal 1 Action 6.4 Expand the “Summer Bridge” program to provide summer intensive intervention and smooth transitions for at-risk students from middle to high school and from elementary and to middle school

The funding that originally was allocated to engage in LCAP Goal 1 Action 2.3, 5.1, and 6.4 was instead used to support Remote Learning instructions through increased educational technology applications and increased remote learning professional development. This important shift in funds allowed us to support our students, staff, and families during the shift to remote learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

Due to these unprecedented shifts in our instructional program, the following actions and services were not implemented because there was limited in-person instruction:

1) LCAP Goal 1 Action 2.3 Provide dual language preschool for eligible Migrant and at-risk students. (New Action)

2) LCAP Goal 1 Action 5.1 Teachers receive direct professional development on making core academic curriculum accessible for English Learner students
3) LCAP Goal 1 Action 6.4 Expand the “Summer Bridge” program to provide summer intensive intervention and smooth transitions for at-risk students from middle to high school and from elementary and to middle school

The main challenges that presented in the implementation of our actions/services in achieving our LCAP Goal 1 (All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Learner students), were the following:

1) Implementation of in-person intervention, after-school, and summer intervention. Due to CDPH, SMCH, and SMCOE guidelines, we were unable to provide in-person interventions to support our at-promise students.
2) Due to limitations in construction, this year, we were not able to expand our preschool to add a dual-immersion preschool.
3) Professional Development in English Language Development was limited due to remote learning training that was a priority in providing our staff with the tools necessary to transition from in-person to remote learning instruction.

Due to not spending funds allocated on Goal 1 Action 2.3, 5.1, and 6.4, we utilized funds to support actions and services for our transition to remote learning. The COVID-19 Pandemic also brought many successes in the implementation of our actions/services in achieving our LCAP Goal 1, as described below:

1) Our amazing educators engaged in education technology applications and support instruction using these tools. Educators engaged in innovative teaching methods to connect with our students and their families. This included the creation of many synchronous and asynchronous videos, online websites, and engagement with students in Google Suite.
2) We added 1 more ELD section in secondary to support our ELD levels 1 and 2 and to provide direct instruction/intervention to our students needing extra support in designated and integrated ELD.
3) Interventions continued in a remote learning manner and an intervention website was created for all elementary staff to access intervention videos and resources
4) Learning Pods were created to serve our at-promise students during remote learning.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Alternative Education

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of students proficient on Early Assessment Program - Math Source: CAASPP CDE **19-20** Baseline + 15% **Baseline** 38.9%	2018-2019 Early Assessment Program - Math percentage of students performing proficient or above is 39.7% which is a slight increase of .8%. Although we did not meet the growth target of 15%, we did have a slight increase.
Metric/Indicator Percent Completion of A-G Course Requirements - All Students Source: CDE DataQuest **19-20** Baseline + 6%	During the 2019-2020 school year, CUSD and HMBHS both at 36.2% of students meeting A-G Course Requirements. This was a decrease of 17.7% district-wide (CUSD) and a decrease of 21.2% at HMBHS.

Expected	Actual
Baseline HMBHS: 57.4% CUSD: 53.9%	
Metric/Indicator Percent Completion of A-G Course Requirements - English Learners Source: CDE DataQuest **19-20** Baseline + 6% **Baseline** CUSD: 12.5%	During the 2019-2020 school year, CUSD and HMBHS both at 9.1% of English Learner students meeting A-G Course Requirements. This was a decrease of 3.5% district-wide (CUSD).
Metric/Indicator Percent Completion of A-G Course Requirements - Socioeconomically Disadvantaged Students Source: CDE DataQuest **19-20** Baseline + 6% **Baseline** CUSD: 38.9%	During the 2019-2020 school year, CUSD and HMBHS both at 18% of students meeting A-G Course Requirements. This was a decrease of 20.9%% district-wide (CUSD).
Metric/Indicator Percent of students participating in College Credit Courses (Early College or Advanced Placement) Source: Infinite Campus Student Information System	During our 2018-2019 school year and due to ending our agreement with the College of San Mateo (CSM) and the elimination of our Middle College Program, CUSD has not offered College Credit Courses. We had 0% of College Credit Courses.

Expected	Actual
19-20 Baseline + 6% **Baseline** 44.6%	However, CUSD continued to offer Advanced Placement courses which represent 39.7% of our total courses during the 2019-2020 school year.
Metric/Indicator Number of Early College course credits available to students Source: Infinite Campus Student Information System **19-20** Baseline + 9.0 course credits **Baseline** 6.0 course credits	Due to ending our agreement with the College of San Mateo (CSM) and the elimination of our Middle College Program, CUSD has not offered College Credit Courses. We had 0.0-course credits during the 2019-2020 school year.
Metric/Indicator Participation in Advancement Via Individual Determination Source: Infinite Campus Student Information System **19-20** HMBHS: Baseline + 15% Cunha: Baseline + 15% **Baseline** 95 students at HMBHS 87 students at Cunha	Due to continued declining enrollment and the COVID-19 Pandemic, our AVID program had a significant decline in participation. HMBHS: Decline of 42% Cunha Intermediate: Decline of 30% 55 students at HMBHS 61 students at Cunha Intermediate We estimated to offer 10.25 AVID sections but were only able to offer 7 AVID sections in both middle and high school.
Metric/Indicator	

Expected	Actual
Metric/Indicator Percentage of AVID students who apply to post-secondary Source: Local Reports **19-20** Maintain = 95% **Baseline** 95%	A total of 19 AVID students out of 55 AVID students applied to a post-secondary school. This is 35% which is significantly less than maintaining equal to or more than 95%. We attribute this decline to our COVID-19 Pandemic.
Metric/Indicator Percent of students proficient in Mathematics on the CAASPP - All Students Source: CAASPP CDE **19-20** Baseline + 3% **Baseline** Grade 3: 41.0% Grade 5: 36.2% Grade 8: 31.8% Grade 11: 39.0%	Grade 3: 39% which is a decrease of 2% Grade 5: 38% which is an increase of 2% Grade 8: 34% which is an increase of 2% Grade 11: 36% which is a decrease of 3% Cabrillo Unified School District did not meet the target for 3rd, 5th, 8th, or 11th grades.
Metric/Indicator Percent of students proficient in Mathematics on the CAASPP - English Learners Source: CAASPP CDE	Grade 3: 8% which is a decrease of 2% Grade 5: 6% which is an increase of 4% Grade 8: 0% which remained the same Grade 11: 10% which is an increase of 10%

Expected	Actual
19-20 Baseline + 3% **Baseline** Grade 3: (6%) 10% Grade 5: (11%) 2% Grade 8: 0% Grade 11: (3%) 0% (Percentages were corrected to be consistent and accurate with published data.)	Cabrillo Unified School District met the growth target for 5th and 11th grades. In 3rd and 8th grades, we did not meet the target.
Metric/Indicator Percent of students proficient in Mathematics on the CAASPP - Socioeconomically Disadvantaged Source: CAASPP CDE **19-20** Baseline + 9% **Baseline** Grade 3: 17% Grade 5: 10% Grade 8: 8% Grade 11: 13%	Grade 3: 19% which is an increase of 2% Grade 5: 16% which is an increase of 6% Grade 8: 9% which is an increase of 1% Grade 11: 19% which is an increase of 6% Cabrillo Unified School District did not meet the target in 3rd, 5th, 8th, and 11th grades.
Metric/Indicator Percent of students who have passed an AP exam with a score of 3 or higher Source: College Board	68% of students passed the AP exam with a score of 3 or higher during the 2019-2020 school year. We attribute this decline of 8% mainly to the COVID-19 Pandemic.

Expected	Actual
19-20 Baseline + 6% **Baseline** (74% and 68%) 66.0% (Percentage was updated in 2019-20 LCAP and again in 2020-21 LCAP to be consistent and accurate with published data.)	
Metric/Indicator State Priority 2 - Implementation of Academic Standards: Reflection Tool Average District Score Source: CA Dashboard **19-20** Baseline +1.5 **Baseline** 2.4 out of 5	2.6 out of 5
Metric/Indicator Percent of students proficient in Math on the CAASPP - Students with Disabilities Source: CAASPP - CDE **19-20** Baseline + 3% **Baseline** 2017-18 baseline:	9% which is an increase of 1% Cabrillo Unified School District did not meet the target.

Expected	Actual
24% 8% (Percentage was updated to be consistent and accurate with published data.)	
Metric/Indicator Percent of Participation in the CAASPP Math - Students with Disabilities **19-20** Baseline + 2.8% **Baseline** 2018-19 Baseline: 92.2% from Spring 2018 CAASPP - Math	90% which is a decrease of 2% Cabrillo Unified School District did not meet the target.
Metric/Indicator Percent of Students with Disabilities placed in Non-Public School settings for Special Education services **19-20** Baseline - 0.1% **Baseline** 2018-19 baseline: 4.1%	For the 2018-2019 School year, a total of 5 students were placed in a Non-Public School setting for Special Education Services out of a total of 405 Special Education Students. This equals 1% of our total Special Education students in a Non-Public School setting.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Instruction from appropriately qualified and certificated teachers and classified staff. Retention of highly qualified district and school site administration. Ensure that salaries are competitive with neighboring districts to attract and retain certificated staff and ensure assignments are appropriate to certification.	Goal 2 Action 1.1. 1.1 Certificated and Classified salaries and benefits Object code: 1000, 2000, 3000 Base $17,582,720	Goal 2 Action 1.1 Object code: 1000, 2000, 3000 Base $17,582,720

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.2 New teachers will receive support through the Beginning Teacher Support and Assessment (BTSA) program. 1.3 Professional development will be provided to faculty: Multi-Tiered System of Support Social-Emotional Learning Cultural Proficiency Comprehension Across Content Areas Universal Design for Learning Math teachers K-12 English Language Arts K-12 ELD Standards and instructional strategies in K-12 Science teachers K-12 focused on Next Generation Science Standards Integration of technology into the curriculum Gathering and analyzing student performance data, including formative and summative assessment 1.4 Provide site-based stipended Common Core lead teachers: (2) Pilarcitos High School (7) Half Moon Bay High School 1.5 Continue to implement newly adopted math curriculum and assess the effectiveness of math instruction and curricular adoptions district-wide. 1.6 Maintain Fifth Grade District Science teacher. 1.7 Provide cross-district collaboration time for Next Generation Science Standards. 1.8 Implementation of Extended Day Programming 2019-2020.	Goal 2 Action 1.2 1.2 Certificated salaries and benefits Object code: 1000, 3000 Base $60,000 Goal 2 Action1.3 1.3 Certificated salaries and benefits Object code: 1000, 3000 Low Performing Student Block Grant $20,000 No cost No cost Goal 2 Action 1.6 1.6 Certificated and Classified salaries and benefits Object code: 1000, 2000, 3000 Cabrillo Education Foundation $60,000 Goal 2 Action 1.7 1.7 Materials 4000-4999: Books And Supplies Cabrillo Education Foundation $5,000 Goal 2 Action 1.8 1.8 Certificated and Classified salaries and benefits Object code: 1000, 2000, 3000 Base $10,000	Object code: 1000, 3000 Base $60,000 Goal 2 Action1.3 Object code: 1000, 3000 Low Performing Student Block Grant $20,000 No cost No cost Goal 2 Action 1.6 Object code: 1000, 2000, 3000 Cabrillo Education Foundation $60,000 Goal 2 Action 1.7 4000-4999: Books And Supplies Cabrillo Education Foundation $5,000 Goal 2 Action 1.8 Object code: 1000, 2000, 3000 Base $10,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Provide AVID courses in grades 6th-12th for the purpose of developing a pipeline to support college readiness (10.25 sections). 2.2 Continue professional development for AVID teachers and administrators. 2.3 Continue evaluating opportunities for expanding AVID supplemental programs.	Goal 2 Action 2.1 2.1 Certificated salaries and benefits Object code: 1000, 3000 Supplemental $205,000 Goal 2 Action 2.2 2.2, 2.3 Certificated salaries and benefits Object code: 1000, 3000 Supplemental $25,000 Goal 2 Action 2.3 LCFF Supplemental Grant Cabrillo Education Foundation 2.2, 2.3 Certificated salaries and benefits Object code: 1000, 3000 $129,000	Goal 2 Action 2.1 Object code: 1000, 3000 Supplemental $165,000 Goal 2 Action 2.2 Object code: 1000, 3000 Supplemental $25,000 LCFF Supplemental Grant Cabrillo Education Foundation Object code: 1000, 3000 $25,000
3.1 Continue with Early College course development. 3.2 Continue participation in the Middle College Program. 3.3 Continue developing CTE pathways in agriculture, construction, and broadcasting. 3.4 Provide technology-enhanced Credit Recovery and A-G course requirements. 3.5 Develop at least one Career Technical Education pathway aligned with San Mateo Community College District certification programs.	Goal 2 Action 3.1 3.1, Certificated salaries and benefits Object code: 1000, 3000 Supplemental $80,000 Goal 2 Action 3.2 3.2 Contracted Services 5000-5999: Services And Other Operating Expenditures Base $40,000 Goal 2 Action 3.3 3.3 Certificated salaries and benefits Object code: 1000, 3000 Base $100,000 3.4 Contracted Services 5000-5999: Services And Other	Goal 2 Action 3.1 Object code: 1000, 3000 Supplemental $80,000 Goal 2 Action 3.2 5000-5999: Services And Other Operating Expenditures Base $0 Goal 2 Action 3.2 Object code: 1000, 3000 Base $100,000 Goal 2 Action 3.3 5000-5999: Services And Other Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Supplemental $83,100 Goal 2 Action 3.5 3.5 Certificated salaries and benefits Object code: 1000, 3000 Base $25,000	Expenditures Supplemental $83,100 Goal 2 Action 3.5 Object code: 1000, 3000 Base $25,000
4.1 Students with disabilities who receive Special Education services will be taught by highly qualified teachers, in the Least Restrictive Environment, using grade level curriculum with appropriate accommodations according to their Individualized Education Programs (IEPs). 4.2 Students with IEPs will have academic goals aligned with state standards 4.3 Students' IEPs will be reviewed no less than annually, with goals and services updated as reflected by revised IEPs. Baselines will be quantifiable and goals will be aligned with the Common Core standards. 4.4 General Education teachers and Education Specialists will collaborate to plan and develop instructional strategies in order to meet the needs of diverse learners, including students with IEPs, within the Least Restrictive Environment. 4.5 General Education teachers and Education Specialists will participate in professional learning together to develop capacity to ensure students with IEPs have access to grade level instructional curriculum, data based decision making, standard aligned goals, and ongoing progress monitoring for students with IEPs. 4.6 Professional learning will be provided to teachers and paraprofessionals in co-teaching/collaborative instructional models and specialized instruction in order to provide access for students with IEPs to curriculum in the General Education classroom.	Goal 2 Action 4.1 Restricted Special Education funding Object code: ($4,405,589) 1000, 2000, 3000 Object code: ($2,628,200) 4000, 5000, 7000 Certificated salaries, benefits, materials, and services Base $6,817,839 Goal 2 Action 4.2 No Cost Goal 2 Action 4.3 No Cost Goal 2 Action 4.4 No Cost Goal 2 Action 4.5 4.1, 4.5, 4.6 LCFF Base Grant (4,800,915), Restricted Special Education funding (2,016,924) Base No Cost Goal 2 Action 4.6 4.1, 4.5, 4.6 LCFF Base Grant (4,800,915), Restricted Special Education funding (2,016,924) Base No Cost Goal 2 Action 4.7 No Cost	LCFF Base Grant Restricted Special Education funding Object code: ($4,405,589) 1000, 2000, 3000 Object code: ($2,628,200) 4000, 5000, 7000 $7,033,789 Goal 2 Action 4.2 No Cost Goal 2 Action 4.3 No Cost Goal 2 Action 4.4 No Cost Goal 2 Action 4.5 Base No Cost Goal 2 Action 4.6 Base No Cost Goal 2 Action 4.7 No Cost

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.7 Increase inclusive program options for students with disabilities with Autism Spectrum Disorder and mental health disabilities by developing a comprehensive continuum of services and supports to effectively serve students in the school district. (New Action)		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During the 2019-2020 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in two months of a hybrid learning model (in-person and remote learning). Due to these unprecedented shifts in our instructional program, the following actions and services were not implemented because there was limited in-person instruction:

1) LCAP Goal 2 Action 1.4 Provide site-based stipended Common Core lead teachers: (2) Pilarcitos High School and (7) Half Moon Bay High School. The Common Core lead teacher positions have been eliminated. Instead, remote learning teachers were paid out of our COVID-19 funding to support staff with the shift to remote learning.
2) LCAP Goal 2 Action 2.1 Provide AVID courses in grades 6th-12th for the purpose of developing a pipeline to support college readiness (10.25 sections).
3) LCAP Goal 2 Action 2.3 Continue evaluating opportunities for expanding AVID supplemental programs. Due to a shift in funding allocations through CEF, we received $104,000 less than anticipated. However, due to the COVID-19 Pandemic, enrollment significantly declined and would not have been able to offer sections due to low enrollment. This decrease in CEF funding did not impact our AVID programs in our secondary schools.
4) LCAP Goal 2 Action 3.2 Continue participation in the Middle College Program. During the 2019-2020 school year, we are no longer offering Middle College to our students.
5) LCAP Goal 2 Action 3.5 Develop at least one Career Technical Education pathway aligned with San Mateo Community College District certification programs. Due to the COVID19 Pandemic, we were unable to develop an additional CTE pathway. However, we did maintain our current CTE pathways and added two additional CTE/A-G courses: Positive Psychology and Computer Science.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

The main challenges that presented in the implementation of our actions/services in achieving our LCAP Goal 2 (Increase the percentage of students who are engaged in a curriculum that prepares them to be college or career ready), were the following:

1) LCAP Goal 2 Action 1.8 Implementation of Extended Day Programming 2019-2020. Due to remote learning, instruction shifted and we were not able to extend our instructional day.

Due to not spending funds in this area, we utilized funds to support actions and services for our transition to remote learning, which included adding learning pods and technology programs/devices to our students.

The COVID-19 Pandemic also brought many successes in the implementation of our actions/services in achieving our LCAP Goal 2, as described below:

1) LCAP Goal Action 3.4 Provide technology-enhanced Credit Recovery and A-G course requirements. Due to our COVID-19 Pandemic, many students are in need of credit recovery. We have increased our ability to provide additional supports for our students in need of credit recovery through additional summer school sections and course offerings via Edgenuity.
2) LCAP Goal 3 Action 4.1 Students with disabilities who receive Special Education services will be taught by highly qualified teachers, in the Least Restrictive Environment, using a grade-level curriculum with appropriate accommodations according to their Individualized Education Programs (IEPs). Although all of CUSD shifted from in-person instruction to remote learning.
3) LCAP Goal 3 Action 1.1 Instruction from appropriately qualified and certificated teachers and classified staff. Retention of highly qualified district and school site administration. Ensure that salaries are competitive with neighboring districts to attract and retain certificated staff and ensure assignments are appropriate to certification. Our highly qualified staff has gone above and beyond and during this COVID-19 pandemic instructional environment. In addition, we have provided all staff a 6% increase in salary scale to both retain our highly qualified staff and attract new staff to CUSD.

Goal 3

Implement a stakeholder communication plan to support parental involvement and regular updates.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent participation of parents of Unduplicated Pupils* as representatives on School Site Council and the Superintendent Parent Advisory Committee (PAC) Note: Unduplicated Pupils include English Learners, Socio-economic Disadvantaged, and Foster Youth. Source: Local Reports **19-20** Baseline +9% **Baseline** School Site Council District Average: 35% Superintendent PAC: 50%	Due to the COVID-19 Pandemic, we shifted SSC meetings to remote meetings. In addition, we replaced the Superintendent Parent Advisory Committee (PAC) meeting with the Opening of Schools Steering Committee (OSSC). For SSC, we had an average of 60% attendance and for our Superintendent Parent Advisory Committee (also known as our OSSC), we had an average of 75% attendance. School Site Council District Average: 60% Superintendent PAC: 75%
Metric/Indicator Parent Participation on Panorama Survey Data Source: Panorama Survey	Due to budget cuts, did not collect Panorama survey results for the 2019-2020 school year. We have recently reengaged with our Panorama Survey Data. Due to the 2020-2021 Panorama surveys currently being live, we will not be able to publish our survey results until after the approval of the LCAP in June 2021. Due to the pause in Panorama surveys during the 2019-2020 school year,

Expected	Actual
19-20 Baseline + 9% **Baseline** 25% 21.2% participation (2016-17 Baseline percentage was updated for accuracy using exact number of families as the total population.)	we will utilize the 2020-2021 Panorama Survey results as our baseline for our new 2021-2024 LCAP. 0% participation
Metric/Indicator Panorama Survey - Parent Survey Source: Panorama Survey **19-20** Barriers to Engagement: Maintain > 4.0 Family Engagement: Baseline + 0.9 **Baseline** Barriers to Engagement: 4.27 4.3 Family Engagement: (3.04) 3.0 (2016-17 scores were rounded to the accuracy of the 2017-18 scores.)	Due to budget cuts, did not collect Panorama survey results for the 2019-2020 school year. We have recently reengaged with our Panorama Survey Data. Due to the 2020-2021 Panorama surveys currently being live, we will not be able to publish our survey results until after the approval of the LCAP in June 2021. Due to the pause in Panorama surveys during the 2019-2020 school year, we will utilize the 2020-2021 Panorama Survey results as our baseline for our new 2021-2024 LCAP.
Metric/Indicator Average Number of Parent Engagement Events per Site	3 Parent Engagement Events

Expected	Actual
Source: Local Reports **19-20** 3 Parent Engagement Events **Baseline** 1 Parent Engagement Event	CUSD Met Target

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 District will continue to implement identified common methods of preferred communication strategies across the school sites. 1.2 Schools will continue to utilize practices from the Family Engagement Institute to create and implement current plans for schools to support family engagement around student learning. 1.3 Sites will implement at least 4 parent engagement events to discuss tailored to site-identified parent needs. 1.4 Continue wellness services with parent outreach that include at least one event on drugs, alcohol, and vaping. 1.5 Continue to provide a District-wide Panorama Climate Survey to ensure that our schools are serving the needs of all families. 1.6 Sites to work closely with School Site Councils on School Site Safety Plans and the School Plans for Student Achievement with the purpose of improving safety, communication, and learning. 1.7 Continue the Coastside Advisory Committee for access and inclusion to build a network of families, resources, communication, and	Goal 3 Action 1.1 1.1 & 1.5 Contracted Services 5000-5999: Services And Other Operating Expenditures Base $20,000 Goal 3 Action 1.2 No Cost Goal 3 Action 1.3` No Cost Goal 3 Action 1.4 1.4 Materials 4000-4999: Books And Supplies Base $5,000 Goal 3 Action 1.5 1.1 & 1.5 Contracted Services 5000-5999: Services And Other Operating Expenditures Base $13,500 Goal 3 Action 1.6 No Cost Goal 3 Action 1.7 No Cost Goal 3 Action 1.8 No Cost Goal 3 Action 1.9 1.9 Certificated salaries and	Goal 3 Action 1.1 5000-5999: Services And Other Operating Expenditures Base $20,000 Goal 3 Action 1.2 No Cost Goal 3 Action 1.3 No Cost Goal 3 Action 1.4 4000-4999: Books And Supplies Base $5,000 Goal 3 Action 1.5 5000-5999: Services And Other Operating Expenditures Base &13,000 Goal 3 Action 1.6 No Cost Goal 3 Action 1.7 No Cost Goal 3 Action 1.8 No Cost Goal 3 Action 1.9 1.9 Certificated salaries and

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
ongoing parent education events. Increase connections and understand of the processes in place supporting students with disabilities. 1.8 Implementing District-wide protocols and procedures to communicate with families in a timely manner regarding student progress, ways to support student learning at home, and critical information about school. 1.9 Mandatory communication with parents of students with Ds and Fs at Secondary Schools for notification and to provide targeted strategies for improvement. (New Action)	benefits Object code: 1000, 3000 Low Performing Student Block Grant $1,000	benefits Object code: 1000, 3000 Low Performing Student Block Grant $1,000
2.1 Bilingual community liaison will be available at all sites to support interpretation and translation as well as parent engagement. 2.2 Provide training for liaisons to improve targeted outreach to families to increase parent engagement and to improve interpretation and translation skills, especially for meetings with specific education-related vocabulary. 2.3 Provide oral interpretation and written translation services. 2.4 Provide conferences at least once a year to inform parents about where their child is on the continuum of English Language Development and what parents can do to support students. (New Action)	Goal 3 Action 2.1 2.1, 2.2 Classified salaries and benefits Object code: 2000, 3000 Supplemental $230,000 Goal 3 Action 2.2 2.1, 2.2 Classified salaries and benefits Object code: 2000, 3000 Supplemental $20,000 Goal 3 Action 2.3 Object Code: Classified Salaries and benefits ($75,000) 2000-3000 Object Code: ($52,000) 5000 2.3 Classified salaries and benefits Supplemental $127,000 Goal 3 Action 2.4 2.4 Classified salaries and benefits Object code: 2000, 3000 Title III $5,000	Goal 3 Action 2.1 Object code: 2000, 3000 Supplemental $230,000 Goal 3 Action 2.2 Object code: 2000, 3000 Supplemental $20,000 Goal 3 Action 2.3 Object Code: Classified Salaries and benefits ($75,000) 2000-3000 Object Code: ($52,000) 5000 Supplemental $127,000 Goal3 Action 2.4 Object code: 2000, 3000 Title III $5,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During the 2019-2020 school year and due to the beginning of the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in two months of a hybrid learning model (in-person and remote learning). Due to these unprecedented shifts in our instructional program, the following actions and services were not implemented because there was limited in-person instruction:

1) LCAP Goal 3 Action 1.5 Continue to provide a District-wide Panorama Climate Survey to ensure that our schools are serving the needs of all families. Due to budget cuts, the Panorama Survey Services contract was not renewed in 2019-2020. However, we have recently re-engaged in Panorama and we are currently administering a survey and will use the data as baseline data for the 2021-2022 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

The main challenges that presented in the implementation of our actions/services in achieving our LCAP Goal 3 (Implement a stakeholder communication plan to support parental involvement and regular updates), were the following actions that were not implemented:

1) LCAP Goal 3 Action 2.3 Provide oral interpretation and written translation services. Although we did provide interpretation via zoom, the engagement with our at-promise via zoom was a challenge due to our at-promise families' technology limitations.

Due to not spending the bulk of allocated funds in this area, we utilized a small percentage of funds to support the area of family engagements with extra hourly pay and technology support to communicate with our families.

The COVID-19 Pandemic also brought many successes in the implementation of our actions/services in achieving our LCAP Goal 3, as described below:

1) LCAP Goal 3 Actions 2.1 Bilingual community liaisons will be available at all sites to support interpretation and translation as well as parent engagement. Our Bilingual community liaisons were instrumental as we transitioned to remote learning by reaching out to families via phone calls, training families on new digital technologies, interpreting and translating changes during this uncertain time.

Our liaisons were able to do home visits and provide internal and external services to our families which included wifi access, technology, and health and welfare services.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Compliance with the Williams Act: Facilities Source: Local Reports **19-20** Maintain 100% compliance. **Baseline** Maintain 100% compliance with Williams Act	We have maintained local compliance with our Williams Act - Facilities: 100% compliance.
Metric/Indicator Compliance with the Williams Act: Teacher Authorizations Source: Local Reports **19-20** Maintain 100% compliance. **Baseline** Maintain 100% compliance with Williams Act	We met 99.5% compliance (1 teacher) with our Williams Act - Teacher Authorizations and have corrected the authorization leaving us at 100% compliance.

Expected	Actual
Metric/Indicator Compliance with the Williams Act: Instructional Materials Source: Local Reports **19-20** Maintain 100% compliance. **Baseline** Maintain 100% compliance with Williams Act	We have maintained local compliance with our Williams Act - Instructional Materials: 100% compliance.
Metric/Indicator Attendance Rate Source: Infinite Campus Student Information System **19-20** Maintain > 96% **Baseline** 96.2%	94.9 % CUSD slightly decreased attendance
Metric/Indicator Chronic Absence Source: Student Absence Summary **19-20** Baseline - 0.3% **Baseline** (7.4%) 8.6%	Chronic Absenteeism - 15.8%

Expected	Actual
(Percentage was corrected for consistency and accuracy with the 2016-17 metric, which was pulled from the Student Absence Summary)	
Metric/Indicator Truancy Rate Source: Local Reporting **19-20** Baseline - 0.3% **Baseline** (22.4%) 22.2% (Percentage was corrected for consistency and accuracy with the 2016-17 percentage)	18.6%
Metric/Indicator Suspension Rate Source: CDE DataQuest **19-20** Maintain < 3.0% **Baseline** (3.0%) 3.6% (Percentage was adjusted to be consistent and accurate with published data.)	3.2%

Expected	Actual
Metric/Indicator Expulsion Rate Source: CDE DataQuest **19-20** Maintain < 0.2% **Baseline** (<0.2%) 0.00 % (Percentage was adjusted to be consistent and accurate with published data.)	0.00% we met our target
Metric/Indicator High School Dropout Rate* Source: CDE DataQuest **19-20** HMBHS: Maintain < 1% CUSD: Maintain < 4% **Baseline** HMBHS (2015-16): (0.4%) 0.3% CUSD (2015-16): (3.6%) 1.1% CUSD sub-groups:	HMBHS(2018-2019) .01% CUSD (2018-2019) .04% CUSD sub-groups: English Learners (EL): 0.0% Socio-economic Disadvantaged (SED): Not Published Hispanic: Not Published

Expected	Actual
English Learners (EL): (10.2%) 2.7% Socio-economic Disadvantaged (SED): (6.2%) Not Published Hispanic: (5.0%) Not Published (Percentages have been corrected to be consistent and accurate with published data.)	
Metric/Indicator Middle (Intermediate) School Dropout Rate Source: CDE DataQuest **19-20** Maintain < 0.2% **Baseline** (<0.1%) 0.0% Percentages have been corrected to be consistent and accurate with published data.	0.0%
Metric/Indicator High School Graduation Rate Source: DataQuest Four-Year Adjusted Cohort Outcome **19-20** HMBHS: Maintain > 96% CUSD: Baseline + 3% CUSD sub-groups	CUSD: 89.3% HMBHS: 91.8% CUSD sub-groups EL: 80.4% SED: Baseline 86.7% Hispanic: Baseline 73.2%

Expected	Actual
EL: Baseline + 9% SED: Baseline +6% Hispanic: Baseline + 3% **Baseline** HMBHS: 97.2% CUSD 89.8% CUSD sub-groups English Learners (EL): 76.3% Socio-economically Disadvantaged (SED): 80.6% Hispanic: 82.5%	
Metric/Indicator Panorama Survey - Student Survey Source: Panorama Survey **19-20** School Climate Baseline + 0.3 Safety Maintain > 4.0 Baseline + 0.3 **Baseline** School Climate: (Grades 5-12: 3.7 points (Grade 5-12))	Due to budget cuts, did not collect Panorama survey results for the 2019-2020 school year. We have recently reengaged with our Panorama Survey Data. Due to the 2020-2021 Panorama surveys currently being live, we will not be able to publish our survey results until after the approval of the LCAP in June 2021. Due to the pause in Panorama surveys during the 2019-2020 school year, we will utilize the 2020-2021 Panorama Survey results as our baseline for our new 2021-2024 LCAP.

Expected	Actual
Grade 5: 3.8 points Grade 6-12: 3.4 points School Safety: (Grade 5-12: 4.07 points) Grade 5: 3.6 points Grade 6-12: 3.7 points (Note that the 2016-17 scores were corrected for consistency and accuracy with the 2017-18 score.)	
Metric/Indicator High School Graduation Rate - Students with Disabilities Source: CA School Dashboard **19-20** Baseline + 4% **Baseline** Baseline set in 2017-18: (77.3%) 83.4% 2018 Dashboard adjustment using new business rules for calculating graduation rate.	78.9%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 School facilities are maintained and in good repair.	Goal 4 Action 1.1 Object Code: ($1,257,096) 2000-	Goal 4 Action 1.1 Object Code: ($1,257,096) 2000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.2 All schools shall use Positive Behavior Intervention and Supports (PBIS) as a tool to enhance school safety and climate through the implementation of school-wide behavioral expectations, positive behavior recognition, and explicit instruction on appropriate behaviors. 1.3 Site-based intervention teams will analyze data to identify at-risk students and target them for support. 1.4 Continue ongoing monitoring by District Office administration of school site adherence to interventions to reducing truancy: daily parental contact, parent conferences with teachers, assigning appropriate disciplinary consequences, counseling referrals, attendance letters, referrals to Student Study Teams, and site/district SARB meetings. 1.5 Continue with home visits of truant student/families by site/district administration and the Sheriff/ School Resource Officer (SRO). 1.6 Provide positive recognition programs for students with good and/or improved attendance. 1.7 Continue to survey all stakeholders to better understand engagement and improve school climate. 1.8 Update safety plans to include site-based plans for major health and safety protocols as well as anti-bullying processes. 1.9 Evaluate the effectiveness of current district Social-Emotional curriculum programs and provide recommendations to address any areas of need 1.10 Provide cultural competency and inclusivity training for all employees. (New Action)	3000 Object Code: ($647,960) 4000-5000 Base $1,905,046 Goal 4 Action 1.2 5000-5999: Services And Other Operating Expenditures Base $5,000 Goal 4 Action 1.3 5000-5999: Services And Other Operating Expenditures No Cost Goal 4 Action 1.4 Object code: 1000, 3000 Base $200,000 Goal 4 Action 1.5 Cost included in 1.4 Object code: 1000, 3000 Base Goal 4 Action 1.6 4000-4999: Books And Supplies Base $5,000 Goal 4 Action 1.7 4000-4999: Books And Supplies Base $5,000 Goal 4 Action 1.8 No Cost Goal 4 Action 1.9 No Cost Goal 4 Action 1.10 Object code: 1000, 3000 Low Performing Student Block Grant $5,000 Goal 4 Action 1.11 Object code: 1000, 3000 Low Performing Student Block Grant $5,000	3000 Object Code: ($647,960) 4000-5000 Base $1,905,046 Goal 4 Action 1.2 5000-5999: Services And Other Operating Expenditures Base $5,000 Goal 4 Action 1.3 5000-5999: Services And Other Operating Expenditures No Cost Goal 4 Action 1.4 Object code: 1000, 3000 Base $200,000 Goal 4 Action 1.5 Cost included in 1.4 Object code: 1000, 3000 Base Goal 4 Action 1.6 4000-4999: Books And Supplies Base $5,000 Goal 4 Action 1.7 4000-4999: Books And Supplies Base $5,000 Goal 4 Action 1.8 No Cost Goal 4 Action 1.9 No Cost Goal 4 Action 1.10 Object code: 1000, 3000 Low Performing Student Block Grant $5,000 Goal 4 Action 1.11 Object code: 1000, 3000 Low Performing Student Block Grant $5,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.11 Provide school sites with behavioral intervention strategies and tools at Tier 1 to reinforce and monitor positive behaviors and the universal identification of the ABC's (Antecedent, Behavior, Consequence) of behavior. (New Action)		
2.1 Monitor and evaluate wellness services for at-risk students and their families through site-based support. 2.2 Provide transportation for at-risk students.	Goal 4 Action 2.1 Object code: 2000, 3000 Supplemental $300,000 Goal 4 Action 2.2 2.2 Classified salaries and benefits Object code: 2000, 3000 Supplemental $607,000	Goal 4 Action 2.1 Object code: 2000, 3000 Supplemental $300,000 Goal 4 Action 2.2 Object code: 2000, 3000 Supplemental $0
3.1 Provide academic counseling to high school students to ensure completion of graduation requirements for at-risk students. Provide credit recovery curriculum to at-risk students. On-going mandatory student/parent conferences with site administration for at-risk students and families transitioning from elementary to middle school (5-6) and middle school to high school (8-9).	Goal 4 Action 3.1 Certificated salaries and benefits Object code: 1000, 3000 Base $459,000	Goal 4 Action 3.1 Object code: 1000, 3000 Base $459,000
4.1 With a planning team, comprised of District and Site administrators, General and Special Education teachers, the District will continue planning the implementation of the districtwide Multi-Tiered System of Support (MTSS) structure. This team will attend San Mateo County Office of Education (SMCOE) training and other local professional development opportunities to assess and "scale up" current practices for MTSS to further expand and develop systems of tiered interventions for academic, behavioral, mental health at all grade levels and sites. 4.2 Provide parent information/education quarterly in the form of presentations, newsletters, or through principal's meetings at the site level to ensure parents are informed and can provide input to the MTSS development process. 4.3 Provide release time for site-level data conferences and data teams to identify and track the progress of at-risk students, the effectiveness of	Goal 4 Action 4.1 No Cost Goal 4 Action 4.2 No Cost Goal 4 Action 4.3 Object code: 1000, 2000, 3000 Low Performing Student Block Grant $10,000 Goal 4 Action 4.4 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant $30,000	Goal 4 Action 4.1 No Cost Goal 4 Action 4.2 No Cost Goal 4 Action 4.3 Object code: 1000, 2000, 3000 Low Performing Student Block Grant $10,000 Goal 4 Action 4.4 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant $30,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
interventions and supports, and communication with parents regarding student progress. (New Action) 4.4 Begin implementation of the database system and benchmarks across academics, attendance, and behavior for faster identification, supports, and progress analysis for at-risk students. (New Action)		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During the 2019-2020 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in two months of a hybrid learning model (in-person and remote learning). Due to these unprecedented shifts in our instructional program, the following actions and services were not implemented because there was limited in-person instruction:

1) LCAP Goal 4 Action 2.2 Provide transportation for at-risk students. Due to significant budget cuts in 2019-2020, CUSD will no longer offer transportation for our at-risk students and only offer transportation to those students who have a transportation need as detailed in their IEP.
2) LCAP Goal 4 Action 4.4 Begin implementation of the database system and benchmarks across academics, attendance, and behavior for faster identification, supports, and progress analysis for at-risk students. We are currently working with SMCOE to support us with the collection of data through DataZone and the collection of multiple data points within our internal system. COVID-19 made this data collection process a challenge due to the limited resources within our county and school district.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

The main challenges that presented in the implementation of our actions/services in achieving our LCAP Goal 4 (Create a positive school climate where students feel safe and supported), were the following:

1) LCAP Goal 4 Action 1.11 Provide school sites with behavioral intervention strategies and tools at Tier 1 to reinforce and monitor positive behaviors and the universal identification of the ABC's (Antecedent, Behavior, Consequence) of behavior. Unfortunately, due to COVID-19, we were not able to engage in PBIS strategies because students were not in person.

The COVID-19 Pandemic also brought many successes in the implementation of our actions/services in achieving our LCAP Goal 3, as described below:

1) LCAP Goal 4 Action 1.1 School facilities are maintained and in good repair. Due to COVID-19 and our remote learning where students and teachers were at home, our schools were improved and maintained in good repair.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal protective equipment not limited to plexiglass shields, thermometers, hand sanitizer, cleaning equipment, portable sinks, and other equipment to promote social distancing, mask wearing, and hand cleanliness will be provided to all staff and in key locations to ensure safety.	$300,000	$300,000	No
Extra custodial staff will be hired to assist in the regular cleaning of classroom areas between sessions.	$200,000	$200,000	No
Ongoing Professional Development, training, and support for the implementation of the Hybrid Learning Model.	$100,000	$100,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

During the 2020-2021 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in two months of a hybrid learning model (in-person and remote learning). Our budgeted funds for in-person instructional offerings are estimated to be the same or more as our estimated actual expenditures. CUSD will use other COVID-19 funds to cover above and beyond costs expenditures in-person instructional offerings.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our In-Person Instructional Offerings.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) Technology and wifi access were a challenge for our at-promise students and families
2) Assessments were a challenge and made it difficult to measure student growth and determining tiered interventions
3) Facilities were a challenge, particularly drop-off and pick-up times during our hybrid learning model

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) Exposure to new technology tools supported and enhanced our current adopted materials
2) Additional staff were hired to support Learning Pods and serve our at-promise students
3) Increased technology was provided to our staff and students to support the remote portion of instruction

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A team of teacher trainers to support teacher professional development, data analysis, and lesson planning and delivery	$400,000	$400,000	Yes
Remote Learning Curriculum and Instruction Materials/Technology Platforms	$350,000	$350,000	Yes
Remote Learning technology support for Remote Learning and website continuous updates to support student and family communication	$300,000	$300,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

During the 2020-2021 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in eight months of a remote learning model (synchronous and asynchronous).

Our budgeted funds for our Distance Learning Program (at CUSD referred to Distance Learning Program) are estimated to be the same or more as our estimated actual expenditures. CUSD will use other COVID-19 and other local grant funds to cover the above and beyond cost expenditures, therefore, our total budget funds are the same as our estimated actual expenditures.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faced many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our Distance Learning Program.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) Pupil Participation and Progress was a challenge and time-consuming for all of our staff. We had to monitor synchronous, asynchronous, and hybrid instruction on top of understanding and defining a remote and hybrid learning model.
2) Distance Learning Programs were a challenge to a large percentage of our elementary students due to the number of hours a student was on the screen.
3) Assessments were a challenge and made it difficult to measure student growth and determining tiered interventions
3) Staff roles and responsibilities shifted to accommodate distance learning.
4) Access to Devices was a challenge during the Fall

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) Exposure to new technology tools supported and enhanced our current adopted materials
2) Additional staff were hired to support Learning Pods and serve our at-promise students
3) Increased technology was provided to our staff and students to support the remote portion of instruction

CONTINUITY OF INSTRUCTION
CUSD made efforts to implement the continuity of instruction actions as planned. A challenge impacting multiple aspects of the distance learning plan was the ongoing changes in COVID19 guidelines for in-person instruction. In addition, due to some of our families living in areas with limited WiFi and limited Technology access delayed the continuity of instruction for about 1-2 months. In addition, many of our families were new to some of our applications and we needed to provide online and 1 to 1 training to our parents in order to obtain access to programs such as Zoom and Google Classroom. Copies of physical textbooks were provided to those who needed them and the district invested in a range of online instructional materials to support distance learning.

ACCESS TO DEVICE AND CONNECTIVITY
As noted in the In-Person Instructional Offerings section, CUSD deployed Chromebooks to all students who needed a device. Through March 2021 this included ensuring all students who needed a device were provided a device to engage in their online remote learning classes. Efforts to ensure access to devices and connectivity began as soon as schools closed in March 2020 and have continued throughout Remote Learning. A key challenge has been the ongoing need to ensure connectivity for students and families who do not have consistent and effective internet connection/speed. The district has made wifi hotspots available by request to families in need. Additionally, the District English Language Advisory Committee (DELAC) and our English Learner Advisory Council (ELAC) shared contact information on how to request a hotspot.

PUPIL PARTICIPATION AND PROGRESS
During the first part of the year, the district moved forward with a plan to implement the common assessment portfolio developed to establish coherence and consistency in how student learning needs are assessed across the district. As described in detail within the

Pupil Learning Loss section, participation in the Math, ELA, and ELD assessments were less than when students are in person. Available performance results were used by schools and individual staff to monitor student progress and inform instructional decisions. These results, coupled with the ongoing formative assessment practices used by individual teachers and teacher teams, enabled staff to identify specific student needs and target support. In alignment with state guidance (Senate Bill 98), a participation-based attendance system was implemented that provided teachers
and schools multiple measures for measuring student participation. The measure included, but was not limited to, evidence of participation in online activities (Zoom, Google Classroom, Clever, etc.), completion of regular activities (assignments, surveys, check-ins,
assessments), and contacts between staff and the student or family. As planned, the time value of student work was determined by individual teachers for their respective classroom/courses. Implementation of the weekly engagement record forms to be completed each week was a challenge in that no formal agreement on
the process was reached, leaving implementation to the school site and classroom level.

DISTANCE LEARNING PROFESSIONAL DEVELOPMENT
Staff was provided ongoing access to the professional development initially launched in spring 2020 and implemented as part of the training leading into 2020-21. This training occurred during our Wednesday asynchronous learning day. This included self-paced modules in online professional
learning for distance learning tools, including Google Classroom. Our Super Tuesday training continued with an emphasis on meeting the needs of diverse students. The main challenge was being unable to host long professional developments. A zoom PD format is not ideal for long training and collaboration.

STAFF ROLES AND RESPONSIBILITIES
The 2020-21 school year presented a few overarching challenges that influenced the roles and responsibilities of staff across multiple departments. As the year began and 2020-21 distance learning was fully launched, connectivity access and the device support was a major need that shifted roles and responsibilities. Staff also served in many other roles that provided outreach to students and families all supported the distribution of devices, support for accessing Zoom, Google classroom, and other district platforms, and addressing connectivity issues. As the year progressed and more students and families gained familiarity with the various software and hardware in use, support for basic services came to the forefront. This resulted in staff shifting efforts to support families in obtaining food, housing assistance, access to benefits, and other basic needs. These shifts in roles and responsibilities were embraced, as staff recognized that supporting students and families with their most immediate needs was critical to addressing any other academic, social, or emotional issues.

SUPPORT FOR PUPILS WITH UNIQUE NEEDS
English Language Development (ELD) content-specific secondary courses redesigned and added to the course catalog to build language and literacy, while meeting graduation and A-G requirements. In addition, CUSD designed in-person learning pods to support our at-promise students which included English Learners, Students with Disabilities, Socio-Economically Disadvantaged Students, Homeless, and Foster Youth Students. A major challenge during this time was not being able to provide in-person

instruction and support. Student engagement was lower via zoom rather than in-person and we were only able to serve a limited number of at-promise students through our learning pods.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional supports to At-Promise students (Including English Learners, Students with Disabilities, Homeless, Foster Youth, Socioeconomically Disadvantaged, and students most affected by COVID19)	$300,000	$300,000	Yes
Services to support increased family engagement outreach and communication, not limited to training for families, professional development for staff, and community partnerships	$25,000	$25,000	Yes
Staff Training and implementation and follow up of new SB 98 Attendance Policies and Practices	$50,000	$50,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

During the 2020-2021 academic school year and due to the COVID-19 Pandemic, Cabrillo Unified School District moved from full-time in-person instruction to full-time remote learning instruction and engaged in eight months of a remote learning model (synchronous and asynchronous).

There was no substantive difference between our budgeted funds and actual funds in the LCA Plan - Pupil Learning Loss. In the summer, we will be offering an extensive summer program to support our at-promise students. We paid staff overtime to support our SB 98 Attendance Policies and Practices, we increased tools and training for our site staff to support family engagement.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our Distance Learning Program.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) Hiring highly qualified staff for summer school interventions
2) SB 98 Attendance Policies were a new practice and time consuming for all of our staff

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) Our community partnerships were instrumental in serving our students, Boys and Girls Club, ALAS, and Cabrillo Education Foundation.
2) Summer Services will support the acceleration of our students TK-12 and will serve approximately 20% of our student population

The overall effectiveness of our efforts was positive due to the high attendance and participation rates. The district will be implementing a summer program during June-August 2021 to decrease the effects of pandemic learning loss, increase grade-level readiness, and accelerate student achievement.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faced many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our Distance Learning Program.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) The need for additional counselors and counseling services to increase mental health supports for our students, staff, and families
2) The need for culturally relevant counseling services for our families and students

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) School Linked Services program was contracted and staffed with a licensed clinical therapist.
2) Counseling services provided by clinical interns supervised by School Link Services clinical supervisor.
3) Partnership with ALAS and Soy (of Star Vista) to provide direct mental health services to students and their families.
4) Small group social-emotional support was provided as needed.
5) Digital tools to support the mental health of students, families, and staff.
6) School Linked Services weekly staff wellness programs were delivered and open to all staff on a drop-in basis.
7) Monthly Wellness Program for families and caregivers provided virtually in English and Spanish.
8) Regular meeting of the Coordination of Services Team (COST) to review referrals regarding student wellness, safety, and access to education as well as family and caregiver safety and well-being.
9) Coordination between Mental Health Team and Behavior Team to support families during remote learning to foster engagement for students in the remote learning environment.
10) Mental Health professional development was provided to our staff to support classroom instruction and mental health student supports

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faced many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our Distance Learning Program.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) The need for additional staff to provide in-person supports
2) The need for additional community liaisons and translators to provide an increased outreach to our families
3) Training for families students around remote learning and training around the tech tools needed for instruction

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) A tiered system will be utilized that determines the level of student need that is aligned with developed re-engagement strategies.
2) Close collaboration with the teacher, administrators, and support staff (Family Engagement Team) will provide regular monitoring using a weekly list that highlights these students and others who also are absent.
3) School sites will use the Family Engagement team to monitor and make connections with students.
4) Bilingual support staff, district translators, and designated staff will ensure staff is able to communicate with families in their primary language to assist and intervene in support of student engagement and achievement.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Due to the COVID-19 Pandemic which converted our instruction from in-person to 100% Remote Learning, CUSD faces many challenges but also engaged in successes in serving the students and families of Cabrillo Unified School District.

After analysis of both quantitative and qualitative data obtained through meetings and online surveys, we determined the following challenges and success in our Distance Learning Program.

The main challenges that presented in the implementation of our actions/services in 2020-21 Learning Continuity & Attendance Plan (LCA Plan) were as follows:

1) Hiring highly qualified staff for nutrition services

The COVID-19 Pandemic also brought many successes in the implementation of our LCA Plan, as described below:

1) For cleaning and sanitation, we continuously updated standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens.
2) The Director trained all food services employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing. 3) 3) Work Stations were reorganized for proper physical distancing during meal preparation and meal service.
4) Staff adjusted their shifts to minimize the number of staff in the kitchen. In addition, there was a suspension of the use of shared tables and self-service buffets for food and condiments, ensures that staff wear masks and gloves while serving students, and has made sure to have hand sanitizer available.
5) To serve students who are unable to access school meal distribution sites, the Director has increased the access points for providing meal service which includes offsite locations, curbside pick-up, and drive-through delivery throughout the community.
6) Buses were used for food distribution
7) There was continuous communication with students and families about the CUSD food services using the CUSD and schools email, phone texts, and fliers. She often sends communications to all stakeholders via School Messenger.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

During this COVID-19 Pandemic, CUSD learned many lessons from implementing in-person and distance learning programs in 2020-2021. CUSD pivoted from in-person learning to distance learning to a hybrid model of instruction. During these transitions, the district continued to offer a high-quality educational program for students that included academic support, technology, mental health services, meals, social-emotional support, and supports for students with special circumstances. This also included serving approximately 100 students in learning pods which provided a safe learning space with supervision, wi-fi, and meals within a space that is being supervised by staff. CUSD also learned the importance of piloting planned programs and strategies with a smaller group before expanding to a larger scale.
For example, we began with reopening in TK, K, 1st, and 6th grade and learned how to adjust before we welcomed the next cohort of students. As we have progressed through the 20-21 school year, we have continued to pilot different strategies and techniques, analyzing data along the way, and then rolling larger-scale efforts out school or districtwide.

Another lesson learned was that we needed some staff members to shift focus in terms of their daily responsibilities. For example, some of our campus security personnel, joined our learning pod supervisor team and assisted students with accessing technology, classes, and curriculum. It was important for us to reach out to every student that didn't engage in online learning, every day, to maintain a strong presence in their lives, and to encourage them with their academic goals.

As we wrote the 2021-24, we kept these lessons in mind in the development of our LCAP goals. All of our goals are centered around three major themes: (1) Academic & Social Achievement (2) Equity and (3) Community Engagement. We have built LCAP goals that

will support the growth of all of our students and also will provide resources to our parents and staff in meeting the social and academic needs of our students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

CUSD continues to measure pupil learning loss through the following efforts. CUSD utilizes site task force and leadership teams to enact a systematic cycle of assessment, data analysis, and creating meaningful plans of action to measure and address pupil learning loss. Our goal for 2021-2024 is to fully implement Carnegie Melon's Improvement Science practices to have structured collaboration time on a weekly basis to engage in these improvement cycles. Site-level teams will work together to select appropriate initial diagnostic assessments and common formative assessments to measure status, learning gains, and losses. Assessments will be grade-level appropriate and district approved including, but not limited to:

For English language arts: Lexia Rapid Assessment, Literably, ESGI, and Local ELA Benchmarks

For Mathematics: Local Math Assessments, Delta MAth, Grade-level Math IABs, and local Mathematics Benchmarks

For English Language Development (ELD): ELD Local Assessments, iReady. We are also exploring the pilot of other ELD-aligned assessments.

Those students who have demonstrated a learning loss are assigned to appropriate academic interventions based on our MTSS Tiered Intervention model for academic supports.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The actions/services are principally directed toward our English learners, low-income, and foster students (also known as unduplicated students) and were designed to help Cabrillo Unified School District balance the COVID-19 pandemic-related educational needs of identified students. These actions/services were developed using various inputs from stakeholders, including educators, parents, students, and community members to be effective in meeting the pandemic-related needs of unduplicated students.

These actions/services are designed to increase or improve services and are principally directed toward unduplicated students. The percentage to increase or
improve services has been calculated at 8.7% using the dollar amount of $2,266,715. By directing all the supplemental funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students.

Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending $2,266,715 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans such as the Local Control Accountability Plan (LCAP). In addition to the actions and services described in the plan as "contributing," the following actions contribute towards meeting the increased or improved services requirement:

*Parent education
*Professional Development
*Curriculum Supports
*Student Intervention Supports
*Online supplemental academic support programs, supplies, activities, and services
*Summer School & Regular School Year Interventions
*Electives and CTE pathways
*Student Activities to promote engagement
*MTSS and SEL Supports

The Cabrillo Unified School District has taken an analytical approach in the development of the 21-24 LCAP. We have analyzed district and site level achievement data using the California School Dashboard, Dataquest, our student information system, and quantitative/qualitative survey data. Through various committees including our Opening of Schools Steering Committee, DELAC, PTOs, ELACs, and community meetings, we have presented that data to stakeholders including staff, students, parents, and community members in an effort to gain honest feedback about the needs of our students and families and to evaluate whether the

plans we have in place are truly meeting the needs of the students we serve. In reviewing both the quantitative and qualitative data and through an evaluation of our current programs, CUSD believes that we have developed a comprehensive plan to ensure that we accomplish our mission of being a district of academic excellence provided through supportive leadership, systems, and an inclusive and equitable environment to ensure that all students graduate college and/or career ready while making sure we lead through actions and services that will support a plan which is equitable for all students.

As we continue to address the ever-changing landscape of COVID-19, we have learned that we need to continue to implement health and safety measures to help prevent the spread of illness including COVID-19. PPE such as face masks, gloves, hand sanitizer, sanitization equipment, etc. needs to continue to be provided for staff and students to safely participate in learning.

In addition, CUSD must continue to focus on the academic of achievement of at-promise students, including those in underperforming subgroups such as English Learners, Socio-Economically Disadvantaged, Special Education, Hispanic/Latino, Homeless students, and Foster Youth. While some progress has been made towards closing the achievement gap, the district recognizes that a continued effort that includes support from the San Mateo County Office of Education in our journey towards addressing the gaps identified by our Differentiated Assistance team is necessary to continue to make gains. Specifically, efforts towards supporting our MTSS structure, particularly Tier 1 and Tier 2 instruction for underserved subgroups with targeted professional development will aid in the progress of these students.

We have also learned that we need to continue to provide mental health resources and to provide ways for students to be identified or to self-identify if they have a social-emotional need. During distance learning, this required re-directing staff duties to ensure that this critical component was not missed. This included the use of various supplemental online programs to support student/parent/teacher/staff communication. By expanding our methods of communication, we have been able to reach more students and families.

Lastly, we have learned that we need to support our teachers, staff, students, and families in learning to use technology for learning. This requires a sustained effort to provide devices, connectivity, and technical support to both staff, students, and families in our district.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	35,158,605.00	34,355,055.00
	307,000.00	7,236,789.00
Base	31,603,105.00	24,731,766.00
Cabrillo Education Foundation	65,000.00	65,000.00
Lottery Materials	164,000.00	164,000.00
Low Performing Student Block Grant	131,000.00	106,000.00
Supplemental	2,883,500.00	2,046,500.00
Title III	5,000.00	5,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	35,158,605.00	34,355,055.00
	8,849,885.00	9,065,835.00
4000-4999: Books And Supplies	244,000.00	244,000.00
5000-5999: Services And Other Operating Expenditures	191,600.00	138,100.00
Object code: 1000, 2000, 3000	17,662,720.00	17,662,720.00
Object code: 1000, 3000	6,898,400.00	6,564,400.00
Object code: 1000,2000,3000 and materials 4000	150,000.00	125,000.00
Object code: 2000, 3000	1,162,000.00	555,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	35,158,605.00	34,355,055.00
		0.00	7,033,789.00
	Base	8,722,885.00	1,905,046.00
	Supplemental	127,000.00	127,000.00
4000-4999: Books And Supplies	Base	65,000.00	65,000.00
4000-4999: Books And Supplies	Cabrillo Education Foundation	5,000.00	5,000.00
4000-4999: Books And Supplies	Lottery Materials	164,000.00	164,000.00
4000-4999: Books And Supplies	Low Performing Student Block Grant	10,000.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Base	78,500.00	25,000.00
5000-5999: Services And Other Operating Expenditures	Low Performing Student Block Grant	30,000.00	30,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	83,100.00	83,100.00
Object code: 1000, 2000, 3000	Base	17,592,720.00	17,592,720.00
Object code: 1000, 2000, 3000	Cabrillo Education Foundation	60,000.00	60,000.00
Object code: 1000, 2000, 3000	Low Performing Student Block Grant	10,000.00	10,000.00
Object code: 1000, 3000		307,000.00	203,000.00
Object code: 1000, 3000	Base	5,044,000.00	5,044,000.00
Object code: 1000, 3000	Low Performing Student Block Grant	31,000.00	31,000.00
Object code: 1000, 3000	Supplemental	1,516,400.00	1,286,400.00
Object code: 1000,2000,3000 and materials 4000	Base	100,000.00	100,000.00
Object code: 1000,2000,3000 and materials 4000	Low Performing Student Block Grant	50,000.00	25,000.00
Object code: 2000, 3000	Supplemental	1,157,000.00	550,000.00
Object code: 2000, 3000	Title III	5,000.00	5,000.00
		5,000.00	5,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	5,958,400.00	5,743,400.00
Goal 2	25,242,659.00	25,274,609.00
Goal 3	421,500.00	408,000.00
Goal 4	3,536,046.00	2,929,046.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$600,000.00	$600,000.00
Distance Learning Program	$1,050,000.00	$1,050,000.00
Pupil Learning Loss	$375,000.00	$375,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$2,025,000.00	$2,025,000.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$500,000.00	$500,000.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$500,000.00	$500,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$100,000.00	$100,000.00
Distance Learning Program	$1,050,000.00	$1,050,000.00
Pupil Learning Loss	$375,000.00	$375,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$1,525,000.00	$1,525,000.00

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Action
ITEM TITLE: Adoption of the Budget Overview for Parents

BACKGROUND INFORMATION

Education Code (EC) Section 52064.1 requires each school district to develop the Local Control Funding Formula (LCFF) Budget Overview for Parents in conjunction with the LCAP by July 1 of each year. Local governing boards are required to adopt and submit the Budget Overview for Parents in conjunction with the district's Annual Budget Report. Upon Board approval, Cabrillo Unified is required to submit the 2021-22 Budget and Budget Overview for Parents to the San Mateo County Office of Education (SMCOE).

Please know that the 2021-22 Budget and Budget Overview Report will be finalized and uploaded on Monday, June 21.

FISCAL ANALYSIS

The Budget Overview for Parents reflects the 2021-22 State and Federal funds which comprise the General Fund.

RECOMMENDATION

Approve the Budget Overview for Parents as presented.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cabrillo Unified School District

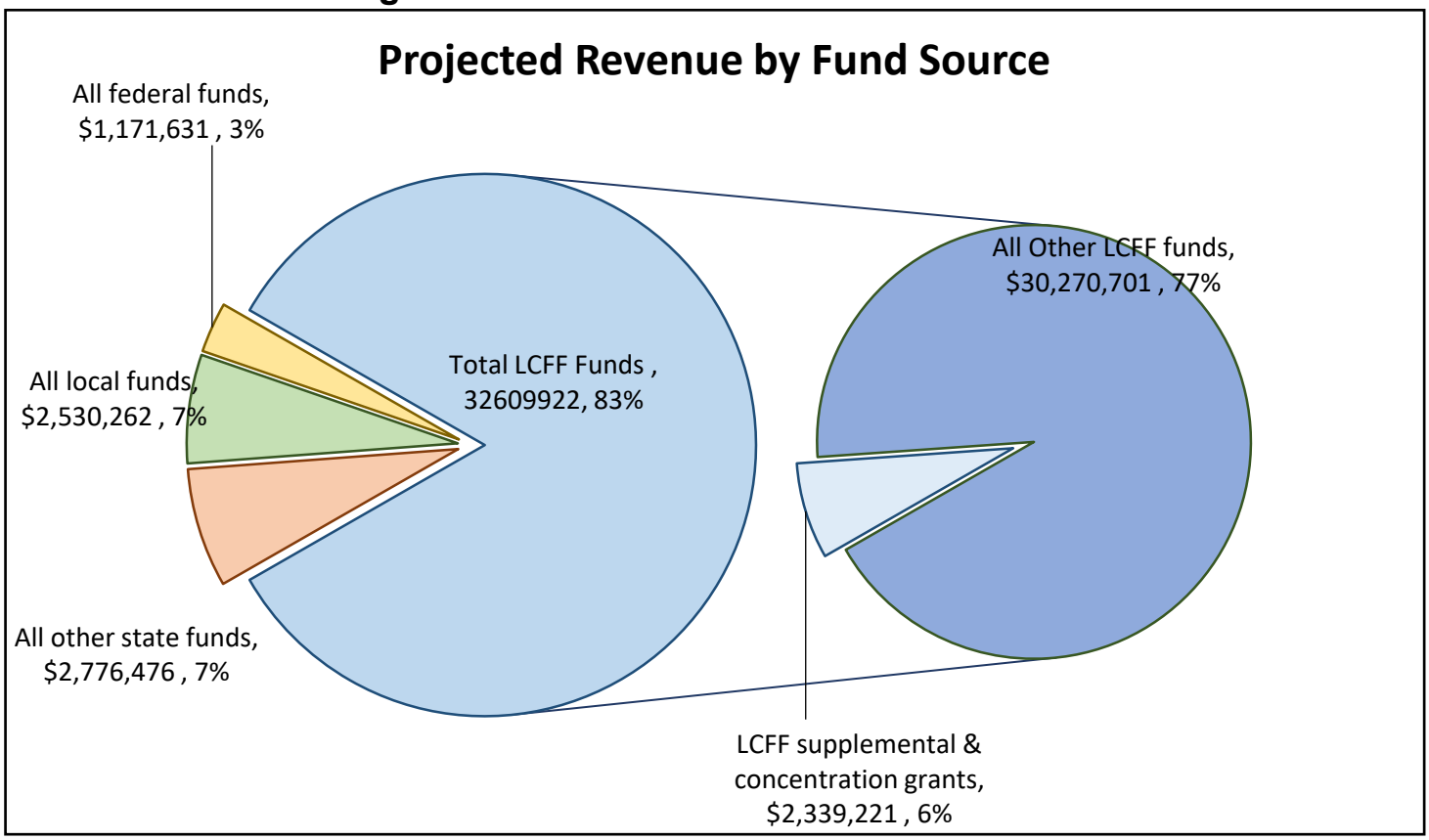
CDS Code: 41 68890 0000000

School Year: 2021 – 22

LEA contact information: J Jesus Contreras (650) 376 4429 contrerasj@cabrillo.k12.ca.us

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

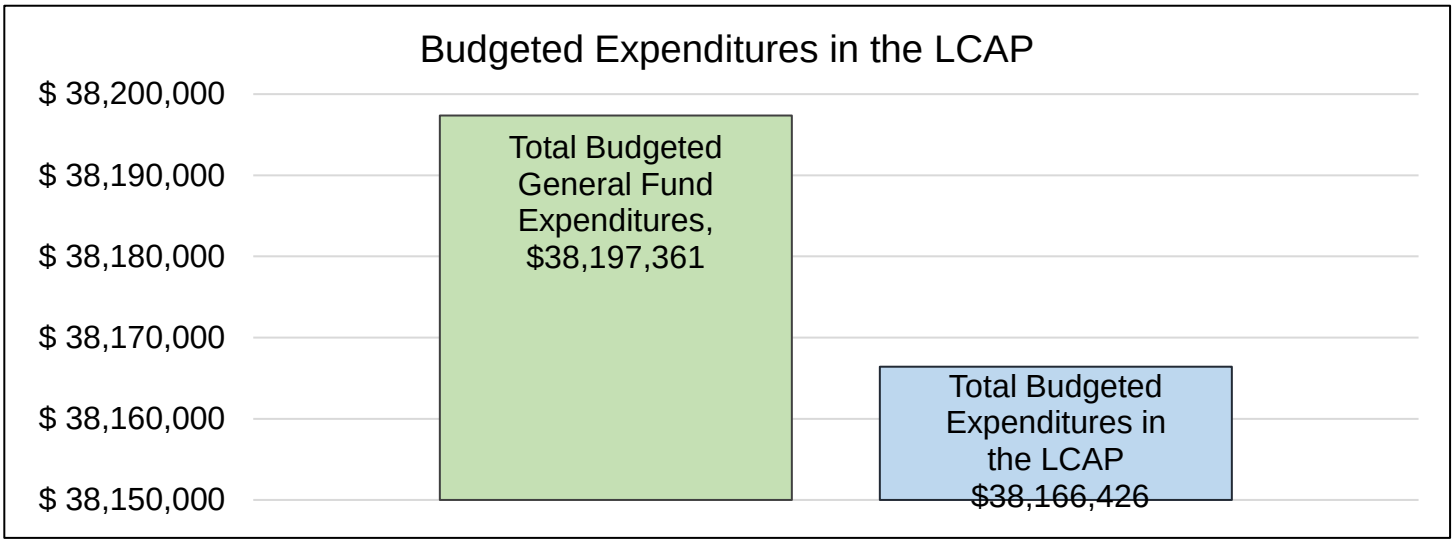


This chart shows the total general purpose revenue Cabrillo Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Cabrillo Unified School District is $39,088,291.00, of which $32,609,922.00 is Local Control Funding Formula (LCFF), $2,776,476.00 is other state funds, $2,530,262.00 is local funds, and $1,171,631.00 is federal funds. Of the $32,609,922.00 in LCFF Funds, $2,339,221.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Cabrillo Unified School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Cabrillo Unified School District plans to spend $38,197,361.00 for the 2021 – 22 school year. Of that amount, $38,166,426.00 is tied to actions/services in the LCAP and $30,935.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

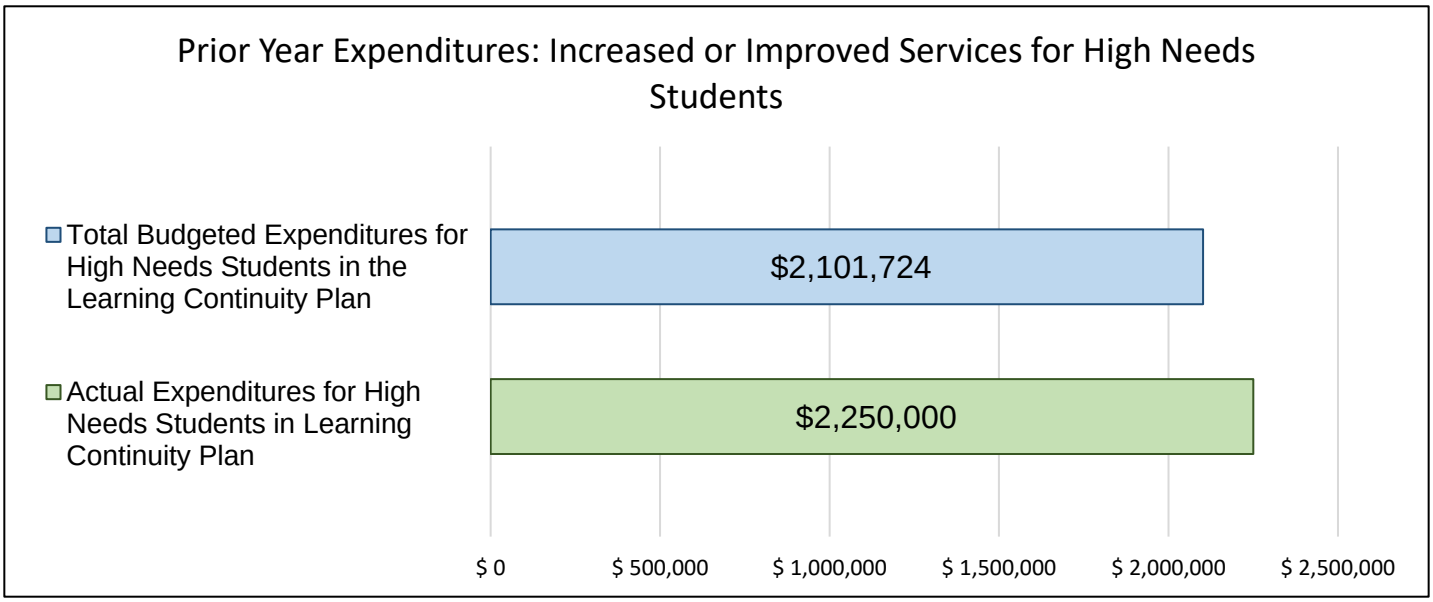
The budgeted expenditures not included in the LCAP correspond to general district operation and non-instructional services.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Cabrillo Unified School District is projecting it will receive $2,339,221.00 based on the enrollment of foster youth, English learner, and low-income students. Cabrillo Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cabrillo Unified School District plans to spend $2,339,221.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Cabrillo Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Cabrillo Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Cabrillo Unified School District's Learning Continuity Plan budgeted $2,101,724.00 for planned actions to increase or improve services for high needs students. Cabrillo Unified School District actually spent $2,250,000.00 for actions to increase or improve services for high needs students in 2020 – 21.

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
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Freya McCamant

MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Action/Presentation
ITEM TITLE: Approve CUSD Budget for the Fiscal Year 2021-2022

BACKGROUND INFORMATION

The District is required to adopt a balanced budget prior to July 1st of each year for the upcoming fiscal year. In compliance with legislation AB1200, the district selected the single budget adoption calendar. Should any updates become necessary, AB1200 gives the district 45 days after the Governor signs the state budget to revise the school district's budget.

FISCAL ANALYSIS

As required, the Budget Adoption process for Cabrillo Unified School District represents a projection of revenues and expenditures for the Fiscal Year 2021-2024. The financial information presented in this proposed budget is based on past data and the analysis of future trends and economic indicators in the State and the District.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Cabrillo Unified School District Financial Report: **2021-22 Budget**

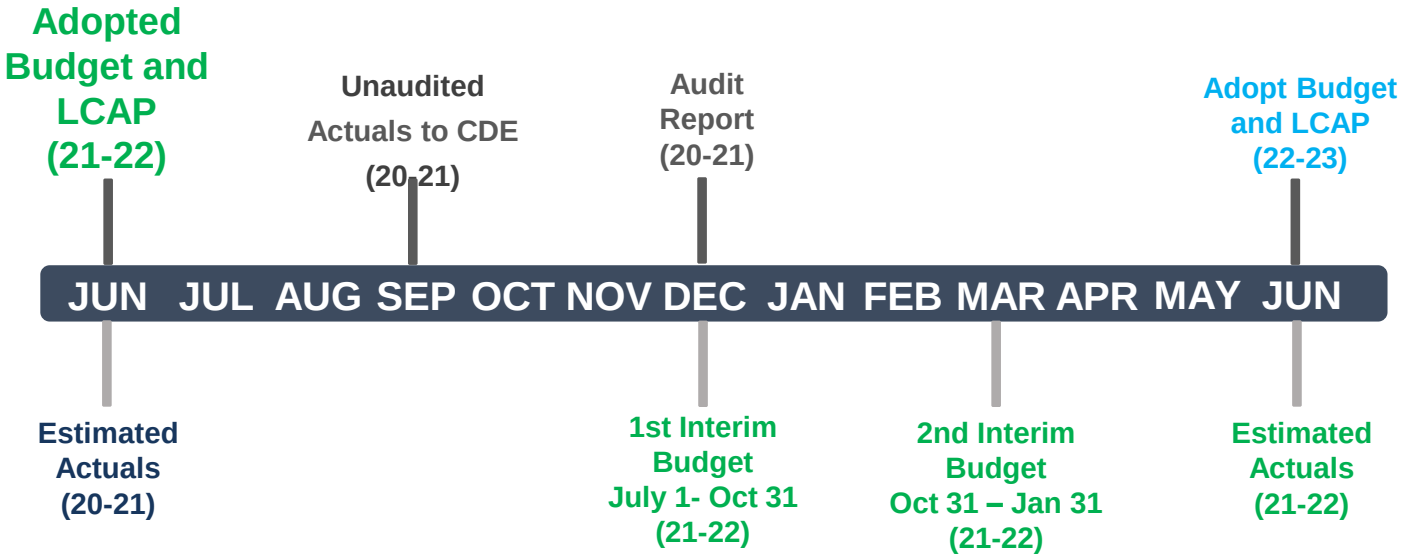
J Jesus Contreras

Chief Business Officer

Governing Board Meeting

June 24, 2021

2021-22 Budget Development



May Revised Landscape:

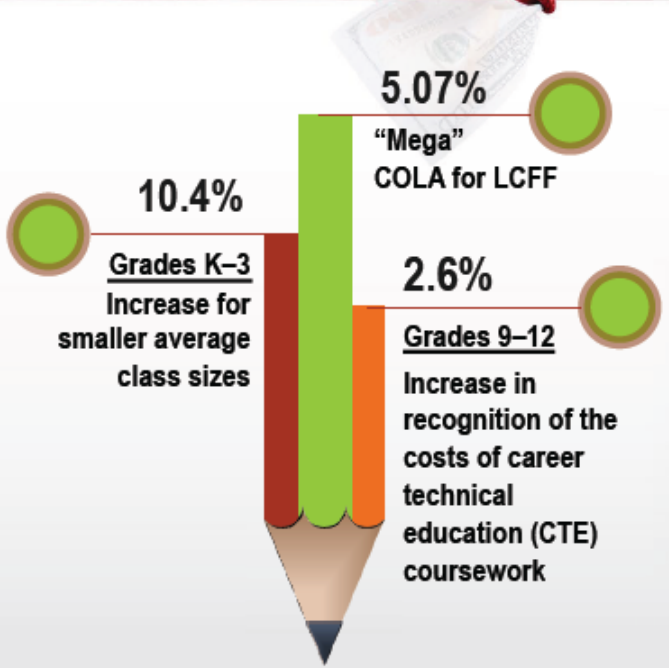
2020-21- A year like no other!

- Districts must budget based on May's revised state budget – California shows a strong economic turnaround with unprecedented one-time funding opportunities.
- On June 14, 2021, the Legislature passed AB 128 – CA 2021-22 Budget.
- The Legislature and Governor Newsom have not yet reached a final budget agreement – the final budget bill is expected to be signed into law by June 30.
- AB 128 *Good News* include: Paying deferrals, pension cost relief, reducing *Unemployment Insurance* rate
- AB 128 accounts for a compounded *Mega COLA*: 2021-22 (1.7%)+ 2020-21 (2.31%)+LCFF-base Increase (1%) = ***5.07% Mega COLA***

Mega COLA

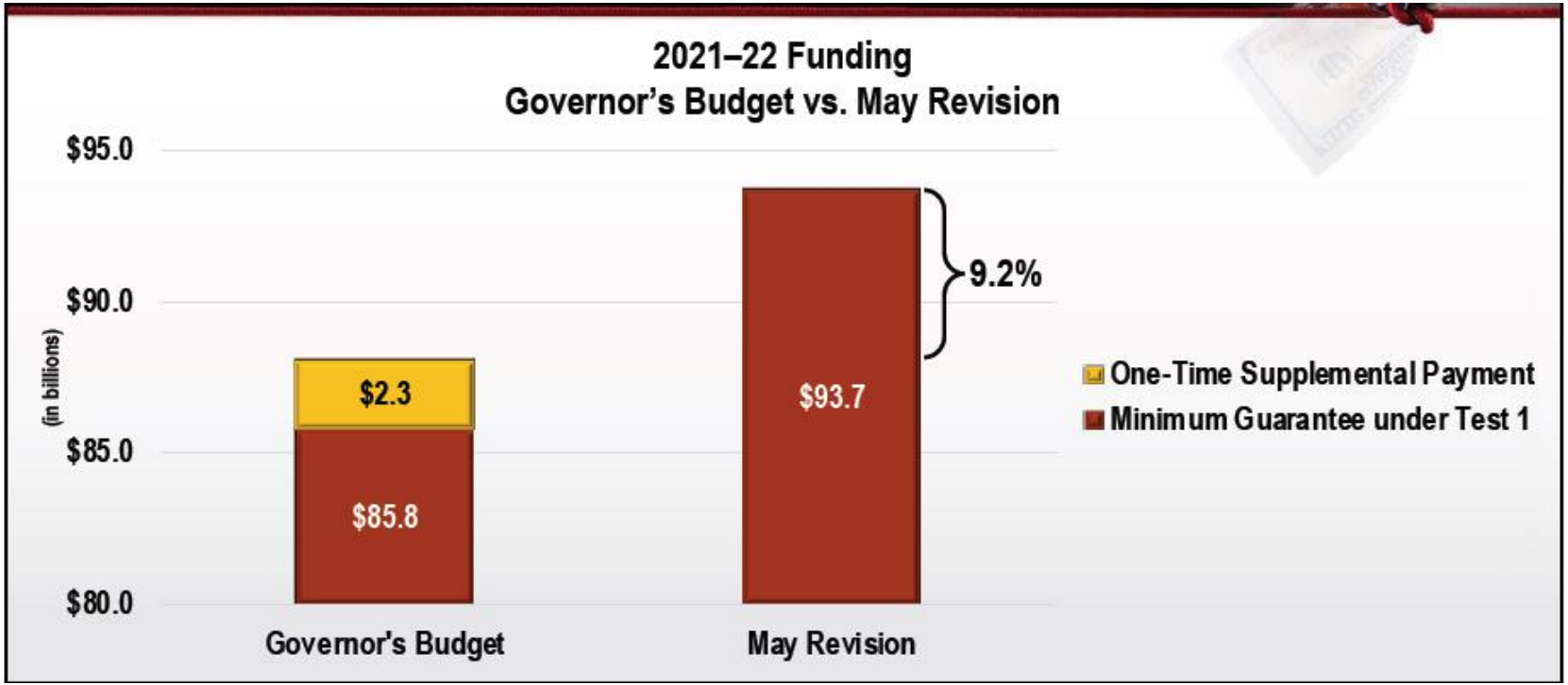
School Services of California, Inc. (SSC)

- **The May Revision increases the COLA which is applied to the LCFF base grants for each grade span**
  - **Two grade span adjustments (GSAs) are applied as percentage increases to the base grants**
  - **Supplemental and concentration (S/C) grants are calculated based on the percentage—unduplicated pupil percentage (UPP)—of an LEA's enrolled students who are:**
    - **English learners**
    - **Free or reduced-price meal program eligible students**
    - **Foster youth**



California Revenue Increase: Jan May

SSC



May Revised One-Time Funding Proposals

One-Time funding for:

- Reopening of Schools
- Expanded Learning
- Universal Transitional Kindergarten
- Community Schools
- Comprehensive Student Supports
- Educator Preparation and Training
- Broadband
- Child Nutrition

CUSD 2021-22 Budget Assumptions

Planning Factor	2021-22	2022-23	2023-24
Statutory COLA (LCFF and SPED Base Rate)	1.70%	2.48%	3.11%
2020-21 COLA (LCFF and SPED Base Rate)	2.31%	0.00%	0.00%
Super COLA Augmentation (LCFF)	1.00%	0.00%	0.00%
Funded LCFF COLA	5.07%	2.48%	3.11%
STRS Employer Rates	16.92%	19.10%	19.10%
PERS Employer Rates	22.91%	26.10%	27.10%
State Unemployment Insurance	1.23%	0.90%	0.30%

Cabrillo USD 2021-22 Budget Summary and Multi-Year-Projections

	2021-22: Basic Aid			2022-23: Basic Aid			2023-24: Basic Aid			2024-25: Basic Aid		
	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED	UNRESTRICTED	RESTRICTED	COMBINED
LCFF	30,889,833	1,720,089	32,609,922	31,422,104	1,720,089	33,142,193	32,006,490	1,720,089	33,726,579	32,596,213	1,720,089	34,316,302
Federal Revenue	0	1,171,631	1,171,631	0	1,171,631	1,171,631	0	1,171,631	1,171,631	0	1,171,631	1,171,631
State Revenue	559,595	2,216,881	2,776,476	558,095	2,216,391	2,774,486	544,295	2,211,883	2,756,178	531,845	2,207,816	2,739,661
Local Revenue	300,560	2,229,702	2,530,262	300,560	2,229,702	2,530,262	300,560	2,229,702	2,530,262	300,560	2,229,702	2,530,262
Total Revenues	31,749,988	7,338,303	39,088,291	32,280,759	7,337,813	39,618,572	32,851,345	7,333,305	40,184,650	33,428,618	7,329,238	40,757,856
Certificated Salaries	11,955,261	3,544,121	15,499,382	12,194,366	3,615,003	15,809,369	12,438,253	3,687,303	16,125,556	12,687,018	3,761,049	16,448,067
Classified Salaries	2,750,485	2,940,390	5,690,875	2,798,618	2,991,847	5,790,465	2,854,590	3,051,684	5,906,274	2,911,682	3,112,718	6,024,400
Benefits	5,629,467	4,043,926	9,673,393	5,964,070	4,209,015	10,173,085	6,110,677	4,288,887	10,399,564	6,252,111	4,359,386	10,611,497
Supplies	379,985	716,510	1,096,495	379,985	716,510	1,096,495	379,985	716,510	1,096,495	379,985	716,510	1,096,495
Services	2,220,076	3,469,027	5,689,103	2,220,566	3,468,537	5,689,103	2,225,074	3,464,029	5,689,103	2,229,141	3,459,962	5,689,103
Capital Outlay	0	76,500	76,500	0	76,500	76,500	0	76,500	76,500	0	76,500	76,500
Other Outgo/Indirect	59,879	411,734	471,613	59,879	411,734	471,613	59,879	411,734	471,613	59,879	411,734	471,613
Total Expenses	22,995,153	15,202,208	38,197,361	23,617,484	15,489,146	39,106,630	24,068,458	15,696,647	39,765,105	24,519,816	15,897,859	40,417,675
Surplus/(Deficit)	8,754,835	(7,863,905)	890,930	8,663,275	(8,151,333)	511,942	8,782,887	(8,363,342)	419,545	8,908,802	(8,568,621)	340,181
Transfer in (891X)	0	0	0	0	0	0	0	0	0	0	0	0
Transfer out (761X)	400,000	0	400,000	400,000	0	400,000	400,000	0	400,000	400,000	0	400,000
Contribution	(7,863,905)	7,863,905	0	(8,207,496)	8,207,496	0	(8,419,505)	8,419,505	0	(8,624,784)	8,624,784	0
Other In / Out	(8,263,905)	7,863,905	(400,000)	(8,607,496)	8,207,496	(400,000)	(8,819,505)	8,419,505	(400,000)	(9,024,784)	8,624,784	(400,000)
Total Surplus/(Deficit)	490,930	0	490,930	55,779	56,163	111,942	(36,618)	56,163	19,545	(115,982)	56,163	(59,819)
9791	6,375,373	2,469,013	8,844,386	6,866,303	2,469,013	9,335,316	6,922,082	2,525,176	9,447,258	6,885,464	2,581,339	9,466,803
9795												
Beginning Balance	6,375,373	2,469,013	8,844,386	6,866,303	2,469,013	9,335,316	6,922,082	2,525,176	9,447,258	6,885,464	2,581,339	9,466,803
Ending Balance	6,866,303	2,469,013	9,335,316	6,922,082	2,525,176	9,447,258	6,885,464	2,581,339	9,466,803	6,769,482	2,637,502	9,406,984
Revolving Cash, Stores & Prepaid	45,000		45,000	45,000		45,000	45,000		45,000	45,000		45,000
Restricted Programs		2,469,013	2,469,013		2,525,176	2,525,176		2,581,339	2,581,339		2,637,502	2,637,502
3% REU (9789)	1,157,921	0	1,157,921	1,185,199	0	1,185,199	1,204,954	0	1,204,954	1,224,531	0	1,224,531
UNASSIGNED (9790)	5,663,382	0	5,663,382	5,691,883	0	5,691,883	5,635,510	0	5,635,510	5,499,951	0	5,499,951

Enrollment and ADA Considerations

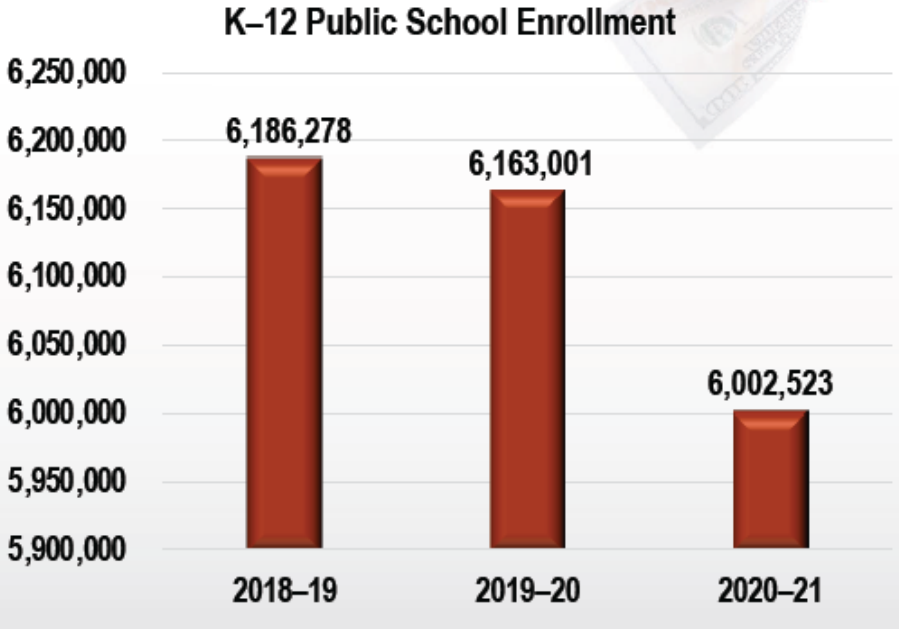
The Fiscal Crisis and Management Assistance Team (FCMAT) and SSC advise as follows:

- For many school districts, an ADA cliff is looming in 2022–23
- The conversation of a cliff runs contrary to much of the statewide messaging, but the ADA cliff poses a real threat to budgets and multi-year projections
- As students return, Districts should continue the conversation around “right-sizing” their budgets/staffing, especially if the student population does not recover with the return of in-person instruction
- The increase in COLA and one-time federal funds provide an additional cushion, but it should not be viewed as the magic fix to avoid “right-sizing”

California Enrollment Trend

SSC

- The pandemic impacted learning in many ways, but perhaps the starkest example is the loss of K–12 students in 2020–21
- Based on state-certified data, the state's K–12 student population declined by more than 160,000
- Sharp contrast to estimated loss of 20,000 to 30,000 annually



Source: DataQuest, California Department of Education (CDE)

Average Daily Attendance Considerations

SSC

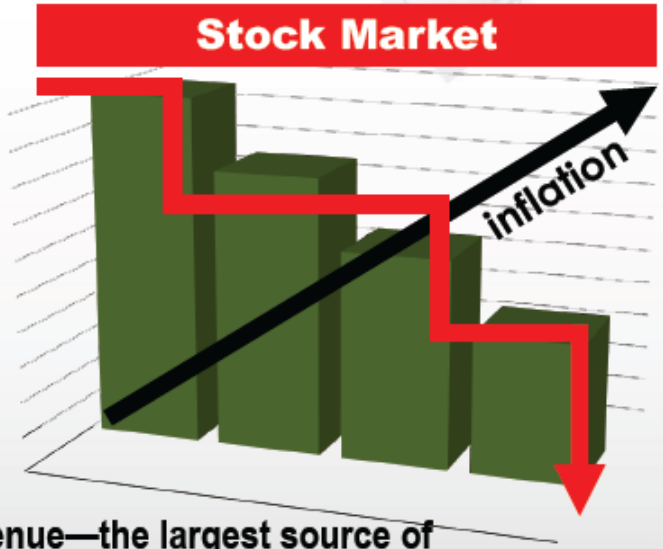
- The looming question for LEAs is how many of those students will return in 2021–22
- The good news for school districts with no "dependent" charter schools is that the hold harmless provision of the 2020–21 Enacted Budget provides a one year safe-harbor
  - In 2021–22, school districts will be funded on the higher of 2019–20 ADA or 2021–22 ADA



Other Essential Consideration

SSC

- Governor Newsom's California Comeback Plan contains over $100 billion in recovery programs and services
- This May Revision is a welcome change from last year when the Governor was contemplating how to absorb a projected $54 billion budget shortfall, but there are risks to the budget
  - More economists are growing concerned about runaway inflation with demand outpacing supply
  - Federal Reserve may be reluctant to quell inflation risks by increasing interest rates
- Combined, this could spook investors, who generate more than 50% of California's personal income tax revenue—the largest source of General Fund revenue and the leading source of our economic recovery



Cabrillo USD Reserves:

The minimum recommended reserve for economic uncertainties for each fiscal year identified in the budget are as follows:

2021-22	**3%**	**or**	**$ 1,157,921**
2022-23	**3%**	**or**	**$ 1,185,199**
2023-24	**3%**	**or**	**$ 1,204,954**

The combined unrestricted assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve for economic uncertainties for each fiscal year identified in the budget are as follows:

2021-22	**$ 5,096,807**	**12.42%**
2022-23	**$ 5,663,382**	**14.82%**
2023-24	**$ 5,691,883**	**14.55%**

NOTA BENE: The Government Finance Officer Association recommends reserves of at least two months of operating expenditures (approximately 17%) to safeguard against economic uncertainties.

Statewide Average Reserves

- The latest statewide data available on school district reserves is from 2019–20

2019–20 Average Unrestricted General Fund, Plus Fund 17; Ending Balances[1]	
Unified School Districts	18.82%
Elementary School Districts	22.70%
High School Districts	17.34%

[1]As a percentage of total general fund expenditures, transfers, and other uses

- The rise in ending balances is emblematic of the slowdown in new, ongoing revenues apportioned through the LCFF in 2020–21
  - LEAs also had temporary spending freezes as a result of an immediate and complete shutdown of in-person instruction

Reserves

SSC

- School revenues in California are volatile, and reserves are needed to weather the often unpredictable financial storms



Maintaining vigilance of the potential funding cliff, the effects of declining enrollment in CUSD, and the uncertainties inherent to Basic Aid funding status, CUSD staff will continue following FCMAT and SMCOE guidance to protect CUSD's fiscal solvency.

Staff requests approval of the 2021-22 Cabrillo Unified School District Budget.

Questions?

Thank you!

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	30,315,798.00	1,720,089.00	32,035,887.00	30,889,833.00	1,720,089.00	32,609,922.00	1.8%
2) Federal Revenue		8100-8299	30,797.00	3,518,070.00	3,548,867.00	0.00	1,171,631.00	1,171,631.00	-67.0%
3) Other State Revenue		8300-8599	605,412.00	4,682,919.00	5,288,331.00	559,595.00	2,216,881.00	2,776,476.00	-47.5%
4) Other Local Revenue		8600-8799	731,808.00	2,644,059.00	3,375,867.00	300,560.00	2,229,702.00	2,530,262.00	-25.0%
5) TOTAL, REVENUES			31,683,815.00	12,565,137.00	44,248,952.00	31,749,988.00	7,338,303.00	39,088,291.00	-11.7%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	11,985,475.00	4,148,493.00	16,133,968.00	11,955,261.00	3,544,121.00	15,499,382.00	-3.9%
2) Classified Salaries		2000-2999	2,717,353.00	3,339,348.00	6,056,701.00	2,750,485.00	2,940,390.00	5,690,875.00	-6.0%
3) Employee Benefits		3000-3999	5,032,188.00	4,108,363.00	9,140,551.00	5,629,467.00	4,043,926.00	9,673,393.00	5.8%
4) Books and Supplies		4000-4999	382,700.00	2,427,948.00	2,810,648.00	379,985.00	716,510.00	1,096,495.00	-61.0%
5) Services and Other Operating Expenditures		5000-5999	2,144,751.00	4,106,556.00	6,251,307.00	2,220,076.00	3,469,027.00	5,689,103.00	-9.0%
6) Capital Outlay		6000-6999	0.00	170,723.00	170,723.00	0.00	76,500.00	76,500.00	-55.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	83,405.00	397,620.00	481,025.00	83,405.00	397,620.00	481,025.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(23,526.00)	14,114.00	(9,412.00)	(23,526.00)	14,114.00	(9,412.00)	0.0%
9) TOTAL, EXPENDITURES			22,322,346.00	18,713,165.00	41,035,511.00	22,995,153.00	15,202,208.00	38,197,361.00	-6.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			9,361,469.00	(6,148,028.00)	3,213,441.00	8,754,835.00	(7,863,905.00)	890,930.00	-72.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	400,000.00	0.00	400,000.00	400,000.00	0.00	400,000.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(7,970,825.00)	7,970,825.00	0.00	(7,863,905.00)	7,863,905.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(8,370,825.00)	7,970,825.00	(400,000.00)	(8,263,905.00)	7,863,905.00	(400,000.00)	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			990,644.00	1,822,797.00	2,813,441.00	490,930.00	0.00	490,930.00	-82.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	5,384,728.63	646,215.96	6,030,944.59	6,375,372.63	2,469,012.96	8,844,385.59	46.7%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,384,728.63	646,215.96	6,030,944.59	6,375,372.63	2,469,012.96	8,844,385.59	46.7%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,384,728.63	646,215.96	6,030,944.59	6,375,372.63	2,469,012.96	8,844,385.59	46.7%
2) Ending Balance, June 30 (E + F1e)			6,375,372.63	2,469,012.96	8,844,385.59	6,866,302.63	2,469,012.96	9,335,315.59	5.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Stores		9712	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	2,469,013.89	2,469,013.89	0.00	2,469,013.89	2,469,013.89	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,243,066.00	0.00	1,243,066.00	1,157,921.00	0.00	1,157,921.00	-6.8%
Unassigned/Unappropriated Amount		9790	5,087,306.63	(0.93)	5,087,305.70	5,663,381.63	(0.93)	5,663,380.70	11.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
G. ASSETS									
1) Cash									
a) in County Treasury		9110	22,896,686.93	(4,121,318.74)	18,775,368.19				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	25,000.00	0.00	25,000.00				
d) with Fiscal Agent/Trustee		9135	7,449,154.79	0.00	7,449,154.79				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	19,885.84	0.00	19,885.84				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			30,390,727.56	(4,121,318.74)	26,269,408.82				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	252,466.85	0.00	252,466.85				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	14,805,000.00	0.00	14,805,000.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			15,057,466.85	0.00	15,057,466.85				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
(G9 + H2) - (I6 + J2)			15,333,260.71	(4,121,318.74)	11,211,941.97				

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	1,021,371.00	0.00	1,021,371.00	1,021,371.00	0.00	1,021,371.00	0.0%
Education Protection Account State Aid - Current Year		8012	592,672.00	0.00	592,672.00	592,672.00	0.00	592,672.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	89,956.00	0.00	89,956.00	89,956.00	0.00	89,956.00	0.0%
Timber Yield Tax		8022	8,910.00	0.00	8,910.00	8,910.00	0.00	8,910.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	27,431,761.00	0.00	27,431,761.00	28,005,796.00	0.00	28,005,796.00	2.1%
Unsecured Roll Taxes		8042	1,191,210.00	0.00	1,191,210.00	1,191,210.00	0.00	1,191,210.00	0.0%
Prior Years' Taxes		8043	(20,082.00)	0.00	(20,082.00)	(20,082.00)	0.00	(20,082.00)	0.0%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			30,315,798.00	0.00	30,315,798.00	30,889,833.00	0.00	30,889,833.00	1.9%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	1,720,089.00	1,720,089.00	0.00	1,720,089.00	1,720,089.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			30,315,798.00	1,720,089.00	32,035,887.00	30,889,833.00	1,720,089.00	32,609,922.00	1.8%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	596,843.00	596,843.00	0.00	596,843.00	596,843.00	0.0%
Special Education Discretionary Grants		8182	0.00	14,878.00	14,878.00	0.00	14,878.00	14,878.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	208,000.00	208,000.00	0.00	208,000.00	208,000.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		124,118.00	124,118.00		112,608.00	112,608.00	-9.3%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		90,321.00	90,321.00		52,936.00	52,936.00	-41.4%
Title III, Part A, Immigrant Student Program	4201	8290		12,739.00	12,739.00		7,015.00	7,015.00	-44.9%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
Title III, Part A, English Learner Program	4203	8290		199,208.00	199,208.00		78,135.00	78,135.00	-60.8%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		34,656.00	34,656.00		10,000.00	10,000.00	-71.1%
Career and Technical Education	3500-3599	8290		14,917.00	14,917.00		14,917.00	14,917.00	0.0%
All Other Federal Revenue	All Other	8290	30,797.00	2,222,390.00	2,253,187.00	0.00	76,299.00	76,299.00	-96.6%
TOTAL, FEDERAL REVENUE			30,797.00	3,518,070.00	3,548,867.00	0.00	1,171,631.00	1,171,631.00	-67.0%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		6,510.00	6,510.00		0.00	0.00	-100.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	126,245.00	0.00	126,245.00	126,245.00	0.00	126,245.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	463,800.00	151,508.00	615,308.00	433,350.00	141,561.00	574,911.00	-6.6%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		119,853.00	119,853.00		119,853.00	119,853.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		176,473.00	176,473.00		115,647.00	115,647.00	-34.5%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		218,961.00	218,961.00		212,814.00	212,814.00	-2.8%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	15,367.00	4,009,614.00	4,024,981.00	0.00	1,627,006.00	1,627,006.00	-59.6%
TOTAL, OTHER STATE REVENUE			605,412.00	4,682,919.00	5,288,331.00	559,595.00	2,216,881.00	2,776,476.00	-47.5%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	1,630,000.00	1,630,000.00	0.00	1,630,000.00	1,630,000.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	25,560.00	0.00	25,560.00	25,560.00	0.00	25,560.00	0.0%
Interest		8660	523,000.00	0.00	523,000.00	200,000.00	0.00	200,000.00	-61.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	183,248.00	1,014,059.00	1,197,307.00	75,000.00	599,702.00	674,702.00	-43.6%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			731,808.00	2,644,059.00	3,375,867.00	300,560.00	2,229,702.00	2,530,262.00	-25.0%
TOTAL, REVENUES			31,683,815.00	12,565,137.00	44,248,952.00	31,749,988.00	7,338,303.00	39,088,291.00	-11.7%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	10,045,964.00	2,988,414.00	13,034,378.00	9,963,174.00	2,522,180.00	12,485,354.00	-4.2%
Certificated Pupil Support Salaries		1200	179,064.00	903,980.00	1,083,044.00	231,640.00	814,572.00	1,046,212.00	-3.4%
Certificated Supervisors' and Administrators' Salaries		1300	1,694,394.00	138,010.00	1,832,404.00	1,694,394.00	142,204.00	1,836,598.00	0.2%
Other Certificated Salaries		1900	66,053.00	118,089.00	184,142.00	66,053.00	65,165.00	131,218.00	-28.7%
TOTAL, CERTIFICATED SALARIES			11,985,475.00	4,148,493.00	16,133,968.00	11,955,261.00	3,544,121.00	15,499,382.00	-3.9%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	39.00	981,539.00	981,578.00	39.00	855,685.00	855,724.00	-12.8%
Classified Support Salaries		2200	821,306.00	1,809,814.00	2,631,120.00	819,438.00	1,578,842.00	2,398,280.00	-8.8%
Classified Supervisors' and Administrators' Salaries		2300	496,592.00	145,799.00	642,391.00	496,592.00	140,310.00	636,902.00	-0.9%
Clerical, Technical and Office Salaries		2400	1,261,063.00	251,462.00	1,512,525.00	1,296,063.00	244,362.00	1,540,425.00	1.8%
Other Classified Salaries		2900	138,353.00	150,734.00	289,087.00	138,353.00	121,191.00	259,544.00	-10.2%
TOTAL, CLASSIFIED SALARIES			2,717,353.00	3,339,348.00	6,056,701.00	2,750,485.00	2,940,390.00	5,690,875.00	-6.0%
EMPLOYEE BENEFITS									
STRS		3101-3102	1,659,876.00	2,040,746.00	3,700,622.00	1,800,318.00	2,047,431.00	3,847,749.00	4.0%
PERS		3201-3202	654,450.00	650,577.00	1,305,027.00	789,579.00	599,965.00	1,389,544.00	6.5%
OASDI/Medicare/Alternative		3301-3302	364,596.00	288,347.00	652,943.00	371,197.00	259,160.00	630,357.00	-3.5%
Health and Welfare Benefits		3401-3402	2,092,862.00	980,434.00	3,073,296.00	2,249,582.00	940,102.00	3,189,684.00	3.8%
Unemployment Insurance		3501-3502	6,540.00	3,324.00	9,864.00	162,138.00	69,377.00	231,515.00	2247.1%
Workers' Compensation		3601-3602	220,901.00	110,496.00	331,397.00	223,712.00	98,335.00	322,047.00	-2.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	32,963.00	34,439.00	67,402.00	32,941.00	29,556.00	62,497.00	-7.3%
TOTAL, EMPLOYEE BENEFITS			5,032,188.00	4,108,363.00	9,140,551.00	5,629,467.00	4,043,926.00	9,673,393.00	5.8%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	65,764.00	315,372.00	381,136.00	65,764.00	239,559.00	305,323.00	-19.9%
Books and Other Reference Materials		4200	0.00	31,315.00	31,315.00	0.00	11,315.00	11,315.00	-63.9%
Materials and Supplies		4300	316,936.00	1,926,412.00	2,243,348.00	314,221.00	461,140.00	775,361.00	-65.4%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
Noncapitalized Equipment		4400	0.00	154,849.00	154,849.00	0.00	4,496.00	4,496.00	-97.1%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			382,700.00	2,427,948.00	2,810,648.00	379,985.00	716,510.00	1,096,495.00	-61.0%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	1,157,967.00	1,157,967.00	0.00	1,157,967.00	1,157,967.00	0.0%
Travel and Conferences		5200	15,222.00	56,980.00	72,202.00	15,222.00	23,703.00	38,925.00	-46.1%
Dues and Memberships		5300	18,832.00	1,243.00	20,075.00	18,832.00	15,327.00	34,159.00	70.2%
Insurance		5400 - 5450	425,444.00	0.00	425,444.00	425,444.00	0.00	425,444.00	0.0%
Operations and Housekeeping Services		5500	776,864.00	78,600.00	855,464.00	776,864.00	78,600.00	855,464.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	98,447.00	913,533.00	1,011,980.00	98,447.00	646,022.00	744,469.00	-26.4%
Transfers of Direct Costs		5710	0.00	0.00	0.00	76,445.00	(76,445.00)	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	562,778.00	1,889,052.00	2,451,830.00	562,778.00	1,617,195.00	2,179,973.00	-11.1%
Communications		5900	247,164.00	9,181.00	256,345.00	246,044.00	6,658.00	252,702.00	-1.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,144,751.00	4,106,556.00	6,251,307.00	2,220,076.00	3,469,027.00	5,689,103.00	-9.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	76,500.00	76,500.00	0.00	76,500.00	76,500.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	94,223.00	94,223.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	170,723.00	170,723.00	0.00	76,500.00	76,500.00	-55.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	8,400.00	0.00	8,400.00	8,400.00	0.00	8,400.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	26,120.00	26,120.00	0.00	26,120.00	26,120.00	0.0%
Payments to County Offices		7142	75,005.00	371,500.00	446,505.00	75,005.00	371,500.00	446,505.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			83,405.00	397,620.00	481,025.00	83,405.00	397,620.00	481,025.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(14,114.00)	14,114.00	0.00	(14,114.00)	14,114.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(9,412.00)	0.00	(9,412.00)	(9,412.00)	0.00	(9,412.00)	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(23,526.00)	14,114.00	(9,412.00)	(23,526.00)	14,114.00	(9,412.00)	0.0%
TOTAL, EXPENDITURES			22,322,346.00	18,713,165.00	41,035,511.00	22,995,153.00	15,202,208.00	38,197,361.00	-6.9%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	400,000.00	0.00	400,000.00	400,000.00	0.00	400,000.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			400,000.00	0.00	400,000.00	400,000.00	0.00	400,000.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(7,970,825.00)	7,970,825.00	0.00	(7,863,905.00)	7,863,905.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(7,970,825.00)	7,970,825.00	0.00	(7,863,905.00)	7,863,905.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(8,370,825.00)	7,970,825.00	(400,000.00)	(8,263,905.00)	7,863,905.00	(400,000.00)	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	30,315,798.00	1,720,089.00	32,035,887.00	30,889,833.00	1,720,089.00	32,609,922.00	1.8%
2) Federal Revenue		8100-8299	30,797.00	3,518,070.00	3,548,867.00	0.00	1,171,631.00	1,171,631.00	-67.0%
3) Other State Revenue		8300-8599	605,412.00	4,682,919.00	5,288,331.00	559,595.00	2,216,881.00	2,776,476.00	-47.5%
4) Other Local Revenue		8600-8799	731,808.00	2,644,059.00	3,375,867.00	300,560.00	2,229,702.00	2,530,262.00	-25.0%
5) TOTAL, REVENUES			31,683,815.00	12,565,137.00	44,248,952.00	31,749,988.00	7,338,303.00	39,088,291.00	-11.7%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		13,558,137.00	10,525,805.00	24,083,942.00	14,085,257.00	9,100,661.00	23,185,918.00	-3.7%
2) Instruction - Related Services	2000-2999		4,014,138.00	1,934,199.00	5,948,337.00	4,139,928.00	1,182,110.00	5,322,038.00	-10.5%
3) Pupil Services	3000-3999		439,728.00	2,251,232.00	2,690,960.00	440,531.00	1,995,527.00	2,436,058.00	-9.5%
4) Ancillary Services	4000-4999		246,466.00	257,888.00	504,354.00	248,474.00	240,804.00	489,278.00	-3.0%
5) Community Services	5000-5999		0.00	39,260.00	39,260.00	0.00	39,260.00	39,260.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		2,661,287.00	68,258.00	2,729,545.00	2,675,446.00	15,779.00	2,691,225.00	-1.4%
8) Plant Services	8000-8999		1,319,185.00	3,238,903.00	4,558,088.00	1,322,112.00	2,230,447.00	3,552,559.00	-22.1%
9) Other Outgo	9000-9999	Except 7600-7699	83,405.00	397,620.00	481,025.00	83,405.00	397,620.00	481,025.00	0.0%
10) TOTAL, EXPENDITURES			22,322,346.00	18,713,165.00	41,035,511.00	22,995,153.00	15,202,208.00	38,197,361.00	-6.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			9,361,469.00	(6,148,028.00)	3,213,441.00	8,754,835.00	(7,863,905.00)	890,930.00	-72.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	400,000.00	0.00	400,000.00	400,000.00	0.00	400,000.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(7,970,825.00)	7,970,825.00	0.00	(7,863,905.00)	7,863,905.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(8,370,825.00)	7,970,825.00	(400,000.00)	(8,263,905.00)	7,863,905.00	(400,000.00)	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals Unrestricted (A)	2020-21 Estimated Actuals Restricted (B)	2020-21 Estimated Actuals Total Fund col. A + B (C)	2021-22 Budget Unrestricted (D)	2021-22 Budget Restricted (E)	2021-22 Budget Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			990,644.00	1,822,797.00	2,813,441.00	490,930.00	0.00	490,930.00	-82.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	5,384,728.63	646,215.96	6,030,944.59	6,375,372.63	2,469,012.96	8,844,385.59	46.7%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,384,728.63	646,215.96	6,030,944.59	6,375,372.63	2,469,012.96	8,844,385.59	46.7%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,384,728.63	646,215.96	6,030,944.59	6,375,372.63	2,469,012.96	8,844,385.59	46.7%
2) Ending Balance, June 30 (E + F1e)			6,375,372.63	2,469,012.96	8,844,385.59	6,866,302.63	2,469,012.96	9,335,315.59	5.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Stores		9712	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	2,469,013.89	2,469,013.89	0.00	2,469,013.89	2,469,013.89	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,243,066.00	0.00	1,243,066.00	1,157,921.00	0.00	1,157,921.00	-6.8%
Unassigned/Unappropriated Amount		9790	5,087,306.63	(0.93)	5,087,305.70	5,663,381.63	(0.93)	5,663,380.70	11.3%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
3212	Elementary and Secondary School Relief II (ESSER II) Fund	272,460.00	272,460.00
5640	Medi-Cal Billing Option	116,104.80	116,104.80
6300	Lottery: Instructional Materials	0.09	0.09
7425	Expanded Learning Opportunities (ELO) Grant	195,445.00	195,445.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Sta	1,885,004.00	1,885,004.00
Total, Restricted Balance		2,469,013.89	2,469,013.89

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	40,576.00	40,576.00	0.0%
3) Other State Revenue		8300-8599	343,271.00	343,271.00	0.0%
4) Other Local Revenue		8600-8799	2,252.00	400.00	-82.2%
5) TOTAL, REVENUES			386,099.00	384,247.00	-0.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	147,280.00	146,064.00	-0.8%
2) Classified Salaries		2000-2999	56,768.00	56,768.00	0.0%
3) Employee Benefits		3000-3999	61,687.00	63,694.00	3.3%
4) Books and Supplies		4000-4999	29,772.00	29,772.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	11,624.00	11,624.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	9,412.00	9,412.00	0.0%
9) TOTAL, EXPENDITURES			316,543.00	317,334.00	0.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			69,556.00	66,913.00	-3.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			69,556.00	66,913.00	-3.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	73,127.05	142,683.05	95.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			73,127.05	142,683.05	95.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			73,127.05	142,683.05	95.1%
2) Ending Balance, June 30 (E + F1e)			142,683.05	209,596.05	46.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	142,683.05	209,596.05	46.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	135,255.67		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			135,255.67		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	5,473.70		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			5,473.70		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			129,781.97		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	40,576.00	40,576.00	0.0%
TOTAL, FEDERAL REVENUE			40,576.00	40,576.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	343,271.00	343,271.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			343,271.00	343,271.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	800.00	400.00	-50.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,452.00	0.00	-100.0%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,252.00	400.00	-82.2%
TOTAL, REVENUES			386,099.00	384,247.00	-0.5%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,216.00	0.00	-100.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	146,064.00	146,064.00	0.0%
TOTAL, CERTIFICATED SALARIES			147,280.00	146,064.00	-0.8%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	56,768.00	56,768.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			56,768.00	56,768.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	20,686.00	20,490.00	-0.9%
PERS		3201-3202	11,257.00	11,257.00	0.0%
OASDI/Medicare/Alternative		3301-3302	6,625.00	6,607.00	-0.3%
Health and Welfare Benefits		3401-3402	19,814.00	19,814.00	0.0%
Unemployment Insurance		3501-3502	96.00	2,338.00	2335.4%
Workers' Compensation		3601-3602	3,209.00	3,188.00	-0.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			61,687.00	63,694.00	3.3%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	29,772.00	29,772.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			29,772.00	29,772.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	10,084.00	10,084.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,540.00	1,540.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			11,624.00	11,624.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	9,412.00	9,412.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			9,412.00	9,412.00	0.0%
TOTAL, EXPENDITURES			316,543.00	317,334.00	0.2%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	40,576.00	40,576.00	0.0%
3) Other State Revenue		8300-8599	343,271.00	343,271.00	0.0%
4) Other Local Revenue		8600-8799	2,252.00	400.00	-82.2%
5) TOTAL, REVENUES			386,099.00	384,247.00	-0.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		28,764.00	28,764.00	0.0%
2) Instruction - Related Services	2000-2999		278,367.00	279,158.00	0.3%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		9,412.00	9,412.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			316,543.00	317,334.00	0.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			69,556.00	66,913.00	-3.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			69,556.00	66,913.00	-3.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	73,127.05	142,683.05	95.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			73,127.05	142,683.05	95.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			73,127.05	142,683.05	95.1%
2) Ending Balance, June 30 (E + F1e)			142,683.05	209,596.05	46.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	142,683.05	209,596.05	46.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
6391	Adult Education Program	142,683.05	209,596.05
Total, Restricted Balance		142,683.05	209,596.05

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	219,514.00	219,514.00	0.0%
4) Other Local Revenue		8600-8799	(305.00)	0.00	-100.0%
5) TOTAL, REVENUES			219,209.00	219,514.00	0.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	126,335.00	134,413.00	6.4%
3) Employee Benefits		3000-3999	78,699.00	80,186.00	1.9%
4) Books and Supplies		4000-4999	13,030.00	3,465.00	-73.4%
5) Services and Other Operating Expenditures		5000-5999	1,450.00	1,450.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			219,514.00	219,514.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(305.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(305.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,274.55	969.55	-23.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,274.55	969.55	-23.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,274.55	969.55	-23.9%
2) Ending Balance, June 30 (E + F1e)			969.55	969.55	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	969.55	969.55	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(28,874.69)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			(28,874.69)		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	8,850.60		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			8,850.60		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			(37,725.29)		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	219,514.00	219,514.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			219,514.00	219,514.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	(305.00)	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			(305.00)	0.00	-100.0%
TOTAL, REVENUES			219,209.00	219,514.00	0.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	94,053.00	102,131.00	8.6%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	32,282.00	32,282.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			126,335.00	134,413.00	6.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	32,229.00	32,229.00	0.0%
OASDI/Medicare/Alternative		3301-3302	9,727.00	9,727.00	0.0%
Health and Welfare Benefits		3401-3402	33,806.00	33,806.00	0.0%
Unemployment Insurance		3501-3502	63.00	1,550.00	2360.3%
Workers' Compensation		3601-3602	2,146.00	2,146.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	728.00	728.00	0.0%
TOTAL, EMPLOYEE BENEFITS			78,699.00	80,186.00	1.9%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	13,030.00	3,465.00	-73.4%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			13,030.00	3,465.00	-73.4%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	450.00	450.00	0.0%
Communications		5900	1,000.00	1,000.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,450.00	1,450.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			219,514.00	219,514.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	219,514.00	219,514.00	0.0%
4) Other Local Revenue		8600-8799	(305.00)	0.00	-100.0%
5) TOTAL, REVENUES			219,209.00	219,514.00	0.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		164,729.00	164,351.00	-0.2%
2) Instruction - Related Services	2000-2999		54,785.00	55,163.00	0.7%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			219,514.00	219,514.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(305.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(305.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,274.55	969.55	-23.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,274.55	969.55	-23.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,274.55	969.55	-23.9%
2) Ending Balance, June 30 (E + F1e)			969.55	969.55	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	969.55	969.55	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	330,000.00	330,000.00	0.0%
3) Other State Revenue		8300-8599	65,018.00	30,000.00	-53.9%
4) Other Local Revenue		8600-8799	27,158.00	0.00	-100.0%
5) TOTAL, REVENUES			422,176.00	360,000.00	-14.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	274,963.00	264,963.00	-3.6%
3) Employee Benefits		3000-3999	170,168.00	172,906.00	1.6%
4) Books and Supplies		4000-4999	227,445.00	227,445.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	17,054.00	17,054.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			689,630.00	682,368.00	-1.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(267,454.00)	(322,368.00)	20.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	400,000.00	400,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			400,000.00	400,000.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			132,546.00	77,632.00	-41.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	10,149.89	142,695.89	1305.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,149.89	142,695.89	1305.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,149.89	142,695.89	1305.9%
2) Ending Balance, June 30 (E + F1e)			142,695.89	220,327.89	54.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	10,119.79	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	132,576.10	220,327.89	66.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(188,468.30)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	10,119.79		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			(178,348.51)		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	24,565.19		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			24,565.19		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			(202,913.70)		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	330,000.00	330,000.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			330,000.00	330,000.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	65,018.00	30,000.00	-53.9%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			65,018.00	30,000.00	-53.9%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	1,509.00	0.00	-100.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	(131.00)	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	25,780.00	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			27,158.00	0.00	-100.0%
TOTAL, REVENUES			422,176.00	360,000.00	-14.7%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	183,923.00	173,923.00	-5.4%
Classified Supervisors' and Administrators' Salaries		2300	62,724.00	62,724.00	0.0%
Clerical, Technical and Office Salaries		2400	28,316.00	28,316.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			274,963.00	264,963.00	-3.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	62,064.00	62,064.00	0.0%
OASDI/Medicare/Alternative		3301-3302	17,811.00	17,811.00	0.0%
Health and Welfare Benefits		3401-3402	82,991.00	82,991.00	0.0%
Unemployment Insurance		3501-3502	116.00	2,854.00	2360.3%
Workers' Compensation		3601-3602	3,929.00	3,929.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	3,257.00	3,257.00	0.0%
TOTAL, EMPLOYEE BENEFITS			170,168.00	172,906.00	1.6%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	7,553.00	7,553.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	219,892.00	219,892.00	0.0%
TOTAL, BOOKS AND SUPPLIES			227,445.00	227,445.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,260.00	1,260.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	4,273.00	4,273.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	5,104.00	5,104.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,337.00	3,337.00	0.0%
Communications		5900	3,080.00	3,080.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			17,054.00	17,054.00	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			689,630.00	682,368.00	-1.1%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	400,000.00	400,000.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			400,000.00	400,000.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			400,000.00	400,000.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	330,000.00	330,000.00	0.0%
3) Other State Revenue		8300-8599	65,018.00	30,000.00	-53.9%
4) Other Local Revenue		8600-8799	27,158.00	0.00	-100.0%
5) TOTAL, REVENUES			422,176.00	360,000.00	-14.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		684,857.00	677,595.00	-1.1%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		4,773.00	4,773.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			689,630.00	682,368.00	-1.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(267,454.00)	(322,368.00)	20.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	400,000.00	400,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			400,000.00	400,000.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			132,546.00	77,632.00	-41.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	10,149.89	142,695.89	1305.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,149.89	142,695.89	1305.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,149.89	142,695.89	1305.9%
2) Ending Balance, June 30 (E + F1e)			142,695.89	220,327.89	54.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	10,119.79	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	132,576.10	220,327.89	66.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School I	132,576.10	220,327.89
Total, Restricted Balance		132,576.10	220,327.89

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3.00	3.00	0.0%
5) TOTAL, REVENUES			3.00	3.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3.00	3.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3.00	3.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	234.02	237.02	1.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			234.02	237.02	1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			234.02	237.02	1.3%
2) Ending Balance, June 30 (E + F1e)			237.02	240.02	1.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	237.02	240.02	1.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	236.26		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			236.26		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			236.26		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	3.00	3.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3.00	3.00	0.0%
TOTAL, REVENUES			3.00	3.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3.00	3.00	0.0%
5) TOTAL, REVENUES			3.00	3.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			3.00	3.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3.00	3.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	234.02	237.02	1.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			234.02	237.02	1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			234.02	237.02	1.3%
2) Ending Balance, June 30 (E + F1e)			237.02	240.02	1.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	237.02	240.02	1.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	900.00	900.00	0.0%
5) TOTAL, REVENUES			900.00	900.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			900.00	900.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			900.00	900.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	73,511.72	74,411.72	1.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			73,511.72	74,411.72	1.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			73,511.72	74,411.72	1.2%
2) Ending Balance, June 30 (E + F1e)			74,411.72	75,311.72	1.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	74,411.72	75,311.72	1.2%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	74,215.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			74,215.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			74,215.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	900.00	900.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			900.00	900.00	0.0%
TOTAL, REVENUES			900.00	900.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	900.00	900.00	0.0%
5) TOTAL, REVENUES			900.00	900.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			900.00	900.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			900.00	900.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	73,511.72	74,411.72	1.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			73,511.72	74,411.72	1.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			73,511.72	74,411.72	1.2%
2) Ending Balance, June 30 (E + F1e)			74,411.72	75,311.72	1.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	74,411.72	75,311.72	1.2%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	550,000.00	400,000.00	-27.3%
5) TOTAL, REVENUES			550,000.00	400,000.00	-27.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	20,399.00	20,399.00	0.0%
3) Employee Benefits		3000-3999	10,942.00	11,202.00	2.4%
4) Books and Supplies		4000-4999	781,403.00	849,500.00	8.7%
5) Services and Other Operating Expenditures		5000-5999	2,164,578.00	2,582,000.00	19.3%
6) Capital Outlay		6000-6999	1,140,884.00	1,215,000.00	6.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,118,206.00	4,678,101.00	13.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,568,206.00)	(4,278,101.00)	19.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,568,206.00)	(4,278,101.00)	19.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	46,781,713.29	43,213,507.29	-7.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			46,781,713.29	43,213,507.29	-7.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			46,781,713.29	43,213,507.29	-7.6%
2) Ending Balance, June 30 (E + F1e)			43,213,507.29	38,935,406.29	-9.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	43,213,507.29	38,935,406.29	-9.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	44,272,136.27		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			44,272,136.27		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	1,196.98		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			1,196.98		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			44,270,939.29		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	550,000.00	400,000.00	-27.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			550,000.00	400,000.00	-27.3%
TOTAL, REVENUES			550,000.00	400,000.00	-27.3%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	20,399.00	20,399.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			20,399.00	20,399.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	5,179.00	5,179.00	0.0%
OASDI/Medicare/Alternative		3301-3302	1,591.00	1,591.00	0.0%
Health and Welfare Benefits		3401-3402	3,328.00	3,328.00	0.0%
Unemployment Insurance		3501-3502	11.00	271.00	2363.6%
Workers' Compensation		3601-3602	350.00	350.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	483.00	483.00	0.0%
TOTAL, EMPLOYEE BENEFITS			10,942.00	11,202.00	2.4%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	239,502.00	249,500.00	4.2%
Noncapitalized Equipment		4400	541,901.00	600,000.00	10.7%
TOTAL, BOOKS AND SUPPLIES			781,403.00	849,500.00	8.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	166,706.00	170,000.00	2.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	1,997,872.00	2,412,000.00	20.7%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,164,578.00	2,582,000.00	19.3%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,140,884.00	1,215,000.00	6.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,140,884.00	1,215,000.00	6.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			4,118,206.00	4,678,101.00	13.6%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	550,000.00	400,000.00	-27.3%
5) TOTAL, REVENUES			550,000.00	400,000.00	-27.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		4,118,206.00	4,678,101.00	13.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,118,206.00	4,678,101.00	13.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(3,568,206.00)	(4,278,101.00)	19.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,568,206.00)	(4,278,101.00)	19.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	46,781,713.29	43,213,507.29	-7.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			46,781,713.29	43,213,507.29	-7.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			46,781,713.29	43,213,507.29	-7.6%
2) Ending Balance, June 30 (E + F1e)			43,213,507.29	38,935,406.29	-9.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	43,213,507.29	38,935,406.29	-9.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
9010	Other Restricted Local	43,213,507.29	38,935,406.29
Total, Restricted Balance		43,213,507.29	38,935,406.29

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	250,000.00	250,000.00	0.0%
5) TOTAL, REVENUES			250,000.00	250,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	14,484.00	15,000.00	3.6%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			14,484.00	15,000.00	3.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			235,516.00	235,000.00	-0.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			235,516.00	235,000.00	-0.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,510,746.28	1,746,262.28	15.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,510,746.28	1,746,262.28	15.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,510,746.28	1,746,262.28	15.6%
2) Ending Balance, June 30 (E + F1e)			1,746,262.28	1,981,262.28	13.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,746,262.28	1,981,262.28	13.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,711,281.11		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,711,281.11		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1,711,281.11		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	20,000.00	20,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	230,000.00	230,000.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			250,000.00	250,000.00	0.0%
TOTAL, REVENUES			250,000.00	250,000.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	11,484.00	12,000.00	4.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	3,000.00	3,000.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			14,484.00	15,000.00	3.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			14,484.00	15,000.00	3.6%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	250,000.00	250,000.00	0.0%
5) TOTAL, REVENUES			250,000.00	250,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		14,484.00	15,000.00	3.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			14,484.00	15,000.00	3.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			235,516.00	235,000.00	-0.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			235,516.00	235,000.00	-0.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,510,746.28	1,746,262.28	15.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,510,746.28	1,746,262.28	15.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,510,746.28	1,746,262.28	15.6%
2) Ending Balance, June 30 (E + F1e)			1,746,262.28	1,981,262.28	13.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,746,262.28	1,981,262.28	13.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
9010	Other Restricted Local	1,746,262.28	1,981,262.28
Total, Restricted Balance		1,746,262.28	1,981,262.28

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	18,416,602.84	18,416,602.84	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			18,416,602.84	18,416,602.84	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			18,416,602.84	18,416,602.84	0.0%
2) Ending Balance, June 30 (E + F1e)			18,416,602.84	18,416,602.84	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	18,416,602.84	18,416,602.84	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies					
Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	18,416,602.84	18,416,602.84	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			18,416,602.84	18,416,602.84	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			18,416,602.84	18,416,602.84	0.0%
2) Ending Balance, June 30 (E + F1e)			18,416,602.84	18,416,602.84	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	18,416,602.84	18,416,602.84	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2020-21 Estimated Actuals	2021-22 Budget
9010	Other Restricted Local	18,416,602.84	18,416,602.84
Total, Restricted Balance		18,416,602.84	18,416,602.84

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	2,960.60	2,960.60	2,960.60	2,694.37	2,694.37	2,960.60
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	2,960.60	2,960.60	2,960.60	2,694.37	2,694.37	2,960.60
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	2.76	2.76	2.76	2.76	2.76	2.76
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	2.76	2.76	2.76	2.76	2.76	2.76
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	2,963.36	2,963.36	2,963.36	2,697.13	2,697.13	2,963.36
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF	JUNE									
A. BEGINNING CASH			6,861,077.11	7,562,238.32	5,810,622.48	4,318,885.15	1,724,547.40	369,461.22	11,752,436.86	11,501,946.02
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		51,068.55	51,068.55	240,091.39	91,923.39	91,923.39	240,091.39	91,923.39	91,923.39
Property Taxes	8020-8079		0.00	232,347.13	1,326,903.38	0.00	1,334,605.16	12,113,951.27	2,404,350.87	25,942.45
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	860,044.50	0.00	0.00
Federal Revenue	8100-8299		0.00	0.00	0.00	65,173.50	0.00	0.00	96,956.36	0.00
Other State Revenue	8300-8599		0.00	108,931.00	0.00	0.00	126,245.00	116,519.50	13,316.78	0.00
Other Local Revenue	8600-8799		23,120.00	23,120.00	23,120.00	23,120.00	23,120.00	838,120.00	23,120.00	23,120.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			74,188.55	415,466.68	1,590,114.77	180,216.89	1,575,893.55	14,168,726.66	2,629,667.40	140,985.84
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		150,081.43	1,165,010.78	1,259,654.16	1,269,374.92	1,359,733.38	1,223,656.19	1,228,882.17	1,225,133.24
Classified Salaries	2000-2999		224,608.43	281,351.30	577,247.38	433,860.55	474,777.11	454,914.12	448,631.22	457,678.05
Employee Benefits	3000-3999		182,130.44	597,244.15	768,407.18	646,353.11	759,745.20	712,254.24	729,543.33	730,673.79
Books and Supplies	4000-4999		19,341.26	40,073.26	206,674.29	111,398.57	55,162.66	35,479.49	44,253.51	20,201.53
Services	5000-5999		497,286.11	72,408.38	351,358.69	366,509.07	326,383.44	359,446.98	386,960.18	207,271.77
Capital Outlay	6000-6599		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499		0.00	86,372.00	(11,987.00)	15,696.02	(451.46)	0.00	41,887.83	0.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			1,073,447.67	2,242,459.87	3,151,354.70	2,843,192.24	2,975,350.33	2,785,751.02	2,880,158.24	2,640,958.38
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	25,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299	6,789,434.27	6,531,546.12	75,377.35	69,502.60	68,637.60	44,370.60	0.00	0.00	0.00
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		6,814,434.27	6,531,546.12	75,377.35	69,502.60	68,637.60	44,370.60	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	4,831,125.79	4,831,125.79	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		4,831,125.79	4,831,125.79	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910		0.00							
TOTAL BALANCE SHEET ITEMS		1,983,308.48	1,700,420.33	75,377.35	69,502.60	68,637.60	44,370.60	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			701,161.21	(1,751,615.84)	(1,491,737.33)	(2,594,337.75)	(1,355,086.18)	11,382,975.64	(250,490.84)	(2,499,972.54)
F. ENDING CASH (A + E)			7,562,238.32	5,810,622.48	4,318,885.15	1,724,547.40	369,461.22	11,752,436.86	11,501,946.02	9,001,973.48
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF	JUNE								
A. BEGINNING CASH		9,001,973.48	7,472,378.33	11,250,406.14	10,374,567.03				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	240,091.39	91,923.39	91,923.39	148,168.00	91,923.39	0.00	1,614,043.00	1,614,043.00
Property Taxes	8020-8079	1,383,410.29	7,526,415.66	1,383,410.29	1,544,453.50	0.00	0.00	29,275,790.00	29,275,790.00
Miscellaneous Funds	8080-8099	0.00	0.00	0.00	860,044.50	0.00	0.00	1,720,089.00	1,720,089.00
Federal Revenue	8100-8299	33,366.04	65,173.50	0.00	0.00	910,961.60	0.00	1,171,631.00	1,171,631.00
Other State Revenue	8300-8599	145,685.74	103,882.82	0.00	108,337.50	2,053,557.66	0.00	2,776,476.00	2,776,476.00
Other Local Revenue	8600-8799	23,120.00	43,114.60	838,120.00	23,120.00	602,827.40	0.00	2,530,262.00	2,530,262.00
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		1,825,673.46	7,830,509.97	2,313,453.68	2,684,123.50	3,659,270.05	0.00	39,088,291.00	39,088,291.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,567,453.76	1,816,349.32	1,617,026.33	1,617,026.33	0.00	0.00	15,499,382.01	15,499,382.00
Classified Salaries	2000-2999	463,806.95	808,121.40	532,939.25	532,939.25	0.00	0.00	5,690,875.01	5,690,875.00
Employee Benefits	3000-3999	804,404.73	985,745.53	597,488.66	597,488.66	1,561,914.00	0.00	9,673,393.02	9,673,393.00
Books and Supplies	4000-4999	89,345.95	41,357.46	65,351.71	65,351.71	302,503.61	0.00	1,096,495.01	1,096,495.00
Services	5000-5999	343,698.24	392,541.45	368,119.84	368,119.84	1,648,999.02	0.00	5,689,103.01	5,689,103.00
Capital Outlay	6000-6599	0.00	0.00	0.00	0.00	76,500.00	0.00	76,500.00	76,500.00
Other Outgo	7000-7499	86,558.98	8,367.00	8,367.00	8,367.00	228,435.63	0.00	471,613.00	471,613.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	400,000.00	0.00	400,000.00	400,000.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS		3,355,268.61	4,052,482.16	3,189,292.79	3,189,292.79	4,218,352.26	0.00	38,597,361.06	38,597,361.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Accounts Receivable	9200-9299	0.00	0.00	0.00	0.00	(3,659,270.05)	0.00	3,130,164.22	
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	(3,659,270.05)	0.00	3,130,164.22	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	0.00	0.00	0.00	0.00	(4,218,352.26)	0.00	612,773.53	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	(4,218,352.26)	0.00	612,773.53	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	559,082.21	0.00	2,517,390.69	
E. NET INCREASE/DECREASE (B - C + D)		(1,529,595.15)	3,778,027.81	(875,839.11)	(505,169.29)	0.00	0.00	3,008,320.63	490,930.00
F. ENDING CASH (A + E)		7,472,378.33	11,250,406.14	10,374,567.03	9,869,397.74				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								9,869,397.74	

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF	JUNE									
A. BEGINNING CASH			9,869,397.74	8,298,468.53	6,414,887.79	4,779,536.93	2,048,540.49	593,425.08	12,127,980.12	11,847,814.98
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		51,068.55	51,068.55	226,780.14	91,923.39	91,923.39	226,780.14	91,923.39	91,923.39
Property Taxes	8020-8079		0.00	236,994.07	1,353,441.45	0.00	1,361,297.26	12,356,230.29	2,452,437.89	26,461.29
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	860,044.50	0.00	0.00
Federal Revenue	8100-8299		0.00	0.00	0.00	65,173.50	0.00	0.00	96,956.36	0.00
Other State Revenue	8300-8599		0.00	108,931.00	0.00	0.00	126,245.00	116,144.50	13,316.78	0.00
Other Local Revenue	8600-8799		23,120.00	23,120.00	23,120.00	23,120.00	23,120.00	838,120.00	23,120.00	23,120.00
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			74,188.55	420,113.62	1,603,341.59	180,216.89	1,602,585.65	14,397,319.43	2,677,754.42	141,504.68
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		150,443.50	1,187,844.59	1,284,275.07	1,294,285.84	1,387,033.26	1,247,754.79	1,253,070.20	1,249,200.44
Classified Salaries	2000-2999		225,598.79	282,234.56	592,252.61	441,115.42	483,904.78	463,794.34	457,469.37	466,336.72
Employee Benefits	3000-3999		193,365.89	634,761.57	816,118.79	682,208.41	805,668.38	756,288.79	774,278.47	775,391.05
Books and Supplies	4000-4999		19,341.26	40,073.26	206,674.29	111,398.57	55,162.66	35,479.49	44,253.51	20,201.53
Services	5000-5999		497,286.11	72,408.38	351,358.69	366,509.07	326,383.44	359,446.98	386,960.18	207,271.77
Capital Outlay	6000-6599		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Outgo	7000-7499		0.00	86,372.00	(11,987.00)	15,696.02	(451.46)	0.00	41,887.83	0.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			1,086,035.55	2,303,694.36	3,238,692.45	2,911,213.33	3,057,701.06	2,862,764.39	2,957,919.56	2,718,401.51
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	25,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299	3,659,270.05	3,659,270.05	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		3,684,270.05	3,659,270.05	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	4,218,352.26	4,218,352.26	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		4,218,352.26	4,218,352.26	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(534,082.21)	(559,082.21)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(1,570,929.21)	(1,883,580.74)	(1,635,350.86)	(2,730,996.44)	(1,455,115.41)	11,534,555.04	(280,165.14)	(2,576,896.83)
F. ENDING CASH (A + E)			8,298,468.53	6,414,887.79	4,779,536.93	2,048,540.49	593,425.08	12,127,980.12	11,847,814.98	9,270,918.15
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF	JUNE								
A. BEGINNING CASH		9,270,918.15	7,664,031.65	11,479,172.26	10,550,586.18				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	226,780.14	91,923.39	91,923.39	134,856.75	91,923.39	0.00	1,560,798.00	1,560,798.00
Property Taxes	8020-8079	1,411,078.50	7,676,943.97	1,411,078.50	1,575,342.77	0.00	0.00	29,861,305.99	29,861,306.00
Miscellaneous Funds	8080-8099	0.00	0.00	0.00	860,044.50	0.00	0.00	1,720,089.00	1,720,089.00
Federal Revenue	8100-8299	33,366.04	65,173.50	0.00	0.00	910,961.60	0.00	1,171,631.00	1,171,631.00
Other State Revenue	8300-8599	145,310.74	103,882.82	0.00	107,962.50	2,052,692.66	0.00	2,774,486.00	2,774,486.00
Other Local Revenue	8600-8799	23,120.00	43,114.60	838,120.00	23,120.00	602,827.40	0.00	2,530,262.00	2,530,262.00
Interfund Transfers In	8910-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		1,839,655.42	7,981,038.28	2,341,121.89	2,701,326.52	3,658,405.05	0.00	39,618,571.99	39,618,572.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,599,986.64	1,853,837.52	1,650,818.56	1,650,818.56	0.00	0.00	15,809,368.97	15,809,369.00
Classified Salaries	2000-2999	472,592.62	821,897.44	541,634.18	541,634.18	0.00	0.00	5,790,465.01	5,790,465.00
Employee Benefits	3000-3999	854,359.49	1,047,896.80	635,416.68	635,416.68	1,561,914.00	0.00	10,173,085.00	10,173,085.00
Books and Supplies	4000-4999	89,345.95	41,357.46	65,351.71	65,351.71	302,503.61	0.00	1,096,495.01	1,096,495.00
Services	5000-5999	343,698.24	392,541.45	368,119.84	368,119.84	1,648,999.02	0.00	5,689,103.01	5,689,103.00
Capital Outlay	6000-6599	0.00	0.00	0.00	0.00	76,500.00	0.00	76,500.00	76,500.00
Other Outgo	7000-7499	86,558.98	8,367.00	8,367.00	8,367.00	228,435.63	0.00	471,613.00	471,613.00
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	400,000.00	0.00	400,000.00	400,000.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS		3,446,541.92	4,165,897.67	3,269,707.97	3,269,707.97	4,218,352.26	0.00	39,506,630.00	39,506,630.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Accounts Receivable	9200-9299	0.00	0.00	0.00	0.00	(3,658,405.05)	0.00	865.00	
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	(3,658,405.05)	0.00	865.00	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	0.00	0.00	0.00	0.00	(4,218,352.26)	0.00	0.00	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	(4,218,352.26)	0.00	0.00	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	559,947.21	0.00	865.00	
E. NET INCREASE/DECREASE (B - C + D)		(1,606,886.50)	3,815,140.61	(928,586.08)	(568,381.45)	0.00	0.00	112,806.99	111,942.00
F. ENDING CASH (A + E)		7,664,031.65	11,479,172.26	10,550,586.18	9,982,204.73				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								9,982,204.73	

ANNUAL BUDGET REPORT:
July 1, 2021 Budget Adoption

Insert "X" in applicable boxes:

[X] This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

[X] If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: Cabrillo Unified School District
Date: June 8th - June 10th 2021

Public Hearing:

Place: Cabrillo Unified School District
Date: June 10, 2021
Time: 6:00 p.m

Adoption Date: June 24, 2021

Signed: _____
Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Jesus Contreras
Telephone: 650-712-7135

Title: Chief Business Officer
E-mail: contrerasj@cabrillo.k12.ca.us

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2020-21) annual payment?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, are they lifetime benefits?	n/a	
		• If yes, do benefits continue beyond age 65?	n/a	
		• If yes, are benefits funded by pay-as-you-go?	n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	Jun 24, 2021	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

(___) Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	$
Less: Amount of total liabilities reserved in budget:	$
Estimated accrued but unfunded liabilities:	$ 0.00

(X) This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

(___) This school district is not self-insured for workers' compensation claims.

Signed _____ Date of Meeting: Jun 24, 2021

Clerk/Secretary of the Governing Board
(Original signature required)

For additional information on this certification, please contact:

Name: Jesus Contreras

Title: Chief Business Officer

Telephone: 650-712-7135

E-mail: contrerasj@cabrillo.k12.ca.us

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	30,889,833.00	1.72%	31,422,104.00	1.86%	32,006,490.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	559,595.00	-0.27%	558,095.00	-2.47%	544,295.00
4. Other Local Revenues	8600-8799	300,560.00	0.00%	300,560.00	0.00%	300,560.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(7,863,905.00)	4.37%	(8,207,496.00)	2.58%	(8,419,505.00)
6. Total (Sum lines A1 thru A5c)		23,886,083.00	0.78%	24,073,263.00	1.49%	24,431,840.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				11,955,261.00		12,194,366.00
b. Step & Column Adjustment				239,105.00		243,887.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	11,955,261.00	2.00%	12,194,366.00	2.00%	12,438,253.00
2. Classified Salaries						
a. Base Salaries				2,750,485.00		2,798,618.00
b. Step & Column Adjustment				48,133.00		55,972.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,750,485.00	1.75%	2,798,618.00	2.00%	2,854,590.00
3. Employee Benefits	3000-3999	5,629,467.00	5.94%	5,964,070.00	2.46%	6,110,677.00
4. Books and Supplies	4000-4999	379,985.00	0.00%	379,985.00	0.00%	379,985.00
5. Services and Other Operating Expenditures	5000-5999	2,220,076.00	0.02%	2,220,566.00	0.20%	2,225,074.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	83,405.00	0.00%	83,405.00	0.00%	83,405.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(23,526.00)	0.00%	(23,526.00)	0.00%	(23,526.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	400,000.00	0.00%	400,000.00	0.00%	400,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		23,395,153.00	2.66%	24,017,484.00	1.88%	24,468,458.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		490,930.00		55,779.00		(36,618.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		6,375,372.63		6,866,302.63		6,922,081.63
2. Ending Fund Balance (Sum lines C and D1)		6,866,302.63		6,922,081.63		6,885,463.63
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	45,000.00		45,000.00		45,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,157,921.00		1,185,199.00		1,204,954.00
2. Unassigned/Unappropriated	9790	5,663,381.63		5,691,882.63		5,635,509.63
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		6,866,302.63		6,922,081.63		6,885,463.63

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,157,921.00		1,185,199.00		1,204,954.00
c. Unassigned/Unappropriated	9790	5,663,381.63		5,691,882.63		5,635,509.63
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789	75,311.72		75,311.72		75,311.72
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		6,896,614.35		6,952,393.35		6,915,775.35

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	1,720,089.00	0.00%	1,720,089.00	0.00%	1,720,089.00
2. Federal Revenues	8100-8299	1,171,631.00	0.00%	1,171,631.00	0.00%	1,171,631.00
3. Other State Revenues	8300-8599	2,216,881.00	-0.02%	2,216,391.00	-0.20%	2,211,883.00
4. Other Local Revenues	8600-8799	2,229,702.00	0.00%	2,229,702.00	0.00%	2,229,702.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	7,863,905.00	4.37%	8,207,496.00	2.58%	8,419,505.00
6. Total (Sum lines A1 thru A5c)		15,202,208.00	2.26%	15,545,309.00	1.33%	15,752,810.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,544,121.00		3,615,003.00
b. Step & Column Adjustment				70,882.00		72,300.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,544,121.00	2.00%	3,615,003.00	2.00%	3,687,303.00
2. Classified Salaries						
a. Base Salaries				2,940,390.00		2,991,847.00
b. Step & Column Adjustment				51,457.00		59,837.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,940,390.00	1.75%	2,991,847.00	2.00%	3,051,684.00
3. Employee Benefits	3000-3999	4,043,926.00	4.08%	4,209,015.00	1.90%	4,288,887.00
4. Books and Supplies	4000-4999	716,510.00	0.00%	716,510.00	0.00%	716,510.00
5. Services and Other Operating Expenditures	5000-5999	3,469,027.00	-0.01%	3,468,537.00	-0.13%	3,464,029.00
6. Capital Outlay	6000-6999	76,500.00	0.00%	76,500.00	0.00%	76,500.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	397,620.00	0.00%	397,620.00	0.00%	397,620.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	14,114.00	0.00%	14,114.00	0.00%	14,114.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		15,202,208.00	1.89%	15,489,146.00	1.34%	15,696,647.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		0.00		56,163.00		56,163.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,469,012.96		2,469,012.96		2,525,175.96
2. Ending Fund Balance (Sum lines C and D1)		2,469,012.96		2,525,175.96		2,581,338.96
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	2,469,013.89		2,525,175.96		2,581,338.96
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(0.93)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,469,012.96		2,525,175.96		2,581,338.96

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2						
in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	32,609,922.00	1.63%	33,142,193.00	1.76%	33,726,579.00
2. Federal Revenues	8100-8299	1,171,631.00	0.00%	1,171,631.00	0.00%	1,171,631.00
3. Other State Revenues	8300-8599	2,776,476.00	-0.07%	2,774,486.00	-0.66%	2,756,178.00
4. Other Local Revenues	8600-8799	2,530,262.00	0.00%	2,530,262.00	0.00%	2,530,262.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		39,088,291.00	1.36%	39,618,572.00	1.43%	40,184,650.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				15,499,382.00		15,809,369.00
b. Step & Column Adjustment				309,987.00		316,187.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	15,499,382.00	2.00%	15,809,369.00	2.00%	16,125,556.00
2. Classified Salaries						
a. Base Salaries				5,690,875.00		5,790,465.00
b. Step & Column Adjustment				99,590.00		115,809.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,690,875.00	1.75%	5,790,465.00	2.00%	5,906,274.00
3. Employee Benefits	3000-3999	9,673,393.00	5.17%	10,173,085.00	2.23%	10,399,564.00
4. Books and Supplies	4000-4999	1,096,495.00	0.00%	1,096,495.00	0.00%	1,096,495.00
5. Services and Other Operating Expenditures	5000-5999	5,689,103.00	0.00%	5,689,103.00	0.00%	5,689,103.00
6. Capital Outlay	6000-6999	76,500.00	0.00%	76,500.00	0.00%	76,500.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	481,025.00	0.00%	481,025.00	0.00%	481,025.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(9,412.00)	0.00%	(9,412.00)	0.00%	(9,412.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	400,000.00	0.00%	400,000.00	0.00%	400,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		38,597,361.00	2.36%	39,506,630.00	1.67%	40,165,105.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		490,930.00		111,942.00		19,545.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		8,844,385.59		9,335,315.59		9,447,257.59
2. Ending Fund Balance (Sum lines C and D1)		9,335,315.59		9,447,257.59		9,466,802.59
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	45,000.00		45,000.00		45,000.00
b. Restricted	9740	2,469,013.89		2,525,175.96		2,581,338.96
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,157,921.00		1,185,199.00		1,204,954.00
2. Unassigned/Unappropriated	9790	5,663,380.70		5,691,882.63		5,635,509.63
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		9,335,315.59		9,447,257.59		9,466,802.59

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,157,921.00		1,185,199.00		1,204,954.00
c. Unassigned/Unappropriated	9790	5,663,381.63		5,691,882.63		5,635,509.63
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(0.93)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	75,311.72		75,311.72		75,311.72
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		6,896,613.42		6,952,393.35		6,915,775.35
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		17.87%		17.60%		17.22%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d						
(Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		2,694.37		2,694.37		2,694.37
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		38,597,361.00		39,506,630.00		40,165,105.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		38,597,361.00		39,506,630.00		40,165,105.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,157,920.83		1,185,198.90		1,204,953.15
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,157,920.83		1,185,198.90		1,204,953.15
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 2,694

District's ADA Standard Percentage Level: **1.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	3,088	3,094		
Charter School				
Total ADA	**3,088**	**3,094**	**N/A**	**Met**
Second Prior Year (2019-20)				
District Regular	3,021	3,026		
Charter School				
Total ADA	**3,021**	**3,026**	**N/A**	**Met**
First Prior Year (2020-21)				
District Regular	2,976	2,961		
Charter School		0		
Total ADA	**2,976**	**2,961**	**0.5%**	**Met**
Budget Year (2021-22)				
District Regular	2,961			
Charter School	0			
Total ADA	**2,961**			

1B. Comparison of District ADA to the Standard

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

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 2,694

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	3,151	3,152		
Charter School				
Total Enrollment	**3,151**	**3,152**	**N/A**	**Met**
Second Prior Year (2019-20)				
District Regular	3,102	3,136		
Charter School				
Total Enrollment	**3,102**	**3,136**	**N/A**	**Met**
First Prior Year (2020-21)				
District Regular	2,950	2,933		
Charter School				
Total Enrollment	**2,950**	**2,933**	**0.6%**	**Met**
Budget Year (2021-22)				
District Regular	2,854			
Charter School				
Total Enrollment	**2,854**			

2B. Comparison of District Enrollment to the Standard

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

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2018-19)			
District Regular	3,021	3,152	
Charter School		0	
Total ADA/Enrollment	**3,021**	**3,152**	**95.8%**
Second Prior Year (2019-20)			
District Regular	2,961	3,136	
Charter School			
Total ADA/Enrollment	**2,961**	**3,136**	**94.4%**
First Prior Year (2020-21)			
District Regular	2,961	2,933	
Charter School	0		
Total ADA/Enrollment	**2,961**	**2,933**	**101.0%**
		Historical Average Ratio:	97.1%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**97.6%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2021-22)				
District Regular	2,694	2,854		
Charter School	0			
Total ADA/Enrollment	**2,694**	**2,854**	**94.4%**	**Met**
1st Subsequent Year (2022-23)				
District Regular	2,630	2,786		
Charter School				
Total ADA/Enrollment	**2,630**	**2,786**	**94.4%**	**Met**
2nd Subsequent Year (2023-24)				
District Regular	2,533	2,683		
Charter School				
Total ADA/Enrollment	**2,533**	**2,683**	**94.4%**	**Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

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

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)[1] and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA[1] and its economic recovery target payment, plus or minus one percent.

[1] Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.
LCFF Revenue Standard selected: Basic Aid

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

		Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	2,963.36	2,963.36	2,697.13	2,632.94
b.	Prior Year ADA (Funded)		2,963.36	2,963.36	2,697.13
c.	Difference (Step 1a minus Step 1b)		0.00	(266.23)	(64.19)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	-8.98%	-2.38%
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		28,701,755.00	29,775,790.00	29,861,306.00
b1.	COLA percentage		5.07%	2.98%	3.05%
b2.	COLA amount (proxy for purposes of this criterion)		1,455,178.98	887,318.54	910,769.83
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		5.07%	2.98%	3.05%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			5.07%	-6.00%	0.67%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**N/A**	**N/A**	**N/A**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	28,701,755.00	29,275,790.00	29,861,306.00	30,458,532.00
Percent Change from Previous Year		**2.00%**	**2.00%**	**2.00%**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**1.00% to 3.00%**	**1.00% to 3.00%**	**1.00% to 3.00%**

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	**N/A**	**N/A**	**N/A**

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	30,315,798.00	30,889,833.00	31,422,104.00	32,006,490.00
District's Projected Change in LCFF Revenue:		1.89%	1.72%	1.86%
Basic Aid Standard:		**1.00% to 3.00%**	**1.00% to 3.00%**	**1.00% to 3.00%**
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

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

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2018-19)	19,940,485.32	22,115,932.59	90.2%
Second Prior Year (2019-20)	20,122,036.66	22,449,608.22	89.6%
First Prior Year (2020-21)	19,735,016.00	22,322,346.00	88.4%
		Historical Average Ratio:	89.4%

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**86.4% to 92.4%**	**86.4% to 92.4%**	**86.4% to 92.4%**

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

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

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2021-22)	20,335,213.00	22,995,153.00	88.4%	Met
1st Subsequent Year (2022-23)	20,957,054.00	23,617,484.00	88.7%	Met
2nd Subsequent Year (2023-24)	21,403,520.00	24,068,458.00	88.9%	Met

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

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

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	5.07%	-6.00%	0.67%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-4.93% to 15.07%**	**-16.00% to 4.00%**	**-9.33% to 10.67%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	.07% to 10.07%	-11.00% to -1.00%	-4.33% to 5.67%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2020-21)	3,548,867.00		
Budget Year (2021-22)	1,171,631.00	-66.99%	Yes
1st Subsequent Year (2022-23)	1,171,631.00	0.00%	Yes
2nd Subsequent Year (2023-24)	1,171,631.00	0.00%	No

Explanation: (required if Yes) FY 2021 includes one time pandemic/stimulus funding as well as grant carryovers

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2020-21)	5,288,331.00		
Budget Year (2021-22)	2,776,476.00	-47.50%	Yes
1st Subsequent Year (2022-23)	2,774,486.00	-0.07%	Yes
2nd Subsequent Year (2023-24)	2,756,178.00	-0.66%	No

Explanation: (required if Yes) FY 2021 includes one time pandemic funding as well as grant carryovers

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2020-21)	3,375,867.00		
Budget Year (2021-22)	2,530,262.00	-25.05%	Yes
1st Subsequent Year (2022-23)	2,530,262.00	0.00%	Yes
2nd Subsequent Year (2023-24)	2,530,262.00	0.00%	No

Explanation: (required if Yes) FY 2021 includes one time misc revenues and interest

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2020-21)	2,810,648.00		
Budget Year (2021-22)	1,096,495.00	-60.99%	Yes
1st Subsequent Year (2022-23)	1,096,495.00	0.00%	Yes
2nd Subsequent Year (2023-24)	1,096,495.00	0.00%	No

Explanation: (required if Yes) FY 2021 includes one time pandemic funding as well as grant carryovers

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

First Prior Year (2020-21)	6,251,307.00		
Budget Year (2021-22)	5,689,103.00	-8.99%	Yes
1st Subsequent Year (2022-23)	5,689,103.00	0.00%	Yes
2nd Subsequent Year (2023-24)	5,689,103.00	0.00%	No

Explanation: (required if Yes)
FY 2021 includes one time pandemic funding as well as grant carryovers

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2020-21)	12,213,065.00		
Budget Year (2021-22)	6,478,369.00	-46.96%	Not Met
1st Subsequent Year (2022-23)	6,476,379.00	-0.03%	Met
2nd Subsequent Year (2023-24)	6,458,071.00	-0.28%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2020-21)	9,061,955.00		
Budget Year (2021-22)	6,785,598.00	-25.12%	Not Met
1st Subsequent Year (2022-23)	6,785,598.00	0.00%	Met
2nd Subsequent Year (2023-24)	6,785,598.00	0.00%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6B if NOT met)
FY 2021 includes one time pandemic/stimulus funding as well as grant carryovers

Explanation: Other State Revenue (linked from 6B if NOT met)
FY 2021 includes one time pandemic funding as well as grant carryovers

Explanation: Other Local Revenue (linked from 6B if NOT met)
FY 2021 includes one time misc revenues and interest

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6B if NOT met)
FY 2021 includes one time pandemic funding as well as grant carryovers

Explanation: **Services and Other Exps** (linked from 6B if NOT met)
FY 2021 includes one time pandemic funding as well as grant carryovers

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Per SB 98 and SB 820 of 2020, resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690 are excluded from the total general fund expenditures calculation.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) — 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690)	37,035,447.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	37,035,447.00	1,111,063.41	2,057,389.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2018-19)	Second Prior Year (2019-20)	First Prior Year (2020-21)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,240,418.09	1,225,027.72	1,317,477.72
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	3,371,494.01	4,184,381.11	5,087,306.63
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	(0.93)
e. Available Reserves (Lines 1a through 1d)	4,611,912.10	5,409,408.83	6,404,783.42
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	38,942,272.73	38,383,852.33	41,435,511.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	38,942,272.73	38,383,852.33	41,435,511.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	11.8%	14.1%	15.5%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**3.9%**	**4.7%**	**5.2%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2018-19)	199,665.49	22,254,351.95	N/A	Met
Second Prior Year (2019-20)	806,894.20	22,774,608.22	N/A	Met
First Prior Year (2020-21)	990,644.00	22,722,346.00	N/A	Met
Budget Year (2021-22) (Information only)	490,930.00	23,395,153.00		

8C. Comparison of District Deficit Spending to the Standard

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

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

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA		
1.7%	0	to	300
1.3%	301	to	1,000
1.0%	1,001	to	30,000
0.7%	30,001	to	400,000
0.3%	400,001	and	over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):	2,697
District's Fund Balance Standard Percentage Level:	**1.0%**

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2018-19)	3,559,314.00	4,378,168.94	N/A	Met
Second Prior Year (2019-20)	4,437,971.94	4,577,834.43	N/A	Met
First Prior Year (2020-21)	5,692,823.43	5,384,728.63	5.4%	Not Met
Budget Year (2021-22) (Information only)	6,375,372.63			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

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

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or $71,000 (greater of)	0	to	300
4% or $71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	2,694	2,694	2,694
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? Yes
2. If you are the SELPA AU and are excluding special education pass-through funds:
   a. Enter the name(s) of the SELPA(s):

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

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

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	38,597,361.00	39,506,630.00	40,165,105.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	38,597,361.00	39,506,630.00	40,165,105.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,157,920.83	1,185,198.90	1,204,953.15
6. Reserve Standard - by Amount ($71,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. **District's Reserve Standard (Greater of Line B5 or Line B6)**	**1,157,920.83**	**1,185,198.90**	**1,204,953.15**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,157,921.00	1,185,199.00	1,204,954.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	5,663,381.63	5,691,882.63	5,635,509.63
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(0.93)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	75,311.72	75,311.72	75,311.72
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	6,896,613.42	6,952,393.35	6,915,775.35
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	17.87%	17.60%	17.22%
District's Reserve Standard (Section 10B, Line 7):	**1,157,920.83**	**1,185,198.90**	**1,204,953.15**
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: **-10.0% to +10.0% or -$20,000 to +$20,000**

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2020-21)	(7,970,825.00)			
Budget Year (2021-22)	(7,863,905.00)	(106,920.00)	-1.3%	Met
1st Subsequent Year (2022-23)	(8,207,496.00)	343,591.00	4.4%	Met
2nd Subsequent Year (2023-24)	(8,419,505.00)	212,009.00	2.6%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2020-21)	0.00			
Budget Year (2021-22)	0.00	0.00	0.0%	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2020-21)	400,000.00			
Budget Year (2021-22)	400,000.00	0.00	0.0%	Met
1st Subsequent Year (2022-23)	400,000.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	400,000.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**
Do you have any capital projects that may impact the general fund operational budget? No

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

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

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

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments? (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2021
Leases				
Certificates of Participation				
General Obligation Bonds	30	FD 51	FD 51	118,106,391
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	N/A	Various	Various	372,812
Other Long-term Commitments (do not include OPEB):				
GO Bond Premium	30	FD 51	FD 51	12,018,275
TOTAL:				130,497,478

Type of Commitment (continued)	Prior Year (2020-21) Annual Payment (P & I)	Budget Year (2021-22) Annual Payment (P & I)	1st Subsequent Year (2022-23) Annual Payment (P & I)	2nd Subsequent Year (2023-24) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	19,456,026	11,755,425	6,280,225	6,413,850
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
GO Bond Premium	367,323	367,323	367,323	367,323
Total Annual Payments:	19,823,349	12,122,748	6,647,548	6,781,173
Has total annual payment increased over prior year (2020-21)?		**No**	**No**	**No**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes to increase in total annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5) — No

2. For the district's OPEB:
   a. Are they lifetime benefits?
   b. Do benefits continue past age 65?
   c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

   b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund

4. OPEB Liabilities

a. Total OPEB liability	
b. OPEB plan(s) fiduciary net position (if applicable)	
c. Total/Net OPEB liability (Line 4a minus Line 4b)	0.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	

5. OPEB Contributions

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method			
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	0.00		
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)			
d. Number of retirees receiving OPEB benefits			

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

   No

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	
b. Unfunded liability for self-insurance programs	

4. Self-Insurance Contributions

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:
The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	146.0	146.0	146.0	146.0

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

FY 2021 has been settled

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
If Yes, date of budget revision board adoption:

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

5. Salary settlement:

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	140,000

		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
7.	Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments			
3.	Percent change in step & column over prior year	2.0%	2.0%	2.0%

Certificated (Non-management) Attrition (layoffs and retirements)		Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1.	Are savings from attrition included in the budget and MYPs?	No	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	103.0	103.0	103.0	103.0

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

   If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

   If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

   If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

   FY 2021 has been settled

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

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

   If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

   If Yes, date of budget revision board adoption:

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

5. Salary settlement:

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits 60,000

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
7. Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Classified (Non-management) Prior Year Settlements			
Are any new costs from prior year settlements included in the budget?	No		
If Yes, amount of new costs included in the budget and MYPs			

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year	2.0%	2.0%	2.0%

Classified (Non-management) Attrition (layoffs and retirements)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are savings from attrition included in the budget and MYPs?	No	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Classified (Non-management) - Other
List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	28.0	28.0	28.0	28.0

Management/Supervisor/Confidential
Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? n/a

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

Fy 2021 has been settled

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits 40,000

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
4. Amount included for any tentative salary schedule increases	0	0	0

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Management/Supervisor/Confidential Step and Column Adjustments	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step and column adjustments			
3. Percent change in step & column over prior year	2.0%	2.0%	2.0%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

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

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

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 24, 2021

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	Yes
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

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

Comments:
(optional)

End of School District Budget Criteria and Standards Review

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Discussion/Public Hearing
ITEM TITLE: Public Hearing on Excess Reserves and Disclosure

BACKGROUND INFORMATION

Education Code section 42127 (a)(2)(B) requires the governing board of a school district proposing to adopt a budget that includes a combined assigned and unassigned ending fund balance in excess of the minimum recommended reserve for economic uncertainties to conduct a public hearing to provide all of the following for public review and discussion:

(i) The minimum recommended reserve for economic uncertainties for each fiscal year identified in the budget.
(ii) The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve for economic uncertainties for each fiscal year identified in the budget.

(iii) A statement of reasons that substantiates the need for an assigned and unassigned ending fund balance that is in excess of the minimum recommended reserve for economic uncertainties for each fiscal year that the school district identifies an assigned and unassigned ending fund balance that is in excess of the minimum recommended reserve for economic uncertainties, as identified pursuant to clause (ii).

REPORT/PROPOSAL

(i) The minimum recommended reserve for economic uncertainties for each fiscal year identified in the budget are as follows:

2021-22	3%	or	$ 1,157,921
2022-23	3%	or	$ 1,185,199
2023-24	3%	or	$ 1,204,954

(ii) The combined unrestricted assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve for economic uncertainties for each fiscal year identified in the budget are as follows:

2021-22	$ 5,096,807	12.42%
2022-23	$ 5,663,382	14.82%
2023-24	$ 5,691,883	14.55%

(iii) Reasons for assigned and unassigned ending fund balance in excess of the minimum reserve for economic uncertainties include:

- Set aside for Basic Aid potential revenue instability in support of CUSD BP 3100.1

  "The CUSD shall strive to maintain reserve funds to provide financial stability and to guard students and educators against service disruption in the event of unexpected temporary revenue shortfalls, or

unpredicted one-time expenditures. The policy is also intended to set the reserve level to sustain CUSD strong credit ratings. The reserves are accumulated and maintained to provide stability and flexibility to respond to unexpected adversity and/or opportunities.

The intent of the reserve policy is primarily to ensure that CUSD has sufficient liquidity to meet its financial obligations at all times without having to make abrupt mid-year expense reductions. The reserve policy gives the CUSD Board more latitude to smooth out revenue and expense volatility, allowing for consistent education levels during multi-year economic planning cycles. Upon achieving Community Funded/Basic Aid status, it is recommended that an incremental level of reserves be established to mitigate the higher volatility inherent in the Community Funded/Basic Aid funding model.

1. *The CUSD Board of Trustees directs the maintenance of no less than two months of general fund operating expenditures, or a 16 percent Unrestricted General Fund Reserve for Economic Uncertainty. CUSD believes that a reserve of this level is prudent to maintain a high bond rating and to protect from the effects of fluctuations in property tax revenues to which Community Funded/Basic Aid districts are vulnerable. The Unrestricted General Fund Reserve for Economic Uncertainty unassigned balances will be composed of two elements:*

    a) *The first element will be composed of a 3 percent Unrestricted Reserve for Economic Uncertainty, and will be categorized as basic reserve and will align to the level set by the State for the Unrestricted Reserve for Economic Uncertainty.*

    b) *The second element will be composed of a 13 percent Unrestricted Strategic Reserve for Economic Uncertainty.*

2. *The total 16 percent Unrestricted General Fund Reserve for Economic Uncertainty will be achieved over a period of time by incrementally growing the unrestricted reserve.*

3. *The Board intends to adjust its Unrestricted General Fund Reserve for Economic Uncertainty to align to a level comparable to other Community Funded/Basic Aid school districts."*

- 2021-22 Post-COVID CUSD reopening of schools uncertainties

FINANCIAL ANALYSIS

Increased reserves. Financial impact is detailed in the proposed 2021-2022 district budget.

RECOMMENDATION

Staff recommends that the Board increases and maintains the unassigned reserves to the levels adopted in BP 3100.1.

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

NOTICE OF PUBLIC HEARING

Pursuant to Education Code section 42127 (a)(2)(B) the Governing Board of the Cabrillo Unified School District (CUSD) will hold a public hearing on Excess Reserves and Disclosure at its regularly scheduled meeting on June 24, 2021. The meeting will be held via zoom link at: https://cabrillok12.zoom.us/j/99135905009. At the public hearing, the public may opine on the following:

(i) The minimum recommended reserve for economic uncertainties for each fiscal year identified in the budget.

(ii) The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve for economic uncertainties for each fiscal year identified in the budget.

(iii) A statement of reasons that substantiates the need for an assigned and unassigned ending fund balance that is in excess of the minimum recommended reserve for economic uncertainties for each fiscal year that the school district identifies an assigned and unassigned ending fund balance that is in excess of the minimum recommended reserve for economic uncertainties, as identified pursuant to clause (ii).

Any stakeholder may appear before the Cabrillo Unified School District Board of Trustees and speak to the Excess Reserves and Disclosure for fiscal years 2021-2024.

The Board will discuss the 2021-2024 Excess Reserves and Disclosure at the Regular Governing Board meeting, Thursday, June 24, 2021, 6:00 p.m.

Thursday, June 24, 2021 at 6:00 PM
Cabrillo Unified School District
Governing Board Zoom Meeting at:
https://cabrillok12.zoom.us/j/99135905009

Posted Thursday, June 16, 2021

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Action/Resolution
ITEM TITLE: Adopt Fiscal Year-End Resolution No. 10-21, Appropriating Ending Balance to a Reserve

BACKGROUND INFORMATION

Every year, the Governing Board adopts the following resolution allowing the Business Office to perform the accounting necessary to close the previous fiscal year books.

The Resolution No. XX-21, Appropriating Ending Balance to a Reserve establishes a reserve account and appropriates any funds not already appropriated. This action allows the appropriation of all ending balance amounts to a reserve account, thereby eliminating the ending balance from being subject to the Gann Limitation in the next fiscal year.

FISCAL ANALYSIS

There is no financial impact to the General Fund. Appropriations will be presented with unaudited actuals.

RECOMMENDATION

Adopt Fiscal Year-End Resolution No. 10-21 to approve appropriating ending balance to a reserve.

RESOLUTION NO. 10-21
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

APPROPRIATING ENDING BALANCE TO A RESERVE

WHEREAS, all public agencies including school districts must appropriate revenues pursuant to Article XIIIB of the California Constitution; and,

WHEREAS, Section 2 of Article XIIIB requires that any revenues not appropriated in compliance with the Article be returned through a revision in tax rates or fee schedules; and,

WHEREAS, Section 5 of Article XIIIB allows an entity of government, including a school district, to establish a reserve and that contributions made to such a reserve are considered to be appropriations subject to the limitations of Article XIIIB in the year in which the contribution is made and that expenditures of withdrawals from such a reserve are not subject to the limitations of Article XIIIB; and,

WHEREAS, the district wishes to ensure that all revenues received during the 2020-2021 fiscal year have been appropriated and, furthermore, that such revenues not be subject to limitation in any future fiscal year;

NOW, THEREFORE, BE IT RESOLVED that, at the close of the 2020-2021 fiscal year any moneys from revenues and beginning balances not expended during the fiscal year are hereby appropriated to a Reserve Account within the General Fund, as authorized by Section 5 of Article XIIIB of the California Constitution.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 24th day of June, 2021, by the following vote:

Mary Beth Alexander:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Lizet Cortes:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Kimberly Hines:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Sophia Layne:	_____	Aye	_____	No	_____	Abstain	_____ Absent
Freya McCamant:	_____	Aye	_____	No	_____	Abstain	_____ Absent

Certified by:

_____
Freya McCamant
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Sean McPhetridge, Ed.D.
Secretary to the Governing Board
Cabrillo Unified School District

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Action
ITEM TITLE: Approval of Chief Business Officer Senior Management Contract for the 2021-22 and 2022-23 School Years

BACKGROUND INFORMATION

Senior Management includes the positions of Superintendent, Assistant Superintendent of Curriculum and Instruction, and Chief Business Officer (CBO).

REPORT/PROPOSAL

Enclosed is the contract for the above referenced position. This contract provides for two years of service to the District. The contract does not provide any compensation or benefit beyond what is currently provided to this employee.

FINANCIAL IMPACT

Financial impact is included in the budget.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT
EMPLOYMENT AGREEMENT FOR
CHIEF BUSINESS OFFICER

THIS AGREEMENT is entered into this 24th day of June, 2021, by and between the Board of Trustees of the Cabrillo Unified School District, hereinafter referred to as the "Board" or "District", and Jesus Contreras, hereinafter referred to as the "Chief Business Officer".

IT IS HEREBY AGREED BY THE PARTIES AS FOLLOWS:

1. **Term:** The Board hereby agrees to employ the Chief Business Officer for a two-year term beginning July 1, 2021 and ending June 30, 2023, unless terminated earlier or extended as provided by the terms of this Agreement or as required by law.

2. **Duties:** The Chief Business Officer shall perform at the highest professional level of competence those duties delineated by the position description; related duties that support curriculum development and the instructional program; categorical programs; and other duties and responsibilities as assigned by the Superintendent. In the absence of the Superintendent and both Assistant Superintendents, the Chief Business Officer shall function as Superintendent-Designee. The Chief Business Officer will maintain a professional relationship with the Governing Board, the Superintendent, Administrators, Classified Staff, Parents, Teachers, Students, and the Community.

   Prior to the beginning of each school year, the Superintendent and the Chief Business Officer shall mutually set goals for the year. Goals may be adjusted by mutual consent during the school year. Performance related to these goals will be part of the Chief Business Officer's annual evaluation.

3. **Compensation:** The District shall pay the Chief Business Officer an annual base salary in the amount of One Hundred Sixty-Seven Thousand, Ninety-Two Dollars ($167,092) for a 225-day work calendar. In addition, the District shall pay the Chief Business Officer an annual $2,538 Masters' stipend. The Chief Business Officer's annual base salary shall be adjusted, at a minimum, in the same manner as other management team employees on contract. In the event that such an adjustment results in an increase or decrease in the length of the work year, or in the event of a mid-year start date, the annual base salary shall be adjusted accordingly. The annual salary shall be payable on the last day of each month in installments of one twelfth (1/12) of the annual salary rate for services rendered during the preceding month.

4. **Fringe Benefits:**

   a. **Health Insurance Benefits:** The District offers 100% of the insurance premium for Kaiser employee-only medical/ hospital/surgical/prescription drug coverage. This amount can be applied towards the cost of an Anthem Blue Cross medical/hospital/surgical/prescription drug coverage insurance premium. Dental and vision care are provided.

   b. **Retirement Benefits:** Retirement benefits will be provided equivalent to one of the following:

STRS – Under the same terms as the current District contract with CUTA
PERS – Under the same terms as the current District contract with CSEA

c. **Sick Leave:** The Chief Business Officer shall accrue sick leave at the rate of twelve (12) days per Agreement year. In accordance with California Education Code, sick leave shall be transferred upon the Chief Business Officer leaving the District.

5. **Work-Related Expenses:** The District shall reimburse the Chief Business Officer for all actual and necessary expenses incurred within the scope of employment, providing such expenses are pre approved by the Superintendent. Reimbursement shall be in accordance with Board policy and the District's budget. Expenses not budgeted for may be responsibility of the Chief Business Officer.

6. **Professional Growth:** The District encourages the continuing professional growth of the Chief Business Officer through activities approved in advance by the Superintendent. The Chief Business Officer shall endeavor to maintain and improve his professional competence by all available means, including subscription to and reading of appropriate periodicals, maintenance of membership in appropriate professional organizations, and attendance at professional meetings at the local, state, and national level, with Board approval. The District shall pay for the Chief Business Officer's dues to join the California Association of School Business Officials (CASBO). The Chief Business Officer may approach the Superintendent regarding any other professional organizations that he wishes to join. The Chief Business Officer will promptly submit receipts related to all such activities delineated in this section.

7. **Evaluation:** The Superintendent shall evaluate the performance of the Chief Business Officer in writing and on an annual basis. The evaluation shall be based on objective information related to assigned job duties. If the evaluation is partially or wholly unsatisfactory in any respect, the written report shall describe such unsatisfactory performance in reasonable detail. The evaluation shall include recommendations for improvement of all instances that were deemed unsatisfactory.

8. **Termination of Employment:** This Agreement may be terminated prior to the expiration of the contract term as follows:

a. Retirement;

b. Resignation or mutual agreement of the parties;

c. **Termination for Cause:** The Board may terminate this Agreement for cause. Cause is defined as conduct which is seriously prejudicial to the District, including, but not limited to: (1) unprofessional conduct; (2) unsatisfactory performance; (3) neglect of duty; (4) breach of this Agreement. Should the Board elect to terminate this Contract prior to its expiration, the Board shall notify the Chief Business Officer in writing with a detailed statement of charges. The Chief Business Officer will be afforded an opportunity for a hearing, which shall include

the right to be represented by counsel and the right to call witnesses. Such hearing shall be conducted before the Board in closed session. If the Board, after considering all evidence presented, decides to terminate this Agreement, it shall provide the Chief Business Officer with a written decision. The decision of the Board shall be final.

9. **General Provisions:** This Agreement is the full and complete agreement between the parties hereto, and can be changed or modified only in writing and signed by the parties. Except as modified herein, this Agreement is subject to all applicable laws of the State of California, the rules and regulations of the State Board of Education, and the lawful policies and regulations of the Board of Trustees of the Cabrillo Unified School District. Said laws, rules, regulations, and policies are hereby made a part of the terms and conditions of this Agreement as though fully set forth herein. The District agrees that it shall defend, hold harmless, and indemnify the Chief Business Officer pursuant to the provisions of Government Code §§ 810 *et seq*.

IN WITNESS WHEREOF, the parties hereto, or their duly authorized representative, affix their hands.

CHIEF BUSINESS OFFICER

Dated: _____ _____

Jesus Contreras

CABRILLO UNIFIED SCHOOL DISTRICT

Dated: _____ _____

Dr. Sean McPhetridge, Superintendent

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
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Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Action
ITEM TITLE: Approval of Assistant Superintendent of Curriculum and Instruction Senior Management Contract for the 2021-22 and 2022-23 School Years

BACKGROUND INFORMATION

Senior Management includes the positions of Superintendent, Assistant Superintendent of Curriculum and Instruction, and Chief Business Officer (CBO).

REPORT/PROPOSAL

Enclosed is the contract for the above referenced position. This contract provides for two years of service to the District. The contract does not provide any compensation or benefit beyond what is currently provided to this employee.

FINANCIAL IMPACT

Financial impact is included in the budget.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT
EMPLOYMENT AGREEMENT FOR
ASSISTANT SUPERINTENDENT, CURRICULUM AND INSTRUCTION

THIS AGREEMENT is entered into this 24th day of June, 2021, by and between the Board of Trustees of the Cabrillo Unified School District, hereinafter referred to as the "Board" or "District", and Leticia Bhatia, hereinafter referred to as the "Assistant Superintendent, Curriculum and Instruction".

IT IS HEREBY AGREED BY THE PARTIES AS FOLLOWS:

1. **Term:** The Board hereby agrees to employ the Assistant Superintendent, Curriculum and Instruction for a two-year term beginning July 1, 2021 and ending June 30, 2023, unless terminated earlier or extended as provided by the terms of this Agreement or as required by law.

2. **Duties:** The Assistant Superintendent, Curriculum and Instruction shall perform at the highest professional level of competence those duties delineated by the position description and beyond. In the absence of both the Superintendent and Assistant Superintendent, Educational Support Services, the Assistant Superintendent, Curriculum and Instruction shall function as Superintendent-Designee. The Assistant Superintendent, Curriculum and Instruction will maintain a professional relationship with the Governing Board, the Superintendent, Administrators, Classified Staff, Parents, Teachers, Students, and the Community.

   Prior to the beginning of each school year, the Superintendent and the Assistant Superintendent, Curriculum and Instruction shall mutually set goals for the year. Goals may be adjusted by mutual consent during the school year. Performance related to these goals will be part of the Assistant Superintendent, Curriculum and Instruction's annual evaluation.

3. **Compensation:** The District shall pay the Assistant Superintendent, Curriculum and Instruction an annual base salary in the amount of One Hundred Sixty-Five Thousand, Seven Hundred Fifty-Four Dollars ($165,754). In addition, the District shall pay the Assistant Superintendent, Curriculum and Instruction an annual $2,538 Masters' stipend, an annual $2,538 Doctorate stipend, and an annual $2,538 National Board Certification stipend, for a total stipend amount of $7,614. The annual salary shall be payable on the last day of each month in installments of one twelfth (1/12) of the annual salary rate for services rendered during the preceding month. The work year for the Assistant Superintendent, Curriculum and Instruction shall be 220 days. The establishment of work days shall be subject to approval by the Superintendent. In the event that an adjustment results in an increase or decrease in the length of the work year, the annual base salary shall be adjusted accordingly.

4. **Fringe Benefits:**

   a. **Health Insurance Benefits:** The District offers medical benefits up to Kaiser's full family rate. Any medical costs exceeding the Kaiser full family rate will be the responsibility of the Assistant Superintendent, Curriculum and instruction.

   b. **Sick Leave:** The Assistant Superintendent, Curriculum and Instruction, shall be provided with one day of sick leave per month, or a maximum of twelve (12) days of sick leave per year.

5. **Work-Related Expenses:** The District shall reimburse the Assistant Superintendent, Curriculum and Instruction for mileage at the Board-approved mileage rate for travel while on District business. The District shall reimburse the Assistant Superintendent, Curriculum and Instruction for all actual and necessary expenses incurred within the scope of employment, providing such expenses are pre-approved by the Superintendent. Reimbursement shall be in accordance with Board policy and the District's budget. Expenses not budgeted for may be responsibility of the Assistant Superintendent, Curriculum and Instruction.

6. **Professional Growth:** The District encourages the continuing professional growth of the Assistant Superintendent, Curriculum and Instruction through activities approved in advance by the Superintendent.

7. **Evaluation:** The Superintendent shall evaluate the performance of the Assistant Superintendent, Curriculum and Instruction in writing and on an annual basis. The evaluation shall be based on objective information related to assigned job duties. If the evaluation is partially or wholly unsatisfactory in any respect, the written report shall describe such unsatisfactory performance in reasonable detail. The evaluation shall include recommendations for improvement of all instances that were deemed unsatisfactory.

8. **Termination of Employment:** This Agreement may be terminated prior to the expiration of the contract term as follows:

    a. Retirement;

    b. Resignation or mutual agreement of the parties;

    c. **Termination for Cause:** The Board may terminate this Agreement for cause. Cause is defined as conduct which is seriously prejudicial to the District, including, but not limited to: (1) unprofessional conduct; (2) unsatisfactory performance; (3) neglect of duty; (4) breach of this Agreement. Should the Board elect to terminate this Contract prior to its expiration, the Board shall notify the Assistant Superintendent, Curriculum and Instruction in writing with a detailed statement of charges. The Assistant Superintendent, Curriculum and Instruction will be afforded an opportunity for a hearing, which shall include the right to be represented by counsel and the right to call witnesses. Such hearing shall be conducted before the Board in closed session. If the Board, after considering all evidence presented, decides to terminate this Agreement, it shall provide the Assistant Superintendent, Curriculum and Instruction with a written decision. The decision of the Board shall be final.

9. **General Provisions:** This Agreement is the full and complete agreement between the parties hereto, and can be changed or modified only in writing and signed by the parties. Except as modified herein, this Agreement is subject to all applicable laws of the State of California, the rules and regulations of the State Board of Education, and the lawful policies and regulations of the Board of Trustees of the Cabrillo Unified School District. Said laws, rules, regulations, and policies are hereby made a part of the terms and conditions of this Agreement as though fully set forth herein. The District agrees that it shall defend, hold harmless, and indemnify the Assistant Superintendent, Curriculum and Instruction pursuant to the provisions of Government Code §§ 810 *et seq*.

IN WITNESS WHEREOF, the parties hereto, or their duly authorized representative, affix their hands.

ASSISTANT SUPERINTENDENT, CURRICULUM AND INSTRUCTION

Dated: _____ _____

Dr. Leticia Bhatia

CABRILLO UNIFIED SCHOOL DISTRICT

Dated: _____ _____

Dr. Sean McPhetridge, Superintendent

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Kimberly Hines
Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: June 24, 2021
TO: Members of the Governing Board
FROM: Jason Owens, Director of Personnel and Pupil Services
CATEGORY: Action
ITEM TITLE: Approval of Superintendent Senior Management Contract for the 2021-22 School Year

BACKGROUND INFORMATION

Senior Management includes the positions of Superintendent, Assistant Superintendent of Curriculum and Instruction, and Chief Business Officer (CBO).

REPORT/PROPOSAL

Enclosed is the contract for the above referenced position. This contract provides for two years of service to the District. The contract does not provide any compensation or benefit beyond what is currently provided to this employee.

FINANCIAL IMPACT

Financial impact is included in the budget.

RECOMMENDATION

Approved as submitted.

EMPLOYMENT AGREEMENT BETWEEN
THE CABRILLO UNIFIED SCHOOL DISTRICT and
DR. SEAN McPHETRIDGE

THIS AGREEMENT is entered into this 24th day of June, 2021, by and between the Board of Trustees of the Cabrillo Unified School District, hereinafter referred to as the "Board" or "District", and Dr. Sean McPhetridge, hereinafter referred to as the "Superintendent."

IT IS HEREBY AGREED BY THE PARTIES AS FOLLOWS:

1. **Term:** This Agreement hereby supersedes the Agreement entered into between the District and the Superintendent on May 16, 2019. The Board hereby agrees to employ the Superintendent for a three-year period beginning on July 15, 2019 and ending on June 30, 2022, unless terminated earlier or extended as provided by the terms of this Agreement, or as required by law. The Superintendent shall provide twelve (12) months of full and regular service to the District during each full school year covered by this Agreement.

2. **Duties:** The Superintendent shall perform, at the highest level of competence, all services, duties, and obligations required by (i) this Agreement; (ii) the Superintendent's job description; (iii) applicable laws and regulations; (iv) Board rules, regulations, and policies and as otherwise directed by the Board. The Superintendent shall be the Chief Executive Officer and Secretary of the Board.

   The Superintendent shall have primary responsibility for execution of Board policy; responsibility for the duties prescribed by Education Code § 35035; and responsibility for any duties authorized by the Board pursuant to Education Code § 17604. The Superintendent may delegate his duties to a responsible District employee at the Superintendent's discretion, unless otherwise stated in applicable laws and regulations; found in Board rules, regulations, and policies; or as otherwise prohibited by the Board.

   The Superintendent shall have primary responsibility for the management of all District affairs. In carrying out his duties, the Superintendent shall provide educational leadership and be responsible for the operations of the District, including, but not limited to, the areas of general administration; instruction; human resources; communications; government relations; facilities; and business affairs.

3. **Compensation:** In full consideration for the services provided under this Agreement, the Superintendent will receive a salary at the annual rate of Two Hundred Twenty-Eight Thousand, Nine Hundred Twenty-Five Dollars ($228,925). The annual salary shall be payable on the last day of each month in installments of one-twelfth (1/12) of the annual salary for services rendered during the preceding month, with proration for a period of less than a full month of service. The daily rate for the purpose of prorating the annual salary provided for in this Agreement shall be $1017 ("Daily Rate").

   Upon receiving a satisfactory evaluation for his performance in the prior year, the Superintendent shall receive the equivalent percentage salary increase as the District approves for the certificated salary schedule during the term of this Agreement. Any increase in salary shall be discussed and approved in open session at a regular Board meeting pursuant to Government Code § 54956(b). A change in salary during the term of the Agreement shall not constitute the creation of a new contract or extend the termination date of the Agreement.

The District agrees to provide the Superintendent with the ability to use an IRS Section 403b plan or similar tax-deferred plan; an IRS Section 125 Cafeteria Plan; and other plans that are made available to other District employees. All employee and employer contributions to such plans shall conform to all requirements of state and federal law.

4. **Fringe Benefits:**

   a. **Health Insurance Benefits:** The Superintendent shall receive District-paid health, dental, vision, and other fringe benefits in the same manner and subject to the same limitations as other certificated Cabinet-level employees, as those benefits may change from time to time.

   b. **Life Insurance:** On behalf of the Superintendent, the District shall purchase a $200,000 term life insurance policy, with beneficiary or beneficiaries to be determined by the Superintendent.

   c. **Sick Leave:** The Superintendent shall be allocated sick leave at the rate of one day per month. Earned sick leave may be accumulated without limitation; however, under no circumstances shall the District be obligated to compensate the Superintendent for earned, unused sick leave. Unused sick leave may be credited for retirement purposes as authorized by either the California State Teachers' Retirement System (STRS) or the California Public Employees Retirement System (CalPERS), as may be applicable.

   d. **Vacation Time:** During each school year (July 1 – June 30), throughout the term of this Agreement, the Superintendent shall be entitled to twenty (20) days of vacation with full pay in each year of service, exclusive of holidays as defined below. Vacation days for a partial school year shall be prorated. In no event shall the Superintendent accrue more than twenty (20) days of vacation as of June 30 of each year of the term of the Agreement, unless otherwise approved by the Board. Upon separation from employment with the District, the Superintendent shall be entitled to compensation for all accrued but unused vacation days at the Daily Rate, up to a maximum of twenty (20) days. All vacation must be scheduled in advance and approved by the Board President.

   e. **Holidays:** The Superintendent shall be entitled to receive holidays as provided to the District's certificated management employees.

   f. **Other Leave:** The Superintendent shall be entitled to all other personal necessity, bereavement, jury duty, or other leaves as provided to the District's certificated management employees.

   g. **Written Records:** The Superintendent shall keep written records of his use of vacation or other leave time. The Superintendent is expected to work a full workday and is expected to promptly account for absences of greater than one half of a workday as vacation time, sick leave, or other leave of absence.

5. **Work-Related Expenses:**

a. **Automobile Allowance:** The Superintendent is required to have a vehicle available at all times to perform the services and duties of the position. Therefore, the Superintendent shall be entitled to receive a monthly automobile allowance of Four Hundred Dollars ($400.00) for the acquisition, use, maintenance and insurance of an automobile while on all District business for business-related travel in-district and within 100 miles of the District's boundaries, irrespective of the number of miles traveled on District business. The Superintendent shall be solely responsible for all expenses to use, maintain, operate and insure the automobile. No documentation is required in order to receive this allowance and the Superintendent shall have discretion regarding the expenditure of this allowance. This allowance shall be treated as salary for tax purposes and shall not be treated as creditable compensation for CalSTRS or CalPERS purposes unless it is permitted by law. The Superintendent's receipt of this automobile allowance shall be in lieu of any entitlement to mileage reimbursement; however, the Superintendent shall be eligible for mileage reimbursement at the IRS rate for work-related travel outside of 100 miles from the District's boundaries.

b. **Expense Reimbursement:** The District shall reimburse the Superintendent for all actual and necessary expenses incurred by the Superintendent within the scope of employment in accordance with applicable District policy, not to exceed $500 per month without the written authorization of the Board. For reimbursement, the Superintendent shall complete and submit expense claims in writing in accordance with the District's policies, rules and regulations and shall provide the Board with copies of the Superintendent's monthly expense reports. The Superintendent's expense claims shall be supported by appropriate documentation prior to reimbursement.

c. **Memberships:** The District shall pay the Superintendent's annual membership charges for up to three professional or service organizations like ACSA, AASA, or Rotary. The District shall pay for the Superintendent to attend up to three regional, state or national professional conferences each year. The Superintendent shall obtain written authorization of the Board, as set forth in Section 5(b) above, if the cost to attend to attend a professional conference exceeds $500.

d. **Professional Equipment:** The District will provide the Superintendent with such facilities, equipment, supplies and clerical assistance as appropriate to the Superintendent's position and necessary for the adequate performance of his duties. The District shall provide the Superintendent with appropriate technology, including but not limited to, a laptop computer and cellular device. The District shall pay any costs and expenses associated with owning, licensing, operating and maintaining such Technology Devices. This does not include costs associated with maintaining home internet access. All Technology Devices so provided are the property of the District and the District shall have the right to control the access to, and use of, Technology Devices through its Board policies, including its technology use policies, personnel policies, and its risk management policies.

All District-provided Technology Devices are provided to facilitate performance of the Superintendent's duties and obligations as an employee of the District. The Superintendent

may use District-provided Technology Devices for personal use within reasonable limits and in a manner consistent with Board policies, including its technology use policies, personnel policies, and its risk management policies. The Superintendent shall not use any Technology Device in any manner that is inconsistent with such policies.

6. **Evaluation:** On a mutually agreeable schedule, the Superintendent and the Board will jointly develop goals, objectives and a job description. The Board shall evaluate the Superintendent's performance at least once a year based upon the goals, objectives and job description as periodically established by the Board in consultation with the Superintendent. Any failure on the part of the Board to meet the requirements or deadlines relating to the Superintendent's evaluation shall not release the Superintendent from fully and faithfully performing the services required to be performed under this Agreement or any applicable statute or regulation, or constitute a default by the District of its obligations under this Agreement.

7. **Professional Development:** As part of the Superintendent's annual evaluation, there will be a discussion of professional development, and the Superintendent and the Board shall identify the appropriate courses and activities which the Superintendent will complete as part of his professional development. As set forth in Section 5(b), the Superintendent will promptly submit invoices/receipts related to all such activities.

8. **Non-Renewal of Agreement:** Should the Board determine that it does not wish to negotiate and execute a new contract at the end of the term of this Agreement, the Board shall give written notice of the decision to the Superintendent at least forty-five (45) days prior to the end of the Agreement, as required pursuant to Education Code § 35031. The parties expressly agree to waive the term of the automatic renewal provision established in Education Code § 35031. Rather, if Board fails to provide notice of non-renewal, the Agreement shall automatically be renewed on the same terms but only for a period of one year.

   Between ninety (90) days and one hundred and twenty (120) days prior to the end of this Agreement, Superintendent shall, in writing, remind each Board member of the Board's obligation under Education Code § 35031 to give written notice of its decision not to renew the Agreement.

9. **Termination of Agreement:** This Agreement may be terminated prior to the expiration of the contract term as follows:

   a. **Mutual Consent:** The parties may terminate the Agreement at any time by written mutual consent.

   b. **Resignation:** The Superintendent may resign and terminate this Agreement provided that, unless otherwise waived by the Board, the Superintendent shall give at least ninety (90) days' advance written notice. Notwithstanding the provisions of section 4(d) above, for each day less than ninety (90) days' advance written notice, the Superintendent's unused vacation days shall be reduced by one day.

   c. **Termination for Cause:** The Board may terminate this Agreement for cause. Cause is defined as: (1) breach of this Agreement; (2) failure by the Superintendent to possess or maintain a valid California Administrative Credential; (3) neglect of duty; (4) physical or

mental inability of the Superintendent to perform his duties with or without reasonable accommodations; (5) any other legally permissible reason, which includes but is not limited to conduct that is seriously detrimental to the District. Conduct that is seriously detrimental to the District includes, by way of illustration and not limitation: failure of good behavior, either during or outside of duty hours, which is of such a nature that it causes discredit to the District; unprofessional conduct; or incompetence.

Prior to making a final determination of cause for termination, the Superintendent shall be provided with thirty (30) calendar days' written notice of the action and the reasons therefor, and a reasonable opportunity to be heard by the Board in a closed session. If the Superintendent chooses to be accompanied or advised by legal counsel at such meeting, the Superintendent shall bear any costs therein involved. Such meeting shall be conducted in closed session unless specifically prohibited by State law. The Superintendent shall have a reasonable opportunity to respond to all matters raised in the charges, to submit any written documents the Superintendent believes are relevant to the charges, and to call witnesses. If the Board, after considering all evidence presented, decides to terminate this Agreement, it shall provide the Superintendent with a written decision. The decision of the Board shall be final. The Superintendent's conference before the Board shall be deemed to satisfy the Superintendent's entitlement to due process of law and shall be the Superintendent's exclusive right to any conference or hearing otherwise required by law. The Superintendent waives any other rights that may be applicable to this termination for cause proceeding with the understanding that completion of this hearing exhausts the Superintendent's administrative remedies, and then authorizes the Superintendent to contest the Board's determination in a court of competent jurisdiction.

d. **Termination Without Cause:** The Board may, for any reason, without cause or a hearing, terminate this Agreement at any time. In consideration for the exercise of this right, the District shall pay to the Superintendent from the date of termination until the expiration of this Agreement, or for a period of six (6) months, whichever is less, an amount equal to the difference between Superintendent's salary at the rate in effect during the Superintendent's last month of service and the amount which the Superintendent earns from any other employment-related source (whether as employee, independent contractor, consultant or self-employed). As a condition of payment, the Superintendent shall be obligated to immediately seek other employment and to notify the District in writing immediately if the Superintendent earns income from any employment-related source as defined above.

For purposes of this termination without cause provision, the term "salary" shall include only the Superintendent's regular monthly base salary and shall not include the value of any other stipends, reimbursements or benefits received under this Agreement. All payments made pursuant to this termination without cause provision shall be subject to applicable payroll deductions and shall be treated as compensation for state and federal tax purposes. No payments made pursuant to this termination without cause provision shall constitute creditable service or creditable compensation for retirement purposes. Payments made pursuant to this termination without cause provision shall be considered as final settlement pay and shall not count for any retirement purpose; accordingly, no deductions shall be made for retirement purposes.

The Superintendent shall also be entitled to District-paid health benefits, as those benefits may change from time to time, until the expiration of this Agreement, a period of six (6) months, or until the Superintendent obtains other employment which provides health benefits, whichever occurs first.

If the Superintendent is terminated without cause and elects to retire instead of fulfilling the Superintendent's obligation to seek other employment as set forth above, the parties agree that, effective upon the date of the Superintendent's retirement with CalSTRS or CalPERS, the amount payable to the Superintendent as salary shall be reduced by the amount of retirement income earned by the Superintendent from CalSTRS or CalPERS.

The parties agree that any damages to the Superintendent that may result from the Board's early termination of this Agreement cannot be readily ascertained. Accordingly, the parties agree that the payments made pursuant to this termination without cause provision, along with the District's agreement to provide paid health benefits, constitutes reasonable liquidated damages for the Superintendent, fully compensates the Superintendent for all tort, contract and other damages of any nature whatsoever, whether in law or equity, and does not result in a penalty. The parties agree that the District's completion of its obligations under this provision constitutes the Superintendent's sole remedy to the fullest extent provided by law. Finally, the parties agree that this provision meets the requirements governing maximum cash settlements as set forth in Government Code §§ 53260 *et seq*.

10. **Mediation:** Should any dispute arise out of this Agreement, the parties shall meet in mediation and attempt to reach a resolution with the assistance of a mutually acceptable mediator. The costs of the mediator, if any, will be paid by the District. If a mediated settlement is reached, neither party will be the prevailing party for the purposes of this settlement. Neither party will be permitted to file legal action without first meeting in mediation and making a good faith attempt to reach a mediated resolution.

11. **Repayment After Criminal Conviction:** If the Superintendent is convicted of a crime involving an abuse of his or her office or position, the Superintendent shall fully reimburse the District for any severance pay, paid leave salary disbursed pending an investigation, and/or legal criminal defense funds paid by the District. This provision expressly does not oblige the District to make any of these payments.

12. **Merger Clause:** This Agreement constitutes the sole agreement of the parties hereto and correctly states the rights, duties, and obligations of each party. Any prior agreement, promises, negotiations or representations between the parties not expressly stated in this Agreement are not binding. All subsequent modifications will be in writing and signed by the parties.

13. **Applicable Law:** This Agreement is subject to all applicable laws of the State of California, the regulations of the State Board of Education, and the rules, regulations, and policies of the District.

14. **Tax / Retirement Liability:** Notwithstanding any other provision of this Agreement, the District shall not be liable for any retirement or state/federal tax consequences to the Superintendent, any designated beneficiary, heirs, administrators, executors, successors or assigns of the Superintendent. The Superintendent shall assume sole responsibility and liability for all state or federal tax

consequences of this Agreement and all related payroll and retirement consequences, including, but not limited to, all tax and retirement consequences stemming from any payments made to the Superintendent as a result of the termination without cause provision of this Agreement, retirement payments, expense reimbursements, and payments for insurance. The Superintendent agrees to defend, indemnify and hold the District harmless from all such tax, retirement and similar consequences.

IN WITNESS WHEREOF, the parties hereto, or their duly authorized representative, affix their hands.

SUPERINTENDENT

Dated: _____ _____

Dr. Sean McPhetridge

CABRILLO UNIFIED SCHOOL DISTRICT

Dated: _____ _____

Clerk of the Board