Regular Governing Board Meeting Agenda

CABRILLO UNIFIED SCHOOL DISTRICT

Public Session • Thursday, January 20, 2022 • 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

The Cabrillo Unified School District Governing Board values the health and safety of our community and staff. We also honor the public's need and right to meaningfully participate and comment in public proceedings, and in light of the current health emergency, the CUSD Governing Board will hold its meetings remotely via teleconference using Zoom technology. This decision is consistent with AB 361, a bill that formalizes and modifies the teleconference procedures implemented by California public agencies in response to the Governor's Executive Orders N25-20 and N29-20 addressing Brown Act compliance during shelter-in-place periods. AB 361 allows a local agency to continue to use teleconferencing under the same basic rules as provided in the Executive Orders when certain circumstances occur or when certain findings have been made and adopted by the local agency. There will not be a physical location for this meeting.

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 Written Comments in Advance:

Members of the public wishing to provide comments in advance of the meeting may submit a Public Comments form bit.ly/cusdcomments or email to the Administrative Assistant. Written comments will be accepted from the time the agenda is posted right up to one hour before the meeting start time. Comments will be read out loud by the Board President or a Designee. 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 and the public.

2. Provide Live Comment Using the Zoom Hand Raise Feature:

Members of the public wishing to speak during the meeting must use the 'Raise Hand' feature. During the meeting, the President or Designee will announce the opportunity for public comments.

To raise your hand in a webinar:

- If watching on a device, use the 'Raise Hand' feature in Zoom webinar controls.
- If listening from a phone, dial *9 to raise your hand.

When acknowledged by Board President or Designee, speakers may be prompted to unmute. After the allowed time, speakers will be placed on mute. Individuals are given up to three (3) minutes to speak. However, with Board consent, the President may increase or decrease the time allowed, depending on the topic and the number of persons wishing to be heard. The Administrative Assistant will keep the time and advise the speaker when there are 30 seconds left and again when time is up. We ask all speakers to keep within the time limits.

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

1. Roll Call / Quorum
2. Pledge of Allegiance

2. APPROVAL OF AGENDA

3. COMMUNICATIONS

a. Public Comments

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b. Employee Organizations Report
    1. CUTA Representatives
    2. CSEA Representatives
c. Board Members Report
d. Student Board Member Report
e. Superintendent Report

4. CONSENT AGENDA

a. Approval of Field Trip for Half Moon Bay High School FFA to Leadership Conference in Seaside, California, January 21-22, 2022 (Consent Agenda)

    4.a Board Memo HS FFA Overnight Field Trip Seaside, CA.pdf (p. 6)

b. Approval of Field Trip for Half Moon Bay High School FFA to World Ag Expo in Tulare, California, February 9-10, 2022 (Consent Agenda)

    4.b Board Memo HS FFA Overnight Field Trip Tulare, CA.pdf (p. 7)

c. Approval of Field Trip for Half Moon Bay High School FFA to State Leadership Conference in Sacramento, California, March 25-29, 2022 (Consent Agenda)

    4.c Board Memo HS FFA Overnight Field Trip Sacramento, CA.pdf (p. 8)

d. Approval of Certificated Personnel Report (Consent Agenda)

    4.d Board Memo Certificated Personnel Report.pdf (p. 9)

e. Approval of Classified Personnel Report (Consent Agenda)

    4.e Board Memo Classified Personnel Report.pdf (p. 10)

f. Approval of School Accountability Report Cards (SARC) (Consent Agenda)

4.f Board Memo SARC Approval.pdf (p. 11)

4.f.1 2021_Hatch_Elementary_School_SARC.pdf (p. 12)

4.f.2 2021_El_Granada_Elementary_School_SARC.pdf (p. 31)

4.f.3 2021_Farallone_View_Elementary_School_SARC.pdf (p. 51)

4.f.4 2021_Kings_Mountain_Elementary_School_SARC.pdf (p. 69)

4.f.5 2021_Cunha_Intermediate_School_SARC.pdf (p. 88)

4.f.6 2021_Half_Moon_Bay_High_School_SARC.pdf (p. 107)

4.f.7 2021_Pilarcitos_High_School_SARC.pdf (p. 132)

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

4.g Board_Memo_Donations_January_2022.pdf (p. 153)

4.g.1 Summary_Site_Donations_January_2022.pdf (p. 154)

h. Approval of Warrant Register Report Processed from November 1, 2021 to December 17, 2021 (Consent Agenda)

4.h Board_Memo_Warrant_Register_January_2022.pdf (p. 155)

4.h.1 Warrant Register from November 1, 2021 to December 17, 2021.pdf (p. 156)

i. Approval of the Bid Award of the HMBHS Agricultural Program Project (Consent Agenda)

4.i Board_Memo_Approval_of_the_Bid_Award_of_the_HMBHS_Ag_Project.pdf (p. 191)

4.i.1 Bid Award for HMBHS Ag Project Silicon Valley Paving.pdf (p. 192)

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

4.j Board Memo Williams UCP Report.pdf (p. 206)

4.j.1 2021-22_Williams_UCP_Report_Q2.pdf (p. 207)

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

4.k Board Memo Minutes.pdf (p. 208)

4.k.1 2021-12-12 Special Board Meeting Minutes.pdf (p. 209)

4.k.2 2021-12-14 Regular Board Meeting Minutes.pdf (p. 211)

5. GENERAL BUSINESS

a. Pilarcitos High School Update Presentation (Presentation)

5.a Board Memo Pilarcitos High School Presentation.pdf (p. 219)

5.a.1 Pilarcitos High School & Independent Study Slide Presentation.pdf (p. 220)

b. La Costa Adult School Update Presentation (Presentation)

5.b Board Memo La Costa Adult School Presentation.pdf (p. 230)

5.b.1 La Costa Adult School Presentation 2022.pdf (p. 231)

c. Update on Safe Routes to School Program and Special Project (Presentation)

5.c Board Memo STRS & Special Project Presentation.pdf (p. 237)

5.c.1 SRTS Slide Presentation 2022.pdf (p. 238)

5.c.2 Kelly Avenue Intersections Project Slide Presentation.pdf (p. 251)

d. Adoption of Proclamation Declaring February 2022 as African American History Month (Action)

5.d Board Memo Proclamation African America History Month.pdf (p. 259)

5.d.1 Proclamation African American History Month.pdf (p. 260)

e. Approval of the Measure M Facility Bond and Parcel Tax Citizens' Oversight Committee 2020-2021 Annual Report (Action)

5.e Board_Memo_Measure_M_Facilities_Bond_&_Parcel_Tax_Citizens' Oversight_Annual_Report.pdf (p. 262)

5.e.1 2020-21 CUSD Measure M Bond Audit Report C&ALLP.pdf (p. 263)

5.e.2 COC_M_Annual-Report_2020_2021.pdf (p. 291)

f. Approval of Independent Audit Report for Year Ending June 30, 2021 (Action)

5.f Board_Memo_Year_End_Audit_Report_2020_2021.pdf (p. 320)

5.f.1 2020-21 Audit Report C&ALLP.pdf (p. 321)

g. Trustee Area Report – Follow up Presentation (Presentation)

5.g Board_Memo_Trustee_Area_Report_January_2022.pdf (p. 408)

5.g.1 PowerPoint for Report on Current and Alternatives 1-to-6 Trustee Areas for Cabrillo USD.pdf (p. 409)

5.g.2 Current and Alternatives 1-6 Trustee Areas Report.pdf (p. 429)

6. FUTURE EVENTS

a. January 17 - Martin Luther King Day - No School

b. January 26 - School Financial Office Hours, via RingCentral - 4:00 PM

c. January 26 - Budget Advisory Committee, via RingCentral - 6:30 PM

d. February 10 - Regular Board Meeting, Location TBD - 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: January 20, 2022
TO: Members of the Governing Board
FROM: Jason Owens, Coordinator of Student Services and Special Projects
CATEGORY: Consent/Action
ITEM TITLE: Approval of Field Trip for Half Moon Bay High School FFA to Leadership Conference in Seaside, California, January 21-22, 2022

BACKGROUND INFORMATION

Board Policy 6153 allows the Governing Board to permit students to participate in field trips.

Hannay Carney, teacher/advisor of the Half Moon Bay High School Future Farmers of America program, is requesting that the Governing Board approve a field trip to Seaside, California on January 21-22, 2022. FFA students will participate in the Leadership Conference. Approximately 7 students will be chaperoned by one certificated staff member. The group will travel from Half Moon Bay to Seaside in the agriculture department vehicle. They will be staying at Embassy Suites Monterey Bay, 1441 Canyon Del Rey Blvd., Seaside, CA, 93955.

FISCAL ANALYSIS

There is no financial impact to the General Fund. The trip is paid for by the Agriculture Grant.

RECOMMENDATION

Approve as submitted.

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MEMORANDUM

MEETING DATE: January 20, 2022
TO: Members of the Governing Board
FROM: Jason Owens, Coordinator of Student Services and Special Projects
CATEGORY: Consent/Action
ITEM TITLE: Approval of Field Trip for Half Moon Bay High School FFA to World Ag Expo in Tulare, California, February 9-10, 2022

BACKGROUND INFORMATION

Board Policy 6153 allows the Governing Board to permit students to participate in field trips.

Hannay Carney, teacher/advisor of the Half Moon Bay High School Future Farmers of America program, is requesting that the Governing Board approve a field trip to Tulare, California on February 9-10, 2022. FFA students will participate in the Expo to have exposure to careers in the Agriculture Industry. Approximately 20 students will be chaperoned by two certificated staff members and 1 other adult. The group will travel from Half Moon Bay to Tulare in the agriculture department vehicle. They will be staying at the Hampton Inn & Suites, 100 N. Cherry Street, Tulare, CA, 93274.

FISCAL ANALYSIS

There is no financial impact to the General Fund. The trip is paid for by the Agriculture Grant.

RECOMMENDATION

Approve as submitted.

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MEMORANDUM

MEETING DATE: January 20, 2022
TO: Members of the Governing Board
FROM: Jason Owens, Coordinator of Student Services and Special Projects
CATEGORY: Consent/Action
ITEM TITLE: Approval of Field Trip for Half Moon Bay High School FFA to State Leadership Conference in Sacramento, California, March 25-29, 2022

BACKGROUND INFORMATION

Board Policy 6153 allows the Governing Board to permit students to participate in field trips.

Hannay Carney, teacher/advisor of the Half Moon Bay High School Future Farmers of America program, is requesting that the Governing Board approve a field trip to Sacramento, California on March, 25-29, 2022. FFA students will participate in the State Leadership Conference. Approximately 9 students will be chaperoned by two certificated staff members. The group will travel from Half Moon Bay to Sacramento in the agriculture department vehicle. They will be staying at Kimpton Sawyer Hotel, 500 J St. Sacramento, CA, 95814.

FISCAL ANALYSIS

There is no financial impact to the General Fund. The trip is paid for by the Agriculture Grant.

RECOMMENDATION

Approve as submitted.

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MEMORANDUM

MEETING DATE: January 20, 2022
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
Jason Owens, Coordinator of Student Services and Special Projects
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Certificated Personnel Report

BACKGROUND INFORMATION

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

1. REASSIGNMENT

Jason Owens, Coordinator of Student Services and Special Projects, District Office, formerly Director of Personnel and Student Services, District Office, effective January 1, 2022.

FISCAL ANALYSIS

Financial impact is included in the budget.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: January 20, 2022
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
Jason Owens, Coordinator of Student Services and Special Projects
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Classified Personnel Report

BACKGROUND INFORMATION

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

1. PROMOTION

Randy Wagerman, Lead Bus Driver, Transportation Department, formerly School Bus Driver, Transportation Department, effective January 1, 2022.

FISCAL ANALYSIS

Financial impact is included in the budget.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: January 20, 2022
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of School Accountability Report Cards (SARC)

BACKGROUND INFORMATION

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

The SARC includes the following type of information:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

The SARCs for all Cabrillo Unified School District schools are made available to parents in English and Spanish on our CUSD website under Curriculum and Instruction, Federal Reports and are accessible at the school site upon request. Site SARC copies will be made available no later than February 1, 2022.

Please note that the data presented in the SARCs reflect what is currently available through CDE, Dataquest, and the California Dashboard. As data becomes available, SARCs will be updated to reflect new data. This data includes academic data and teacher/staff information. At this time, we only have access to district wide local data for our Math and ELA assessments. This data can be found in our LCAP 2021-2024 starting on page 84.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

Alvin S. Hatch Elementary
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

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

2021-22 School Contact Information

School Name	Alvin S. Hatch Elementary
Street	490 Miramontes Ave.
City, State, Zip	Half Moon Bay, CA 94019
Phone Number	(650) 653-7775
Principal	Alyssa Jaramillo
Email Address	jaramilloa@cabrillo.k12.ca.us
School Website	https://hatch.cabrillo.k12.ca.us/
County-District-School (CDS) Code	41688906043616

2021-22 District Contact Information

District Name	Cabrillo Unified
Phone Number	(650) 712-7100
Superintendent	Dr. Sean McPhetridge
Email Address	mcphetridges@cabrillo.k12.ca.us
District Website Address	www.cabrillo.k12.ca.us

2021-22 School Overview

Hatch Elementary School, part of the Cabrillo Unified School District, is located in the historic coastal town of Half Moon Bay. The school is one of four elementary schools in the district, serving approximately 530 students in transitional kindergarten class (TK) through 5th grade. The school's attendance area extends from San Gregorio in the south to Wave Avenue and Terrace Avenue in the north. Hatch Elementary houses two programs, a structured English instruction program and a district school of choice program, a Two-Way Bilingual Immersion (Spanish) program.

The district provides various summer programs. There are two Head Start programs in the community and an on-site Coastside Children's Program which provides before/after school enrichment, full-time summer activities, a preschool readiness program, and extended learning for K-5th grade students. In addition, students are recommended for a district summer school program in conjunction with The Big Lift.

Hatch Elementary uses curriculum for English Language Arts (Wonders) and Spanish Language Arts (Maravillas), a Common Core State Standards-based program addressing all four domains of language: reading, writing, listening, and speaking. The mission of the curriculum is to help young people become avid and skilled readers, writers, and inquirers. The model and its strategies promote English language acquisition, academic achievement, and cross-cultural skills. It is our goal for all children to read and write at standard or above.

Every student shall be empowered to achieve the highest skills academically, linguistically, and socially while developing self-esteem and creativity. Students will leave to middle school with a multitude of experiences that begin to prepare them for the multi-cultural, technologically sophisticated society of the twenty-first century. We believe education is the shared responsibility of parents, students, and the community in partnership with the school.

At Hatch Elementary School parents play many vital and important roles through active participation, involvement, and leadership in the Parent Teacher Organization (PTO), School Site Council (SSC), English Learner Advisory Committee (ELAC), Spanish Immersion Parent Association (SIPA), and by volunteering in the classroom. Parents and community members have been exceedingly generous to our school, freely donating countless hours of time, resources, and funds that directly support various programs.

The Hatch PTO gives generous support toward including but not limited to a comprehensive K-5 music program, Kinder

2021-22 School Overview

Movement, Art in Action program, the Amity Institute intern program, physical education, our library program, student assemblies. In addition, parents and other volunteers contribute thousands of additional hours directly to Hatch classrooms. Parent volunteers assist on field trips, share their knowledge in the classroom, assist with special projects such as our Young Author's Week, SF Opera a la carte, Ocean's Week, and Scholastic Book Fair. Hundreds of additional volunteer hours are dedicated to supporting PTO and district fundraising events. (Please note some of these activities have been placed on hold due to the Pandemic, but we look forward to bringing them back next school year.)

The Hatch School Site Council is a committee composed of school personnel (both certificated and classified), parents, and other community members. It provides a forum for the school community to come together to identify common goals and to establish this plan, to evaluate, revise, and allocate funds appropriately to reach the goals set in the plan.

The Spanish Immersion Parent Association (SIPA) is a nonprofit parent-teacher organization created to enhance the Cabrillo Unified School District's Two-Way Bilingual Immersion program. SIPA's mission is to serve as the primary support and advocacy group for the families of this program and inspire the continuation of bilingual education. This group raises funds to host Amity Interns from Spanish speaking countries to share their language and culture in the Two-Way Bilingual Immersion (Spanish) Program, as well as the traditional English program. They also celebrate the culture by hosting a yearly fiesta and other fundraising events.

Hatch parents are kept informed through the use of parent conferences, pupil progress reports, and parent education meetings, as well as through a school-wide principal newsletter, classroom newsletters, calendars, web pages, and parent group meetings.

Vision Statement
Hatch Elementary is committed to helping children become lifelong learners in an environment that values academic excellence and global understanding. The school is unique in the district because two pathways are provided for students. The first is a traditional English program. The second is a Two-Way Bilingual Immersion Spanish-English program. Another key identifying characteristic includes participation in the international Amity Institute Intern Program. This program provides future educators from other countries the opportunity to gain teaching skills under the direct supervision of a certified teacher in an American classroom. In addition, interns often serve as living role models of language and culture. They offer a native perspective on their language, culture and country, enabling Hatch students to better understand and appreciate the languages they study.

Parents are active members of the Hatch community and support the school in many wonderful ways. Hatch is the recipient of numerous recognitions, including the 2011 San Mateo County Reading Association Award for Principal's Book of the Month Program and the 2014 Amity International Emily Stowell Scholarship.

Mission Statement
Every student shall be empowered to achieve the highest skills academically, linguistically, and socially while developing self-esteem and creativity. We believe education is the shared responsibility among parents, students, and the community in partnership with the school.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) K-5: Wonders: McGraw-Hill Education, 2017 -An English Language Arts/English Language Development Program Grade(s) K-5: The Fountas and Pinnell System 1 (Grades K-2) System 2 (Grades 3-5) Benchmark Reading Assessment	Yes	0
Mathematics	Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center	Yes	0
Science	Grade(s) K-5: Delta Education FOSS California Edition, 2007	Yes	0
History-Social Science	Grade(s) K-5: Scott Foresman - History-Social Science for California, 2006 Grade 5: Oxford University - A History of US Grade(s) K-5: Scott Foresman - History-Social Science for California, 2006	Yes	0
Foreign Language	Grade(s) K-5: Maravillas:McGraw-Hill Education: Programa de artes del lenguaje en Español (Spanish Immersion Program) 2017	Yes	0
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The modernization of Hatch school started August 31, 2015. Completion of Phase IV construction of the Kindergarten complex was finished in the summer of 2020.

Year and month of the most recent FIT report	December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

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

Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

At Hatch Elementary School parents play many vital and important roles through their active participation and involvement in the Parent Teacher Organization (PTO), School Site Council, English Learner Advisory Committee (ELAC), Spanish Immersion Parent Association (SIPA), and by volunteering in the classroom. Parents and community members have been exceedingly generous to our school, freely donating countless hours of time, resources, and funds that directly support various programs.

The Hatch PTO supports available funds from the district, state, and federal level, by supporting a comprehensive TK-5 music program, Kinder Movement, Art in Action curriculum and instructors, Amity Institute intern program, physical education, our library program, student assemblies, and so much more. In addition, parents and other volunteers contributed thousands of hours directly to Hatch classrooms. Parent volunteers assist on field trips, share their knowledge in the classroom, and assist with special projects such as our Young Author's Week, Ocean's Week, and Book Fair. Hundreds of additional volunteer hours were given to PTO and district fundraising events. More information can be found at the Hatch school web page: http://www.cabrillo.k12.ca.us/hatch/pto/welcome.html

The Hatch School Site Council is a committee composed of school personnel, both certificated and classified, parents, and other community members. It provides a forum for the school community to come together to identify common goals and to establish a plan to achieve these goals.

The Spanish Immersion Parent Association (SIPA) is a nonprofit parent-teacher organization created to enhance the Cabrillo Unified School District Two-Way Bilingual Immersion Spanish-English program. SIPA's mission is to serve as the primary support and advocacy group for the families of this program and inspire the continuation of bilingual education. This group raises funds to host Amity Scholars from Spanish speaking countries to share their language and culture in the Two-Way Bilingual Immersion Spanish-English program as well as the traditional English program. They also celebrate the culture by hosting a yearly fiesta and monthly pot-luck dinners. More information can be found at the Hatch school web page: http://www.cabrillo.k12.ca.us/hatch/SIPA.htm

Hatch parents are kept informed through parent conferences, pupil progress reports, and parent education meetings, as well as through school-wide monthly newsletters, classroom newsletters, calendars, web pages, and parent group meetings.

2021-22 Opportunities for Parental Involvement

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

The Comprehensive Safety Plan covers all contingencies and is clearly outlined with staff assignments, supply types, and location of emergency tools and supplies. Our multi-use/cafeteria room is earthquake retrofitted and to be used by the Red Cross as a community refugee center. All teachers and staff are fully aware that they will remain with students until parents have picked them up. CPR, cardiopulmonary resuscitation, training has been made available by the district; all classes are equipped with up-to-date emergency kits and telephone access to the office. We have Epipens and an AED, automated external defibrillator, on site for emergency use. All staff are trained on basic emergency protocols (choking, allergic reactions, the use of the AED and other basic emergency situations). Fire drills are practiced monthly, earthquake drills quarterly, and lock down drills three times a year. The school office maintains a current list of children with special medical needs and medications and a week's supply of food and water are on hand in the cafeteria.

The principal uses the Hatch Headlines to communicate key elements of the safety plan, and reminds parents of parking lot safety rules and policy when entering the campus.

Our primary goal is to always provide the safest possible environment for our children.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,8014	$3,374	$7,440	$73,886
District	N/A	N/A	$12,438	$73,886
Percent Difference - School Site and District	N/A	N/A	-50.3	0.0
Percent Difference - School Site and State	N/A	N/A	-26.7	-2.4

2020-21 Types of Services Funded

Music Program (PTO)
PE (District/PTO)
Art Program (PTO)
HEAL Program (Grant Funded)
Library (District/PTO)
Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

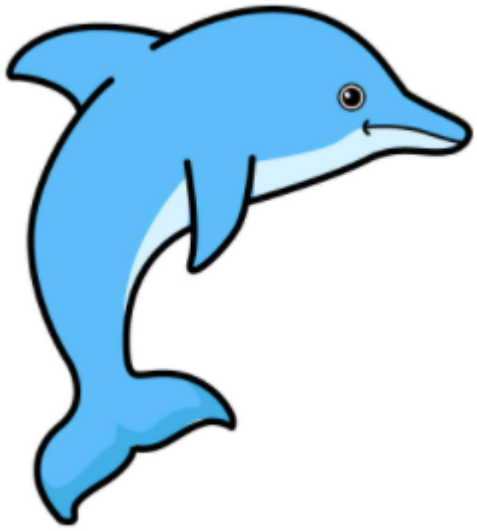
Calendar of Staff Development created by teachers and reflects the needs of the school. Staff Development is provided in two ways. The district schedules six early dismissal Tuesdays per year. In addition, the staff has early dismissal each Wednesday to allow time for our upper elementary educators to review student data and plan collaboratively. Finally, the district sponsors extended staff development throughout the year for adopted curriculum and state standards.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	6*	6

El Granada Elementary

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

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

2021-22 School Contact Information

School Name	El Granada Elementary
Street	400 Santiago Street
City, State, Zip	Half Moon Bay, CA, 94019
Phone Number	(650) 638-8213
Principal	Ms. Claire Beltrami
Email Address	beltramic@cabrillo.k12.ca.us
School Website	https://elgranada.cabrillo.k12.ca.us/
County-District-School (CDS) Code	41688906043624

2021-22 District Contact Information

District Name	Cabrillo Unified
Phone Number	(650) 712-7100
Superintendent	Dr. Sean McPhetridge
Email Address	mcphetridges@cabrillo.k12.ca.us
District Website Address	www.cabrillo.k12.ca.us

2021-22 School Overview

The mission of the Cabrillo Unified School District, an exemplary learning community committed to valuing our distinct cultural identities, is to develop critical thinkers and socially responsible citizens who actively participate in their individual learning and development fully prepared to embrace their next challenge. We accomplish this by utilizing our unique natural resources and engaging the entire Coastside community and its partners in providing a rich and academically rigorous curriculum in a safe and nurturing environment.

El Granada Elementary School is a diverse school community that fosters the academic and social development of each student. Among the academic highlights are a school-wide commitment to Reading and Writing Workshop, a robust implementation of hands-on science including a functional lab 5th-grade students, and full implementation of Bridges Math program that focuses on concepts, skills, and numerical fluency highlighted in the common core mathematical practices. El Granada utilizes a high-level use of computers and technology in all content areas and has a 40-year tradition of celebrating Arts and Science Week. El Granada has an extended day Kindergarten. The El Granada parent community is highly involved as evidenced by the PTO's commitment and support of enrichment programs and school resources and materials including classroom supplies and playground equipment. In addition to funding our Transitional Kindergarten through third grade PE and school-wide Music program, the PTO also supports the Art in Action program that teaches art technique and art history through the examination of great and world-recognized masters. Teachers and parents partner to make this a valuable learning experience.

El Granada is a Positive Behavior Intervention and Supports (PBIS) school. At El Granada we SWIM with the dolphins: we are Safe, we Work hard, we are Inclusive and we Make good choices. Staff and students have developed school-wide expectations for positive behavior in the classroom and in our outdoor spaces. We celebrate all of our progress in learning to be a kind, caring, empathetic campus that can persevere through problems with resiliency and determination. We also have a variety of therapeutic supports to enhance our social/emotional learning.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) K-5: Heinemann - Writing Workshop Units of Study, Lucy Calkins, 2013 Grade(s) K-7: Houghton Mifflin - Houghton Mifflin Reading California, 2003 Grade(s) 1-5: Great Source - Working Words in Spelling Grade(s) K-2: Hampton & Brown - Phonics & Friends Grade(s) K-5: Hampton & Brown - Into English Grade(s) K-5: The Fountas and Pinnell System 1 (Grades K-2) System 2 (Grades 3-5) Benchmark Reading Assessment	Yes	0
Mathematics	Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center	Yes	0
Science	Grade(s) K-5	Yes	0

	Delta Education FOSS California Edition, 2007		
History-Social Science	Grade(s) K-5 Scott Foresman - History-Social Science for California, 2006 Grade 5: Oxford University - A History of US	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Repairs will be addressed by ongoing new building and modernization bond.
Interior: Interior Surfaces			X	Repairs will be addressed by ongoing new building and modernization bond.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Repairs will be addressed by ongoing new building and modernization bond.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Repairs will be addressed by ongoing new building and modernization bond.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Repairs will be addressed by ongoing new building and modernization bond.

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	**N/A Total Enrollment**	**N/A Number Tested**	**N/A Percent Tested**	**N/A Percent Not Tested**	**N/A Percent At or Above Grade Level**

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A

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

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	**N/A Total Enrollment**	**N/A Number Tested**	**N/A Percent Tested**	**N/A Percent Not Tested**	**N/A Percent At or Above Grade Level**

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

El Granada Elementary School actively seeks and welcomes parent and community involvement. The school climate is developed through a cooperative effort of the school staff, Parent-Teacher Organization (PTO), School Site Council (SSC), English Learner Advisory Committee (ELAC), and parent volunteers.

Parents are involved in many different capacities. The parent community at El Granada Elementary School participates inside the classrooms and/or directly assists in the school's educational programs. They volunteer in classrooms, provide transportation for educational field trips, raise funds for enrichment programs, supply educational materials, provide technical assistance, serve on committees, and take various leadership roles. In fact, the PTO raises about $90,000 per year and contributes significantly to educational enrichment activities on campus.

At the start of the 2021-22 school year El Granada formed a Parent Engagement Team. This group of parents, teachers, staff members, and principal work to develop literacy events to engage parents in ways to help their children at home with their reading. To enhance our Positive Behavioral Interventions and Support framework we have initiated regular meetings with families to discuss school safety and climate. In order to maximize parental involvement, there is an on-site bilingual liaison who organizes various parental involvement and educational activities throughout the school year.

The appropriate contacts are as follows:

- Bilingual Liaison: Aurora Doncov
- Parent-Teacher Organization President: Breanna La Fontaine
- School Site Council President: Doug Machado
- ELAC Vice President: Rosa Ruiz

Due to COVID 19 Pandemic, all meetings and events were held through virtual platforms.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

El Granada Elementary School published a comprehensive school safety plan in the 2021-22 school year. This comprehensive plan will be updated annually by the Safety Team and school staff and was approved by the School Site Council on November 3,2021. The plan includes the following sections: assessment of current status, action plans for ongoing review and update of programs and safety protocols, and strategies and programs for student and staff and school safety. The key elements in the safety plan include emergency procedures for a wide variety of events, important phone numbers, and the roles and responsibilities of the staff. Our school safety plan includes training from the Coalition for Safe Schools and Communities, San Mateo County in "The Big Five" which provides comprehensive school emergency guidelines and immediate action response procedures. The school has an emergency alert radio; this system is tested weekly. El Granada has emergency medical supplies such as Epipens and an automated external defibrillator (AED), on-site for emergency use. All staff is trained on basic emergency protocols (choking, allergic reactions, the use of the AED, and other basic emergency situations). Staff is offered CPR, cardiopulmonary resuscitation, training annually. All visitors are required to check-in at the office. All staff wears ID badges.

Interpersonal skills are addressed through comprehensive classroom management systems that focus on respect for selves, others, and property. Second Step anti-bully curriculum is being implemented across all grade levels. El Granada Elementary School continues to develop and implement a framework for School-Wide Positive Behavioral Interventions and Supports (SW-PBIS): A systemic approach to proactive school-wide behavior. Expansion of the District's School Link Services program is providing additional social and emotional health supports for students and families and social and emotional learning training for teachers. This is based on the three branch model of social and emotional learning: prevention, intervention, and education. These efforts ensure that El Granada maintains a safe, respectful, compassionate school climate to meet the varying social, emotional, and academic needs of our students.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,784	$3,374	$9,410	$73,886
District	N/A	N/A	$12,438	$73,886
Percent Difference - School Site and District	N/A	N/A	-27.7	0.0
Percent Difference - School Site and State	N/A	N/A	-6.0	-2.4

2020-21 Types of Services Funded

El Granada is a Title I school and receives Title I funds which are allocated through the School Site Council. The School Site Council reviews site data for target student groups and develops goals and plans associated expenditures for activities, tasks and resources needed to support and assist students academically, socially and emotionally. El Granada also receives Title I funds which the School Site Council also allocates for specific student populations mainly in the area of parent engagement and professional development as well as supplementary resources for English Language Development.

In addition, El Granada Elementary School receives services in speech and language therapy, special education, and counseling. School-Linked Services provides support for families in regard to social and emotional health services as well as parent education. Centralized Services are also provided to support the school's needs in business, personnel, and curriculum development.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

At El Granada Elementary teachers work in collaborative grade level groups and across grade level groups to develop units of study in Reading, Writing, Math and ELD. This provides our students with a coherent, consistent academic program throughout their attendance at El Granada. Teachers also examine student work to determine learning goals, develop units of study, and analyze effective teaching practice. This collaborative approach to teaching and learning also ensures that students' full range of academic, social and emotional needs are met.

El Granada's Leadership Team's primary focus areas are student achievement, curriculum, instruction, school climate and developing teacher leadership. This team sets our collaboration calendar, determines area of need with respect to professional development, and schedules supplemental professional development opportunities for teachers and staff. The professional development plan, collaboration calendar, and supplemental training are based on the site specific, job embedded needs of our staff. El Granada has implemented several different structures to provide teachers with opportunities to collaborate and learn from one another. This includes yearly data conferences, innovative workshops exploring effective strategies for building resilience in children to meet their social-emotional needs and peer visitations. The El Granada staff partners with their elementary colleagues at other sites to articulate the implementation of Multi-Tiered Systems of Support (MTSS).

El Granada's School Site Council provides opportunities for teachers to engage in professional development to enhance their individual needs and interests in the areas of literacy and math.

Early Release Days for Collaboration and Professional Development:
Cabrillo Unified School District has dedicated a block of time every week for an afternoon of teacher collaboration. At El Granada Elementary School every Tuesday is an early release day. Students are dismissed at 1:15 p.m. Teachers meet in grade level groups around topics determined by the Leadership Team. Topics could include unit planning, examination of student work, or examination of teacher practice and strategies. Teachers may also engage activities such as goal setting for student learning, reviewing student work and assessment results using protocols, and aligning best teaching practices to support our curricular programs. This is an invaluable part of our professional development as reflective adult learners. Collaboration time is built into the teacher work day, which helps drive our instruction and meet student needs.

Due to COVID 19 Pandemic, our professional development focus shifted to trainings on the virtual platforms and curricula implemented during remote learning.

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

Subject	2019-20	2020-21	2021-22

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Farallone View Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

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

2021-22 School Contact Information

School Name	Farallone View Elementary School
Street	1100 Le Conte Avenue (P.O. Box 371360)
City, State, Zip	Montara, CA, 94037
Phone Number	(650) 712-7170
Principal	Ms. Amy McVicker
Email Address	mcvickera@cabrillo.k12.ca.us
School Website	
County-District-School (CDS) Code	41688906043632

2021-22 District Contact Information

District Name	Cabrillo Unified
Phone Number	(650) 712-7100
Superintendent	Dr. Sean McPhetridge
Email Address	mcphetridges@cabrillo.k12.ca.us
District Website Address	www.cabrillo.k12.ca.us

2021-22 School Overview

Farallone View Elementary School is located in Montara, CA, a small community with access to San Francisco and the Silicon Valley. We provide approximately 171 students (288 during the 2019-2020 school year) with a Kindergarten through fifth grade education with an environmental science and mindfulness focus. Student enrollment by ethnic group is as follows: 66.7% White, 21% Hispanic or Latino, 12.3% Two or More Races.

Our mission is to ensure that all students acquire the knowledge and skills to excel in their next educational challenge, and develop a love of learning as well as a respect for others and the environment. Together, in partnership with our families and caring community, we strive to provide all students with a rich, academically challenging, and well-rounded educational program.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Please note that, due to remote learning during the COVID-19 pandemic, not all textbooks and instructional materials are being utilized currently within the remote learning environment. Once in-person learning resumes, these materials may be utilized once more. Several additional instructional materials and online programs are being utilized this school year to address students' unique needs within the remote learning environment.

Year and month in which the data were collected	January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) K-7: Heinemann - Writing Workshop Units of Study, Lucy Calkins, 2013 Grade(s) K-5: Heinemann - Reading Units of Study, Lucy Calkins, 2015 Grade(s) K-3: Wilson - Fundations Grade(s) K-5: The Fountas and Pinnell System 1 (Grades K-2) System 2 (Grades 3-5) Benchmark Reading Assessment	Yes	0
Mathematics	Grade(s) K-5: Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center	Yes	0
Science	Grade(s) K-5: FOSS California Edition, 2007	Yes	0
History-Social Science	Grade(s) 2-5: Scott Foresman - History-Social Science for California, 2006 OR teacher-created instructional materials	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	Teacher-created instructional materials.		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Repairs will be addressed by ongoing modernization.
Interior: Interior Surfaces			X	Repairs will be addressed by ongoing modernization.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Repairs will be addressed by ongoing modernization.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Repairs will be addressed by ongoing modernization.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Repairs will be addressed by ongoing modernization.

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

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

Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Parents and members of our caring community donate hundreds of hours and generate thousands of dollars to ensure we provide our students with many outstanding programs over and above the basic curriculum provided by the state. Art, music, physical education, and a science teacher program are not fully funded by the district, state, or federal government, but cost the school over $100,000 a year. This community considers these programs and staff a priority invaluable to our students and continues to fund them each year. Parent and community donations of time and money allow these programs and staff to exist. Additionally, Farallone View's very dedicated staff continues to actively seek out increased opportunities for parents to be highly involved in their students' education through the Parent Teacher Organization (PTO), which depends upon our families and communities in order to increase our capacity to serve our students. There are a number of events that bring parents, community members, and staff together and create a sense of community, such as Continent Day, Oceans Week, Literature Club Garage Sales, Holiday Bazaar, and Talent Show. These events have been and will continue to be modified during the COVID-19 pandemic in alignment with San Mateo County's Pandemic Recovery Framework built around the Four Pillars of Health and Hygiene, Face Coverings, Physical Distancing, and Limiting Gatherings.

There are many opportunities for parents to get involved. Please visit the "Friends of Farallone PTO" link on our website: https://faralloneview.cabrillo.k12.ca.us/ or contact our school office.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

As of January 2022, our School Site Council (SSC) is in the process of finalizing and approving the safety plan. It will be posted to the school district website (https://www.cabrillo.k12.ca.us/) once approved by the School Site Council (SSC). Key elements of the plan include procedures during emergency situations such as environmental hazards, campus safety, fire, earthquake, and evacuations off-site in the event of an emergency. We have updated staff assignments for every situation, conducted an inventory of supplies and services. We have Epipens and an automated external defibrillator AED on site for emergency use. Our staff have been trained on basic emergency protocols (choking, allergic reactions, the use of the AED, and other basic emergency situations). We have also tested our emergency communication channels, including radio, email, text, and voice calls.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,274	$3,374	$8,900	$73,886
District	N/A	N/A	$12,438	$73,886
Percent Difference - School Site and District	N/A	N/A	-33.2	0.0
Percent Difference - School Site and State	N/A	N/A	0.3	-2.4

2020-21 Types of Services Funded

English Language Learner Services; In addition, Farallone View receives services in Speech and Language Therapy, Occupational Therapy, Special Education, and Counseling. Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education. Academic Center is an after school tutorial program, which is funded through a local and county grant but has been temporarily suspended due to the COVID-19 pandemic. This year, based on data review and input from our School Site Council (SSC), Farallone View is hosting an after-school enrichment Art and Science program for select groups of at-promise students including our English Learners, students performing below grade level, and students in need of additional social-emotional supports.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

The major areas of focus for staff development were selected by the school's professional development committee to support site-specific curricular goals that are aligned with our district's Local Control Accountability Plan (LCAP) and our school's School Plan for Student Achievement (SPSA). These areas include addressing the needs of struggling young readers, improving Tier 1 instruction, improving English Learners' reclassification rate and language development, providing social-emotional supports, and increasing family engagement.

During the 2019-2020 school year, our district provided eight hours of professional development on Super Tuesdays to all elementary school teachers in Multi-Tiered Systems of Support (MTSS), specifically in the following areas: Social-Emotional/Wellness Support, Inclusive Practices, Accessing Content through Reading, and Universal Design for Learning (UDL) Guidelines. At Farallone View, teachers participated in six hours of professional development centered on such topics as Mental Health & Supports, Positive Behavioral Interventions and Supports (PBIS) specifically with regard to the Check-in/Check-out (CICO) process, dyslexia, and structured literacy.

During the 2020-2021 school year, our district provided eight hours of professional development on Super Tuesdays to all elementary school teachers in MTSS and Equitable practices for Remote Learning Design, Equity (Cultural Competence), Equitable Practices in MTSS - PLC (Cycles of Inquiry), and Equitable Practices (English Learner Best Practices). At Farallone View, teachers participated in six hours of professional development centered on such topics as technology and remote learning, addressing special needs and supporting struggling learners during remote learning, as well as collaboration to examine curriculum and lessons from a more inclusive and diverse perspective. *Teachers have also participated in 75 minutes of professional development each Wednesday since the beginning of the school year in response to our transition to remote learning during the COVID-19 pandemic. Teachers continue to participate in weekly professional development opportunities regarding online programs/platforms, technology, equity, collaboration, addressing the unique needs of various student subgroups, and much more.

During the 2021-2022 school year, our district is providing eight hours of professional development on Super Tuesdays to all elementary school teachers in MTSS and Data-Driven Decision Making, Data-driven conversations with a focus on at-promise students, Equitable Practices in MTSS - PLC (Cycles of Inquiry), and Equitable Practices (English Learner Best Practices). At Farallone View, teachers are participating in six hours of professional development centered on such topics as Developing and weaving environmental themes (by grade level) into ELA and Math units/instruction, Strategies to engage and support students with specific learning needs, and Outdoor education.

At Farallone View, we are committed to student achievement, social-emotional supports, and family engagement.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	7*	7

Kings Mountain Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard 	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Kings Mountain Elementary School
Street	211 Swett Road
City, State, Zip	Woodside, CA 94062
Phone Number	(650) 712-7180
Principal	Debbie Silveria/Site Coordinator
Email Address	silveriad@cabrillo.k12.ca.us
School Website	https://kingsmountain.cabrillo.k12.ca.us/home
County-District-School (CDS) Code	41688906043657

2021-22 District Contact Information

District Name	Cabrillo Unified
Phone Number	(650) 712-7100
Superintendent	Dr. Sean McPhetridge
Email Address	mcphetridges@cabrillo.k12.ca.us
District Website Address	www.cabrillo.k12.ca.us

2021-22 School Overview

For over fifty-seven years, Kings Mountain Elementary School has provided quality education in an intimate setting. It serves approximately sixty children in transitional kindergarten through 5th grade from the Kings Mountain and Coastside communities. Its small size allows teachers and staff to know each child and respond to their diverse educational needs. Teachers and staff remain connected and involved in all students' education as they progress through Kings Mountain School. Multi-aged groups are taught in all classrooms. In addition, para professionals and parent volunteers partner with teachers to focus on different academic subjects and grade levels. Library time is integrated into the weekly schedule, as well as art, science and physical education, which are taught by some specialists through a combination of district and parent funding. On the playground, children of all ages play together, supervised and partnering with staff to create an inclusive and responsive social experience.

Mission Statement:

We are here to foster the development of creative, courageous, compassionate human beings who are committed to realizing their full potential, while supporting others to do the same.

2021-22 School Overview

We will provide a safe and nurturing learning environment where each student receives an appropriate academically challenging curriculum; develops a sense of personal responsibility; respects all others and practices good citizenship.

We will promote a powerful cohesive partnership that actively involves students, parents, teachers, other school personnel, and the community in accomplishing our mission.

Student Outcomes:

Students will acquire and develop the basic skills and knowledge necessary to function independently and to pursue individual learning and interests.

Students will develop a sense of self-worth, will learn to value and respect others, and will be able to communicate effectively with adults and with one another.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) K-5: Houghton Mifflin - Houghton Mifflin Reading California, 2003 Grade(s) K-7: Heinemann - Writing Workshop Units of Study, Lucy Calkins, 2013 Grade(s) K-5; Heinemann- Reading Workshops Units of Study, Lucy Calkins Grade(s) K-5: The Fountas and Pinnell System 1 (Grades K-2) System 2 (Grades 3-5) Benchmark Reading Assessment and other supplemental materials	Yes	0
Mathematics	Bridges in Mathematics TK- 5 Program, 2017 Edition-Remote Great Minds- Eureka program TK-5, The Math Learning Center and other supplemental materials	Yes	0
Science	Grade(s) K-5 Delta Education FOSS California Edition, 2007 and other supplemental materials	Yes	0
History-Social Science	Grade(s) K-5 Scott Foresman - History-Social Science for California, 2006 Grade 5: Oxford University - A History of US and other supplemental materials	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	VAPA by Young Audiences of Northern California		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Planning to schedule for modernization.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	55	N/A	N/A	N/A	N/A
Female	31	N/A	N/A	N/A	N/A
Male	24	N/A	N/A	N/A	N/A
American Indian or Alaska Native	2	N/A	N/A	N/A	N/A
Asian	3	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	12	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	0	N/A	N/A	N/A	N/A
Two or More Races	20	N/A	N/A	N/A	N/A
White	55	N/A	N/A	N/A	N/A
English Learners	3	N/A	N/A	N/A	N/A
Foster Youth	0	N/A	N/A	N/A	N/A
Homeless	0	N/A	N/A	N/A	N/A
Military	0	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	7	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	6	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	55	N/A	N/A	N/A	N/A
Female	31	N/A	N/A	N/A	N/A
Male	24	N/A	N/A	N/A	N/A
American Indian or Alaska Native	2	N/A	N/A	N/A	N/A
Asian	3	N/A	N/A	N/A	N/A
Black or African American	0	N/A	N/A	N/A	N/A
Filipino	0	N/A	N/A	N/A	N/A
Hispanic or Latino	12	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	3	N/A	N/A	N/A	N/A
Foster Youth	0	N/A	N/A	N/A	N/A
Homeless	0	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Kings Mountain School benefits immensely from its supportive family community.

Our family volunteers participate in classroom activities, chaperone field trips, manage our school library, and a host of other opportunities through participation in our Parent Organization. KMES has two highly collaborative organizations: 1) The School Site Council (SSC): sets the school's curriculum goals and learning standards; and 2) Kings Mountain Associated Parents (KMAP): provides money for improvements that cannot be supported by statewide education budget. Currently, KMAP funds more than 25% of the school budget as well as 40% of the 2/3 teacher salary.

- Site Council-curriculum and school site plan development Contact Christy Walker, christy@1600grand.net
- KMAP fundraising and school operations support Contact Amber Stariha, kmappresident@gmail.com
- Classroom and school day activities (Art-in-Action, Library, Science)

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

School Safety Plan Overview (The entire School Safety Plan is posted on the Cabrillo Unified School District and Kings Mountain Elementary School websites).

Safety of students and staff is a primary concern at Kings Mountain Elementary School. Our school safety plan is an ongoing process involving staff, parents, and local emergency professionals. The school is in compliance with laws, rules, and regulations pertaining to emergency standards. The plan is updated and reviewed with staff annually. The committee meets as needed to review and modify safety procedures and protocols site and district specific. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. The key elements in the plan include emergency procedures for a wide variety of events, such as fire, earthquake, outdoor environment hazards, imminent threat of violence or gunfire, as well as evacuation procedures. The plan includes an Incident Command System (ICS), and communication protocols. Fire and disaster drills are conducted on a monthly basis throughout the school year. The plan also addresses school discipline rules and procedures. The plan is comprehensive and includes all school functions, including the after-school daycare and any evening events. Students are supervised before and during school by certificated staff, classified staff, and the site coordinator. There is a designated area for student drop off and pick up. Visitors must obtain a visitors' badge before entering the campus.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17,342	$3,34	$13,968	$73,886
District	N/A	N/A	$12,438	$73,886
Percent Difference - School Site and District	N/A	N/A	11.6	0.0
Percent Difference - School Site and State	N/A	N/A	27.9	-2.4

2020-21 Types of Services Funded

SIP School Improvement Program:

In addition, Kings Mountain receives services in Speech and Language Therapy and Special Education. Centralized Services are also provided to support the school's needs in business, personnel, and curriculum development. Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Kings Mountain Elementary School is dedicated to professional growth and development in support of our students' academic, social, and emotional success as 21st-century learners. All classroom teachers participate in district staff development. Staff members build teaching skills and concepts by participating in district, county, and state workshops throughout the year. In turn, they share their experiences and knowledge with their colleagues in regularly scheduled site meetings. Focus areas are aligned with the District Local Control Accountability Plan and the site's School Plan for Student Achievement. The focus of site staff training/development this year is Positive Behavioral Interventions and Supports, and Social-Emotional Learning. Credentialed staff received training on Multitiered systems of support, PBIS, and continue to work with a PBIS coach developing Tier 1, classroom supports.

All teachers are members of KMES Leadership Team that meets monthly for an hour to reflect on student learning data, share new and best teachers' practices in classrooms, and troubleshoot areas of weakness. Monthly data meetings are used to reflect and target student needs and work on classroom practices that support student engagement and progress for all. Student achievement data in conjunction with classroom assessments direct focus of professional development.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6+	6+	6+

Manuel F. Cunha Intermediate
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

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

2021-22 School Contact Information

School Name	Manuel F. Cunha Intermediate
Street	600 Church Street
City, State, Zip	Half Moon Bay, CA, 94019
Phone Number	(650) 712-7190
Principal	James A. Barnes
Email Address	barnesj@cabrillo.k12.ca.us
School Website	https://cunha.cabrillo.k12.ca.us/
County-District-School (CDS) Code	41688906043665

2021-22 District Contact Information

District Name	Cabrillo Unified
Phone Number	(650) 712-7100
Superintendent	Dr. Sean McPhetridge
Email Address	mcphetridges@cabrillo.k12.ca.us
District Website Address	www.cabrillo.k12.ca.us

2021-22 School Overview

Cunha Intermediate School is part of the Cabrillo Unified School District located in Half Moon Bay, California, a city of approximately 13,000. We are 25 miles south of San Francisco, 40 miles east of San Jose and 48 miles north of Santa Cruz. Our school has an enrollment of approximately 660 students (a drop of 110 students from 2019-20 , and a small decline from 2020-21, during the COVID-19 pandemic remote learning) with 32 teachers instructing grades six, seven, and eight.

The majority of our students come from the following elementary schools: Alvin S. Hatch, Farallone View, El Granada, and Kings Mountain. We are also proud to open our doors to the many newcomers to our school community and are happy to welcome anyone that seeks an education at Cunha Intermediate.

Mission Statement:
Our mission is to meet the individual academic needs of each student and prepare them academically and socially for the transition into high school. We strive to create an atmosphere where our students are safe, responsible, positive, and respectful. We accomplish this through modeling behavior that showcases our kindness and intellectual abilities. As a school, we strive to make Cunha Intermediate a place where all of our students feel safe and want to attend on a daily basis.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	2021/November

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Mirrors & Windows ELA program 6-8 grades, 2016 Edition EMC Publishing, LLC	Yes	0
Mathematics	Grade 6: College Preparatory Mathematics: Core Connections (CPM) - Course 1, 2013 Grade 7 College Preparatory Mathematics: Core Connections (CPM) - Course 2, 2013 Grade 8 College Preparatory Mathematics: Core Connections (CPM) - Course 3 & Algebra 1, 2013	Yes	0
Science	Grade 6: Amplify Science (Earth Science) Grade 7: Amplify Science (Life Science) Grade 8: Amplify Science (Physical Science)	Yes	0
History-Social Science	Grade(s) 6-8: Teachers Curriculum Institute - History Alive! 2016 edition	Yes	0
Foreign Language	Grade(s) 6-8: Houghton Mifflin - Sanmaniego, Mundo 21, 3rd ed. (Immersion)	Yes	0
Health			0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Planning to repair HVAC systems

Year and month of the most recent FIT report	December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC and heating systems are being updated
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Will continue updates
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

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

Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

As the only middle school in the district, Cunha receives strong family and community support. Parents participate in the events and organizations listed below:

- Parent/Student Orientations
- Music Boosters
- Athletic Boosters
- Parent Teacher Organization
- School Site Council
- English Learner Advisory Council
- Cabrillo Education Foundation
- Back to School Night
- Parent Information Nights
- 5th grade parent night
- Parent-Teacher Conferences
- Challenge Day

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Cunha believes that student health and safety come first. We are committed to ensuring a safe and secure learning environment where students enter class ready to learn. Certificated and classified personnel are visible on campus in strategic locations before, during and after the school day. In order to secure campus safety, Cunha has implemented a closed campus policy. Teachers stand at their classroom doors and in hallways during passing periods, and two campus supervisors patrol the grounds during the school day. At the end of the 2014-15 school year, Cunha implemented a Positive Behavioral Interventions & Support (PBIS) program. In 2021-22, Cunha revised the PBIS area expectations and conducted a review and reform of school rules and consequences. Coming rom the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA), PBIS is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support. The Cunha PBIS team has established the following behavioral expectations;

Cunha Cubs are:
1. Responsible
2. Respectful
3. Positive
4. Safe

For the 2019-20 school year, the Cabrillo Unified School District adopted Multi-Tiered Systems of Support (MTSS) as a framework to support students academically, behaviorally, and social-emotionally. MTSS initiatives at Cunha include the implementation of Alternatives to Suspension for vaping or smoking of nicotine or cannabis. The program is supported by a TUPE Health Disparities grant, managed jointly by Cunha and Half Moon Bay High School. Cunha also began training all staff in Restorative Justice practices, with intensive training for counselors. With the return to school in-person, Cunha implemented a restorative restart, with increased mental health support, as well as an expansion of social emotional support classes, and academic support classes.

As we have reopened in person for the 2021-22 school year, Cunha follows the Cabrillo Unified School District and site Reopening Plans, based on the San Mateo County Office of Education Pandemic Recovery Framework. All classrooms are equipped with hand sanitizer, and all students wear masks indoors. Lunch is held outdoors. All staff are required to show proof of COVID-19 vaccination or weekly negative lab tests.

Our administrators, teachers, and campus supervisors monitor the school grounds before and after school and during lunchtime. At the beginning of each school year, school administration reviews the rules for safe, responsible behavior with all students at the beginning of the school. Administrators, teachers and counselors hold discussions and remind students of school rules and resources available to them. Our school website and school messenger system is used frequently to relay important information to parents and students. Within the first few weeks of school, both counselors visit classrooms and address bullying. School Messenger is in place to notify parents immediately in the event of an emergency. Parents along with teachers and administrators supervise dances. Cunha is a closed campus for lunch. Visitors must enter the school through the main office and sign in. Students are not allowed off campus during the school day unless parents pick the student up and sign the student out through the Student Office.

During the 2018/2019 school year, school administrators, with the help of the school site council, completely overhauled and updated the School Safety Plan. The School Safety Plan is updated annually and was last updated in December of 2020, and includes COVID safety information. The plan includes procedures for emergencies, locations of exit routes, and inventories of emergency supplies. We share and discuss the plan with all staff members at a staff meeting. Copies of the plan are available in the office for parents. We practice two evacuations, and one drop, cover, and hold on, and one lockdown/barricade drill per semester as part of San Mateo County's Big 5 Protocols. Cunha participates annually in the Great Shakeout every third Thursday in October and conducts a mock earthquake drills to help with being prepared for a disaster. Our school also updated the supply inventory for emergency disaster supplies and equipment with emergency water and backpacks for each classroom.

While our school's main building was constructed in 1939, the school was renovated in 2010, and the C building, which mainly houses science and English Language Arts classes, was rebuilt and reopened for the 2019-20 school year. Cunha Intermediate is located in downtown Half Moon Bay and remains an integral part of the local community. Classrooms are clean and well maintained. Class rules, curricular content, and student work are displayed. The school is used after hours by Boys and Girls Club, ALAS, AYSO, Parent Project, and Half Moon Bay Soccer Club. With so much community use we do everything within our means to keep the campus maintained, safe, and clean.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,014	$3,374	$8,640	$73,886
District	N/A	N/A	$12,438	$73,886
Percent Difference - School Site and District	N/A	N/A	-36.0	0.0
Percent Difference - School Site and State	N/A	N/A	-11.8	-2.4

2020-21 Types of Services Funded

- School Loop
- Homework Club
- Academic Dean
- AVID Courses
- Boys and Girls Club After School Tutorial
- Community Liaison
- Achieve 3000
- School Linked Services
- Google Apps for Education
- Brain Pop
- i-Ready
- Gizmos
- Delta Math
- Flocabulary
- Brainpop
- Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

We believe that Administrative and staff participation in professional growth activities are essential for professional excellence and student success in achieving standards. Cunha is committed to routine individual and collective professional growth. Representatives from Cunha staff sit on the district staff development committee, which meets regularly to determine professional development for staff in-services. Assessment data, school improvement plans, teacher surveys, curriculum and student needs determine yearly activities.

Teachers participate in professional development throughout the school, district, county, and state. Numerous teachers, administrators, and counselors have attended the AVID Summer Institute the past three years. Our Math Department has participated in the annual Asilomar Conference of the California Math Council North Section, Agile Mind training, as well as participating in the Silicon Valley Math Initiative. Language Arts teachers have participated in the Young Adult Literature conference, Common Core State Standards (CCSS) workshops, and the Teacher's College Writer's Workshop.

In the 2019-20 school year, Cunha participated in district-sponsored MTSS (Multi-tiered Systems of Support) training, and dedicated three professional development days to Restorative Justice. The same year Cunha staff engaged in LGBTQ professional development and Drug and tobacco vaping recognition training.

For the 2020-21 school year, the focus has necessarily been on training for remote learning both synchronously and asynchronously due to the COVID-19 pandemic. Both district and site professional development has focused on best practices for remote learning and remote learning technology, including managing teaching through Zoom and the Google Suite. Cunha developed a team of teachers called the "Binary Quintet" who were trained as technology specialists and who assist the staff with remote teaching tech difficulties. We have also continued to pursue district and site professional development in diversity, Multi-Tiered Systems of Support for inclusivity, cultural competence, and equitable practices.

For the 2021-22 the district-sponsored professional development has promoted equity, and Cunha also focused on this during remote learning in terms of grading equity, which we have brought forward in the return to in-person schooling. Cunha's professional development days have concentrated on PBIS behavioral data analysis and area expectations.

Cunha also offers numerous opportunities for all teachers to collaborate with other teachers, through our weekly collaboration time. Each year our staff develops professional consensus on curriculum, instruction, discipline and school operation via our Leadership Team, Department Chairs, and staff meetings. All members of our staff are essential components in fostering student achievement.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	7	7+

Half Moon Bay High School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

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

2021-22 School Contact Information

School Name	Half Moon Bay High School
Street	1 Lewis Foster Drive
City, State, Zip	Half Moon Bay, CA, 94019
Phone Number	(650) 727-6824
Principal	John Nazar
Email Address	nazarj@cabrillo.k12.ca.us
School Website	hmbhs.cabrillo.k12.ca.us
County-District-School (CDS) Code	41688904132817

2021-22 District Contact Information

District Name	Cabrillo Unified
Phone Number	(650) 712-7100
Superintendent	Dr. Sean McPhetridge
Email Address	mcphetridges@cabrillo.k12.ca.us
District Website Address	www.cabrillo.k12.ca.us

2021-22 School Overview

Half Moon Bay High School (HMBHS) is the only comprehensive high school in the Cabrillo Unified School District (CUSD), educating grades 9–12 with a total enrollment of 1006 students. Founded in 1909, the school is located on the San Mateo County Coast and serves students from Pescadero to Montara (30 miles) and the surrounding rural area (135 square miles). HMBHS is fully accredited by the Western Association of Schools & Colleges (WASC). In May of 2019, after an extensive self-study was completed, WASC granted a six-year accreditation effective through June 30, 2025. HMBHS returned to full-schedule, in-person learning fall 2021.

Our vision is to provide a strong, comprehensive education for all of our students in order to prepare for and value citizenship, employment, and further education.

Half Moon Bay High School is committed to maintaining an atmosphere in which students develop the desire to learn by working in partnership with parents, staff, and community. Our school provides a strong comprehensive education for all of our students in order to prepare for and value citizenship, employment, and further education. Through educational excellence we cultivate participation, enthusiasm, and success, all of which prepare our students to function in a rapidly changing world.

Twenty individual Advanced Placement courses:
Art Studio Drawing
Art Studio 2-D Design
Art Studio 3-D Design
Biology
Calculus AB
Calculus BC
Computer Science: Principles
English Language and Composition
English Literature and Composition
Environmental Science
French Language
Human Geography
Physics B

2021-22 School Overview

Psychology
Spanish Language
Spanish Literature
AP Statistics
US Government
US History
World History

Eight Honors or Advanced courses:
Advanced Algebra II
Advanced Geometry
Advanced Pre-Calculus
Advanced English I
Advanced English II
Honors Marine Ecology
Honors Physics
Honors Veterinary Science

Elective courses:
Art II/III
Art Spectrum
AVID I/II/III/IV/Tutor
Broadcasting
Chorale
Concert/Jazz/ Marching Band
Digital Art and Design
Drama
Introduction to Computer Science
Leadership
Metal Sculpture (Beg./Adv.)
Positive Psychology
Power & Strength
Yearbook

CTE Pathway: Agriculture and Natural Resources
CTE Pathway: Building and Construction Trades
English Language Development I, II, and II for students to be reclassified fully English proficient
Five-year Spanish language program
Spanish for Spanish Speakers
Four-year French language program
Advancement Via Individual Determination (AVID) - Complete four-year program
Two-year CDE required Physical Education courses and Independent Study PE
Introduction to Computer Science
Extensive After School Athletic Program
Academic and Social Emotional Learning Personal Learning Plans
One of a Kindness Campaign
Vape Escape

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Grade(s) 9-12: Permabound; Everbind - Core full-length reading materials (novels, plays, and poems) Grade(s) 9 -12: Prentice Hall - Literature (Platinum, The American Experience, World Masterpieces) Grade(s) 9 - 12: Prentice Hall - Writing and Grammar, Communication in Action (Freshmen, Sophomore, Junior Level) Grade(s) 12: Houghton Mifflin - Perrine's Sound & Sense (AP) English Language Development Grade(s) 9-12: National Geographic--Impact (Foundation, 1, 2, 3) Grade(s) 9-12: English 3D--Course B and C	Yes	0

Mathematics	Algebra1, Geometry and Algebra 2 Grade(s) 9-12: College Preparatory Mathematics (CPM): Course 1,2, and 3. Core Connections. 2013 Second Edition, Version 5.0 Pre-Calculus Grade(s) 9-12: Cengage Learning - Larson, Hostetler and Edwards - Pre-Calculus with Limits: A Graphing Approach 7th. Ed., 2016 AP Statistics Grade(s) 11-12: W. H. Freeman and Company - The Practice of Statistics, 3rd Edition by Starnes, Tabor, Yates and Moore - 2015 Calculus Grade(s) 11-12: Cengage Learning - Calculus for AP, Larson and Battaglia, 2017	Yes	0
Science	AP Biology Grade(s) 11-12: Addison Wesley Longman, Inc. - Biology - 9th Edition (AP). Campbell, 2011 Marine Ecology Grade(s) 9-12: Glencoe/McGraw-Hill - Marine Biology. Castro and Huber, 2008 Biology Grade(s) 9-12: Pearson/Savvas - Biology. Miller & Levine 2020 Chemistry Grade(s) 9-12: Pearson – Chemistry. Wilbraham, Staley, Matta, Waterman, 2012 Earth Science Grade(s) 9-12: Prentice Hall - Prentice Hall Earth Science California Edition. Tarbuck and Lutgens, 2006 Physics Grade(s) 9-12: Holt - Physics. Holt California Edition, 2007 AP Physics Grade(s) 9-12: Pearson – Physics, Principles with Applications – 6th edition. Giancoli, 2009 AP Environmental Science Grade(s) 9 -12: Environment: The Science Behind the Stories 4th edition, Withgott and Brennan, 2010 Introduction to Agriculture & Natural Resources Grade(s) 9-12: Pearson - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh Intermediate Agriculture & Natural Resources. Grade(s) 10-12: Pearson - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh Advanced Agriculture & Natural Resources	Yes	0

	Grade(s) 11-12: Pearson - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh		
History-Social Science	Freshmen Social Studies Grade 9: Prentice Hall - World Geography Grade 9: Pearson - The Cultural Landscape, 11th edition AP Human Geography Grade 9: Prentice Hall: The Cultural Landscape: An Introduction to Human Geography (AP Human Geography) by Rubenstein, James M. 2011, 10th edition World History Grade 10: McDougall-Littell - Modern World History: Patterns of Interaction Grade 10 Prentice-Hall - Documents in World History, 3rd-6th Eds. 2003-2012. (AP World History) Grade 10: World Studies - World Geography: Pearson. Building a Global Perspective. 2009 Grade 10 McGraw-Hill - Traditions & Encounters, 5th Ed. 2011. (AP World History) United States History Grade 11: Houghton Mifflin - The Americans - Reconstruction to the 20th Century, 2003 Grade 11: Houghton Mifflin - The American Pageant 2002 (AP) Grade 11: Give Me Liberty - Eric Foner - Early College United States History American Government/Economics Grade 12: Glencoe McGraw-Hill - US Government - Democracy in Action (Ag. Govt) Richard C. Remy, PhD Grade 12 EMC Publishing- Economics New Ways of Thinking Arnold 2007 (need new book) AP Psychology Psychology - Myers, David G. - 8th edition - 2007	Yes	0
Foreign Language	Spanish Grade(s) 9-12: Vista Higher Learning: Descubre: Lengua y Cultura del Mundo Hispano (Spanish 1,2 and 3), 2017 Grade(s) 9-12: Houghton Mifflin: Sanmaniego, Mundo 21, 3rd edition (Inmersion) 2003 Grade(s) 9-12: Pearson: Encuentros Maravillosos:Gramática a través de la Literatura (Spanish for Spanish Speakers) 2011 Grade(s) 9-12: Vista Higher Learning: Galeria 1 Grade(s) 9-12: Vista Higher Learning: Galeria 2 French Grade(s): 9-12: French 1 - Discovering French 1 Bleu - 2001, Houghton Mifflin Harcourt Grade(s): 9-12: French 2 - Discovering French 2 Blanc - 2001, Houghton Mifflin Harcourt	Yes	0

	Grade(s): 9-12: French 3 - Discovering French 3 - 2001,Houghton Mifflin Harcourt Grade(s): 11-12: AP French Language - Themes - 2016, Vista Higher Learning		
Health			
Visual and Performing Arts	Metal Sculpture Modern Metalworking- Gerhart-Wilcox - John Walker & Kenneth W Stier 2018	Yes	
Science Laboratory Equipment (grades 9-12)	Supplies	Yes	0

School Facility Conditions and Planned Improvements

HVAC mechanical systems need attention and repairs.

Year and month of the most recent FIT report	December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Planning to schedule for modernization.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Roofs will be replaced in the Summer of 2022.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

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

Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

2020-21 Career Technical Education Programs

CTE, Career and Technical Education: a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. Courses and industries include:

- Agriculture: Introduction to Agricultural and Natural Resources, Intermediate Agricultural and Natural Resources, and Advanced Agricultural and Natural Resources
- Building and Construction Trades: Introduction to Building and Construction and Trades, Intermediate Cabinetry, Millwork, and Woodworking, and Advanced Cabinetry, Millwork, and Woodworking

All CTE programs are either approved or are pending approval for UC/CSU a-g eligibility. Introduction to Agricultural and Natural Resources, Intermediate Agricultural and Natural Resources, and Advanced Agricultural and Natural Resources are approved 'D' (Laboratory Science) courses. The other CTE courses are 'G' electives for graduation and 4-year college credit. The Assistant Principal for Curriculum and Instruction, Andrew Boysen, and CUSD CTE Coordinator, Lisa Longaker, serve on the district CTE advisory committees for both Agriculture and Building and Construction Trades.

Community Partnerships include: advisory committees attended by professionals; Articulation Agreement w/ Foothill College; HMB Chamber and Rotary sponsor annual senior seminars in career preparation; and AG boosters arrange use of farms and ranches in the community for student projects.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

Half Moon Bay High School offers many opportunities for parents and guardians to become involved in the school. The support for our students and programs is tremendous, and we encourage all parents to get involved in their child's school. Please contact the principal, John Nazar, at nazarj@cabrillo.k12.ca.us, call HMBHS at 650-727-6824, or connect via our website: https://hmbhs.cabrillo.k12.ca.us/home

Some of our parent organizations include:

•School Site Council - Elected positions
•Half Moon Bay High School PTO - Open to all parents and guardians
•Boosters Athletic Corporation (BAC) - Open to all parents and guardians
•Agriculture Boosters (Future Farmers of America) - Open to all parents and guardians and community members
•Friends of Cougars in Concert (Band/Chorale) - Open to all parents and guardians
•Grad Night Committee - Open to all parents and guardians
•English Language Advisory Committee (ELAC) - Open to all parents and guardians
•District English Learner Advisory Committee (DELAC) - Elected position
•Graduation Committee - Open to all parents and guardians
•School Beautification Committee - Open to all parents and guardians, students and community members
•School Safety Planning Committee - Open to all parents and guardians
*Health and Wellness Committee - Open to all parents, guardians, community members and students

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

The Comprehensive School Safety Plan includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses. The key elements of the disaster procedures section are based on the San Mateo County Big Five Safety Protocol and include emergency plans for a wide variety of events, emergency contact numbers, and roles and responsibilities of staff. The School Safety Planning Committee includes the Assistant Principal, ASB Account Assistant, Maintenance Custodian, teachers, and parents. This committee meets regularly with sign-in sheets, agendas, and minutes. The committee's goals are to annually review the Comprehensive School Safety Plan, make significant changes to update the Plan, continue examining areas of need, and overall student and facility Safety. Staff members with special roles and responsibilities are annually contacted and retrained. The Safety Plan and procedures were reviewed at an all-staff meeting.

Throughout the school year, the following drills are executed to prepare students and staff for a real emergency: Evacuation; Drop, Cover and Hold On; Secure Campus; and Lockdown/Barricade. We participated in the California Shakeout Statewide Drill on October 17 at 10:17 am. We conducted an earthquake drill, evacuation, and set up a command center. Afterward, we reviewed our procedures with suggestions for improvements for future drills. Recent safety upgrades include the installation of keycard locks in the gym complex to improve access accountability, and lighting has been restored and upgraded to LEDs across campus, and times expanded to all-night hours. Solar path lighting has been installed up our main entry, Lewis Foster Drive. Emergency go-bags were given to all teachers in case of evacuation, and supply buckets are located in each classroom in case of a prolonged lockdown. HMBHS is working with a consultant to improve procedures for evacuation and reunification, and plans to improve signage at the entry to school property are underway.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,323	$3,374	$9,949	$73,886
District	N/A	N/A	$12,438	$73,886
Percent Difference - School Site and District	N/A	N/A	-22.2	0.0
Percent Difference - School Site and State	N/A	N/A	-8.9	-2.4

2020-21 Types of Services Funded

Tech support and computer replacement
1-to-1 Chromebook program
Bilingual (Spanish) Community Liaison
English Learner Parent Education
Increased ELD and SDAIE classes for English Learners
Translation services
TUPE tobacco education
Advanced Placement support material
Staff Development
Enrichment course materials
After school Homework Center
AVID 4-year program
Peer Helpers Class
Social-Emotional Counselors
Alternate to Suspension Program for Tobacco, Vaping and Marijuana use
CTE program: Agriculture and Building Trades pathways
Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

Professional Development

January, 10, 2018: Block Instructional Planning: CCSS/Integrated ELD
January 17, 2018: Block Instructional Planning: CCSS/Integrated ELD
January 23, 2018: Integrated ELD with Pilarcitos HS
February, 7, 2018: Block Instructional Planning: CCSS/Integrated ELD
February, 13, 2018: Integrated ELD with Pilarcitos HS and Cunha Intermediate School
February, 28, 2018: Block Instructional Planning: CCSS/Integrated ELD
March 6, 2018: Common Core Specialists (CCS) lead training on CCSS and integrated ELD in the classroom
April 10, 2018: CCS led AVID and ELD Share out with Pilarcitos HS and Cunha Intermediate School
April 11, 2018: Block Instructional Planning: CCSS/Integrated ELD
May, 23, 2018: Block Instructional Planning: CCSS/Integrated ELD
August 15, 2018: Chapter 2 WASC - Critical Academic Needs (CAN's) to prep for Chapter 5 Action Plan
September 11, 2018: WASC - Chapter 4 - Writing 5 Sections of Ch. 4 - Focus Group Leaders
September 14, 2018: WASC Home Group Work
September 28, 2018: WASC Focus Group work
October 12, 2018: Dr. O Presentation on Adolescent Psychology
October 16, 2018: WASC - Chapter 5 - Writing Action Plan
October 26, 2018: WASC Home Group Work
November 30, 2018: WASC Focus Group Work
December 7, 2018: WASC Home Group Work
January 22, 2019: WASC Finalize Action Plan
February 12, 2019: WASC - Evidence Compilation - Revisit Curricular Maps - Lesson Plans
March 1, 2019: WASC Finalize preparations by Department
March 5, 2019: Horizontal & Vertical Alignment: By Grade Level - WASC Messages
April 9, 2019: Vertical Technology Alignment by Department /Cunha Articulation
April 12, 2019: Vertical Alignment: By Department
May 3, 2019: Horizontal Alignment: By Department
May 24, 2019: WASC Action Plan Integration
Sept. 10, 2019 - MTSS: Social emotional, wellness support - Districtwide
Oct 4, 2019 - Gender Issues Training
Oct 15, 2019 - Drug/Vape education/and State and behavioral data review
Nov 22, 2019 - Student Intervention Meetings - Grade Level Groups to focus on specific students
Jan 22, 2020 - MTSS: Inclusive Practices and Accessing Content through Reading - Districtwide
Feb 11, 2020 - CPR/AED Training
March 3, 2020 - MTSS: Universal Design for Learning Guidelines - Districtwide
April 14, 2020 - Horizontal Alignment: By Grade Level / Vertical Alignment: By Department
May 1, 2020 - Subject Area Collaboration: aligning final exams to content and CCSS
May 15, 2020 - Subject Area Collaboration: presenting final exams to colleagues
August 10, 2020 - Universal Design Learning and MTSS
August 11, 2020 - Preparation for textbook/material distribution; instructional guidelines for remote learning
August 12, 2020 - Third party application research and proposals per departments; professional expectations for remote learning
August 19, 2020 - Collaboration and share out of remote learning strategies; Google Suite peer-led presentation
August 26, 2020 - Google Suite PD from San Mateo County Office of Education
September 2, 2020 - Suicide prevention/risk assessment; Trainer the Trainer: Third Party Applications and hardware and settings configuration
September 8 - 504 compliance training
September 9, 2020 - Family engagement; Learning Management System norms/expectations
September 15, 2020 - Equity and Cultural Competency Training
September 16, 2020 - Third party Applications; Google Suite; hardware and settings configuration
September 23, 2020 - CDE attendance and weekly engagement; Office Hours schedule; Zoom breakout rooms
October 13, 2020 - CCSS writing applications in the content area; turnitin.com training
October 21, 2020 - School Messenger use
November 4, 2020 - Departmental check in with site administration
November 18, 2020 - Remote learning check in: data comparison Q1 2019/2020, grading policy, family engagement, IEP/504 compliance; SEL survey results.
December 9, 2020 - Subject Area Collaboration: share out content area standards and CCSS writing application alignment

Professional Development

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10+	10+	

Pilarcitos High School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

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

2021-22 School Contact Information

School Name	Pilarcitos High School
Street	498 Kelly Ave.
City, State, Zip	Half Moon Bay, CA, 94019
Phone Number	(650) 712-7224
Principal	Jason Owens
Email Address	owensj@cabrillo.k12.ca.us
School Website	https://pilarcitos.cabrillo.k12.ca.us/
County-District-School (CDS) Code	41688904130027

2021-22 District Contact Information

District Name	Cabrillo Unified
Phone Number	(650) 712-7100
Superintendent	Dr. Sean McPhetridge
Email Address	mcphetridges@cabrillo.k12.ca.us
District Website Address	www.cabrillo.k12.ca.us

2021-22 School Overview

We recognize the importance of offering an alternative learning environment which provides students with an opportunity to:

- complete the required academic course of instruction to graduate from high school.
- participate in a program designed to meet the educational needs of each pupil, including but not limited to, Independent Study, Work Experience and Career Technical Education as a supplement to classroom instruction.
- receive holistic support for their physical, emotional and mental health.

In this type of atmosphere, we believe we can help students to:

- clarify their personal and educational values
- develop a positive self-concept
- achieve their personal and educational goals
- become more productive citizens

Lastly, the Pilarcitos High School family works together to create:

- a peaceful learning environment
- a safe setting to explore academic, social, and emotional success
- an atmosphere of unconditional support and guidance to continue on our path of lifelong learning

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) 9-12: Perfection Learning-Grammar in Practice Grade(s) 9-12: Great Source- Writers INC Grade(s) 9-12: Prentice Hall- Literature World Masterpieces Grade(s) 9-12: Prentice Hall-Literature Timeless Voices, Timeless Themes Platinum Level Grade(s) 9-12: Prentice Hall-Literature Timeless Voices, Timeless Themes Gold Level	Yes	0
Mathematics	Grade(s) 9-12: Glencoe McGraw-Hill - California Algebra 1: Concepts, skills & problem solving Grade(s) 9-12: Glencoe McGraw-Hill - California Algebra 2: Concepts, skills & problem solving Grade(s) 9-12: Glencoe McGraw-Hill - California Geometry: Concepts, skills & problem solving Grade(s) 9-12: American Guidance Service- Math for the Real World	Yes	0
Science	Grade(s) 9-12: Glencoe/McGraw-Hill- Earth Science Grade(s) 9-12: Glencoe/McGraw-Hill - Marine Biology Grade(s) 9-12: McDougal-Littell - Biology (Life Science) Grade(s) 9-12: Pearson - Chemistry Grade(s) 9-12: Pearson Education - Conceptual Physical Science Grade(s) 9-12: Pearson- Physical Science Grade(s) 9-12: Prentice Hall - Earth Science California Edition, 2006	Yes	0

History-Social Science	Grade 11: Houghton Mifflin - The Americans - Reconstruction to the 20th Century, 2003 Grade 11: Glencoe- American Vision Grade 11: Glencoe- American Vision Modern Times Grade 11: Steck-Vaughn- America's Story Grade 9-10: Prentice-Hall- World Geography Grade 9-10: Glencoe World Geography Grade(s) 9-12: Steck-Vaughn- History of our World Grade 10: McDougall-Littell - Modern World History: Patterns of Interaction Grade 7-8: Glencoe World History Grade(s) 9-12: Glencoe McGraw-Hill - US Government - Democracy in Action Grade 12: West Educational - Economics in Our Times Grade 12: Civics Today; Citizenship, Economics and You Grade(s) 9-12: Glencoe- Responsible Driving	Yes	0
Foreign Language	Grades 9-12 Vista Higher Learning Descubre 1 Grades 9-12 Prentice Hall Encuentros Maravillosos	Yes	0
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	Supplies	Yes	0

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

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

Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

2020-21 Career Technical Education Programs

Coyote Farms Project
Every week, Pilarcitos High School students leave their traditional classroom behind and head down to nearby Potrero Nuevo Farm, where they contribute to the many activities of running a diversified organic farm. The Coyote Farms Project empowers at-risk students to give back to the local Half Moon Bay community while gaining valuable skills for the future.

THE PROGRAM:
MARKETING: Students hone their business skills and learn what it takes to run and operate a small business. From marketing veggie boxes to creating specialty items like herbal lip balm and dried flower wreaths, Pilarcitos students learn to balance their creativity and innovative ideas with business strategies for success. Throughout the process, students research markets, develop marketing plans, advertise products, manage a budget, and engage with their community to earn trust and loyalty.

HANDS-ON SCIENCE & SUSTAINABLE AGRICULTURE: Coyote Farms utilizes science activities that link classroom coursework in biology, chemistry, and nutrition to time spent on the farm, starting seeds in the greenhouse, and tending vegetables in the field.

REAL FOOD EDUCATION: Throughout the year, cooking workshops teach students how to create nutritious dishes such as veggie quesadillas, salads, wood-fired pizza, bean chili and more. Back at school, Fridays are Farm-to-Desk day; part of the week's farm harvest is cooked by students and for students, emphasizing the importance of eating healthy, fresh, local food. Great satisfaction is taken knowing that the students not only cooked the dish but actually carried its contents from seed, to harvest, to the plate.

THE IMPACT: In the Coyote Farms Project, students who never knew that a potato comes from the ground, take potatoes from seed to field, to harvest, and eventually into the kitchen. They see for themselves that greens are the first veggies of the season, that berries ripen in summer, and apples and pumpkins mature in the fall. Encouraged to try new vegetables as they tend the fields and taught how to harvest a wide variety of produce, Coyote Farms students gain an understanding of local food systems and the confidence to positively influence these systems.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

We continue to receive support from our School Community Relations for 20 hours/week and provides invaluable support in making connections with parents and guardians. This position will contact parents and guardians when their students are either tardy or absent and also works with families in an effort to make them integral participants of Student Attendance Review Board Meetings, Individual Education Plan Meetings, and conferences regarding academics and behavior. Other opportunities for parent involvement in school activities include Coyote Fest, Parent-Teacher Conferences or becoming a member of School Site Council.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

Certain elements of the school safety plan are dynamic as location and duties of staff in an emergency change. Staff receives training before, during and after scheduled emergency drills. The plan is updated yearly in the Fall. During each school year, we hold 2 Evacuation drills, 2 Drop, Cover and Hold On Drills and 2 Lockdown/Barricade Drills with all staff and students.

Our site is equipped with an Automatic Electronic Defibrillator and epinephrine pens. Our staff participates in cardiopulmonary resuscitation training.

The safety plan leader assisted us in adjusting our plan regarding maximizing the ingress and egress routes as well as safe locations on our site during an emergency.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,725	$3,374	$7,351	$73,886
District	N/A	N/A	$12,438	$73,886
Percent Difference - School Site and District	N/A	N/A	-51.4	0.0
Percent Difference - School Site and State	N/A	N/A	38.8	-2.4

2020-21 Types of Services Funded

English Language Learners services

In addition, Pilarcitos receives services in Speech and Language Therapy and Special Education.

Centralized Services are also provided to support the school's needs in business personnel and curriculum development. Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

This school year PHS was approved for 3 year grant from the Mental Health Student Services Act that will provide a .2 counselor position, exclusively for PHS students.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

Professional Development

Pilarcitos has 6 Super Tuesdays per year dedicated to staff development. During the 2017-2018 and 2018-2019 school years the focus was concentrated in Common Core Curriculum, meeting the needs of At-Risk and ELD students, as well as Restorative Justice. For the 2020-201 SY the staff development has focused on Restorative Justice for our discipline needs, and Restorative Practices for the classroom and parent engagement. Due to the unique circumstances the COVID-19 pandemic created for students and staff we have added distance learning needs to our staff development goals.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6+	6+	6+

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: January 20, 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.

January 20, 2022 Board Meeting
Summary Site Donations

Site	Items	Donor	Amount	Site Total Donations
HMBHS	Money for the Milagro Scholarship II	The Johansson Miller Revocable Family, Roberto V. Johansson T	$5,000	
HMBHS	Money for the Milagro Scholarship II	Noemi Johansson Miller	$10,000	
HMBHS	Money for the Coastside Running Club Scholarship	Michael S. Weston & Constance Kleinjans	$100	
				$15,100.00

CABRILLO UNIFIED SCHOOL DISTRICT

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Sean McPhetridge, Ed.D.

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Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: January 20, 2022
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Warrant Register Report Processed from November 1, 2021 to December 17, 2021

BACKGROUND INFORMATION

In alignment with Education Code 52631, Cabrillo USD presents all payments from the funds of the CUSD on forms prescribed by the San Mateo County Superintendent of Schools (Financial 2000). Staff hereby presents to the CUSD Board the warrants processed from November 1, 2021 to December 17, 2021.

FISCAL ANALYSIS

Register of warrants processed by the CUSD indicates all CUSD financial activity.

RECOMMENDATION

Approve as submitted.

ACCOUNTS PAYABLE WARRANT/EFT REPORT

Report Cover Sheet

General Settings

Report Name	ACCOUNTS PAYABLE WARRANT/EFT REPORT
Printed	12/17/2021 1:16:07 PM
District	41
Logon	MarshJ
Fiscal Year	2022

Options

Report Title	NOV/DEC 2021 WARRANT REGISTER

Sorting

Sort By	Warrant/EFT#

Filters

Payment Type	District
Form of Payment	ALL
From Date Paid	11/01/2021
To Date Paid	12/17/2021
Year	2022
District	41

NOV/DEC 2021 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2022**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-723120	007448-01 BRONSTEIN	11/02/2021	3,597.65	PO220489-001	3,091.40	01-3213-0-1110-1000-4300-740-ESS3	23380
			3,597.65	PO220489-002	506.25	01-3213-0-1110-1000-4300-740-ESS3	23596
W-723121	008291-01 GRAY, CATHERINE	11/02/2021	90.99	PO220464-001	90.99	01-0105-0-1310-1000-4300-105	9803111660
W-723122	006982-01 INGLIS-ARKELL, R	11/02/2021	101.76	PO220500-001	101.76	01-0105-0-1310-1000-4300-105	10182021
W-723123	010949-01 ITES	11/02/2021	1,500.00	PO220522-001	1,500.00	01-0000-0-0000-7400-5800-750	21104
W-723124	011512-01 BELTRAMI, CLAIRE	11/02/2021	53.05	PO220469-001	18.57	01-0101-0-1310-1000-4300-101	09152021
			53.05	PO220471-001	34.48	01-0101-0-1310-1000-4300-101	09152021A
W-723125	006312-02 COUNTY OF SAN MA	11/02/2021	6,300.00	PV220207-001	6,300.00	01-0000-0-0000-7150-5800-710	2128
W-723126	009553-01 E-RATE ONLINE LL	11/02/2021	7,500.00	PO220308-001	3,750.00	01-0000-0-0000-2421-5800-790	7633
			7,500.00	PO220308-002	3,750.00	01-0000-0-0000-2421-5800-790	7936
W-723127	011171-01 ON POINT LANGUAG	11/02/2021	850.00	PO220520-001	850.00	01-6500-0-5001-2100-5800-730	09-2021
W-723128	008315-01 SCAPES INC	11/02/2021	1,295.13	PO220519-001	1,295.13	01-8150-0-0000-8110-5603-780	20564
W-723792	000583-01 DEPARTMENT OF JU	11/04/2021	686.00	PO220228-005	686.00	01-0000-0-0000-7400-5800-750	536719
W-723793	010919-02 MACBEATH HARDWOO	11/04/2021	6,111.63	PO220513-001	6,111.63	01-6387-0-1110-1000-4300-331	00699616
W-723794	009680-01 PAOLI, STEPHANIE	11/04/2021	3.92	TC220011-001	3.92	13-5310-0-0000-3700-5200-101	10292021
W-723795	011604-01 RING CENTRAL INC	11/04/2021	1,204.92	PO220523-001	311.74	01-0000-0-0000-8205-5901-720	CD_000312515
			1,204.92	PO220523-002	893.18	01-0000-0-0000-8205-5901-720	CD_000299065
W-723796	002863-01 UNITED STATES PO	11/04/2021	2,000.00	PO220262-001	2,000.00	01-0000-0-0000-7300-5903-720	PERMIT #3
W-723797	011761-01 ZOO-PHONICS, INC	11/04/2021	388.52	PO220504-001	388.52	01-9354-0-0001-1000-4300-100	58908
W-723798	002863-01 UNITED STATES PO	11/04/2021	1,000.00	PO220262-003	1,000.00	01-0000-0-0000-7300-5903-720	PERMIT #13
W-723799	011698-02 ICOM MECHANICAL,	11/04/2021	3,412.23	PO220409-002	1,414.75	01-3213-0-0000-8110-5603-103	528388
			3,412.23	PO220409-003	1,162.64	01-3213-0-0000-8110-5603-103	528390

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			3,412.23	PO220409-004	834.84	01-3213-0-0000-8110-5603-103	528389
W-723800	010663-01 MYSTERY SCIENCE	11/04/2021	17,478.59	PO220006-001	17,478.59	01-7425-0-1110-1000-4100-740-ELO1	SP-6324
W-723801	011766-01 NELLES, JANET	11/04/2021	600.00	PO220529-001	600.00	01-6500-0-5001-2140-5800-730	001
W-723802	009346-01 U S BANK CORP PA	11/04/2021	8,131.43	PO220432-001	1,624.26	01-7010-0-3800-1000-4300-331	4246 0470 0103 6
			8,131.43	PO220433-001	6,507.17	01-7010-0-3800-1000-4300-331	4246 0470 0103 6
W-723803	009346-02 U S BANK CORP PA	11/04/2021	8,402.06	PV220209-001	464.88	01-0000-0-0000-7300-4300-720	4246 0470 0103 6
			8,402.06	PV220209-001	716.36	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
			8,402.06	PV220209-001	1,388.15	01-6388-0-1110-1000-4300-740-STEM	4246 0470 0103 6
			8,402.06	PV220209-001	4,042.87	01-0000-0-0000-2421-4300-790	4246 0470 0103 6
			8,402.06	PV220209-001	931.80	01-3060-0-7110-2490-4300-745	4246 0470 0103 6
			8,402.06	PV220209-001	858.00	01-0000-0-0000-3900-4300-760	4246 0470 0103 6
W-723804	011666-01 USA SHADE & FABR	11/04/2021	34,349.16	PV220208-001	34,349.16	21-9711-0-9637-8520-4400-100	1327568
W-723805	009172-02 VISTA HIGHER LEA	11/04/2021	24,732.37	PO220184-001	24,732.37	01-6300-0-1110-1000-4100-740	SI230941
W-723806	008938-02 AMAZON CAPITAL S	11/04/2021	106.35	CM220006-001	(88.10)	01-0000-0-0000-3900-5200-750	1TYL-NXR3-TPC6
			106.35	CM220007-001	(22.64)	01-6500-0-5001-2100-4300-730	11F4-LN79-1JKJ
			106.35	PO220480-001	217.09	01-0111-0-1110-1000-4300-211-406	1LJK-TDV7-1HG4
W-723807	011744-01 STUDIO W ARCHITE	11/04/2021	10,620.00	PO220422-001	7,965.00	21-9711-0-9614-8520-6210-103	45233
			10,620.00	PO220422-002	2,655.00	21-9711-0-9614-8520-6210-103	45186
W-723808	009729-01 SYSERCO INC	11/04/2021	8,152.40	PV220210-001	8,152.40	21-9711-0-9632-8520-5800-000	21158
W-723809	008315-01 SCAPES INC	11/04/2021	6,895.00	PO220125-004	6,895.00	21-9711-0-9638-8520-6170-000	2020-21.04
W-723810	011715-01 EARTH SYSTEMS	11/04/2021	4,534.27	PO220303-001	4,534.27	21-9711-0-9637-8520-5800-100	829403
W-724605	005163-01 SYSCO FOOD SERVI	11/09/2021	276.59	PO220195-026	276.59	13-5310-0-0000-3700-4712-211	450570550

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W-724606	008758-01 AMERICAN PORTABL	11/09/2021	335.71	PO220290-004	111.89	01-3213-0-0000-8110-5603-000	57518
			335.71	PO220290-005	111.91	01-3213-0-0000-8110-5603-000	58791
			335.71	PO220290-006	111.91	01-3213-0-0000-8110-5603-000	62675
W-724607	011512-01 BELTRAMI, CLAIRE	11/09/2021	13.07	PO220468-001	13.07	01-0101-0-1310-1000-4300-101	10122021
W-724608	007994-01 CALHOUN, AVIS	11/09/2021	264.64	PO220545-001	264.64	01-9567-0-1110-1000-4300-101	10252021
W-724609	011601-01 HMB SMOG	11/09/2021	456.94	PO220280-003	456.94	01-9723-0-0000-3600-5603-788	6330
W-724610	005398-01 MOBILE MODULAR M	11/09/2021	1,914.00	PO220237-004	957.00	25-9010-0-9100-8700-5600-331	2189286
			1,914.00	PO220237-005	957.00	25-9010-0-9100-8700-5600-331	2200602
W-724611	000380-01 OFFICE DEPOT	11/09/2021	613.49	PO220379-003	78.75	01-6500-0-5001-2100-4300-730	192440446001
			613.49	PO220405-001	81.52	01-0105-0-1310-1000-4300-105	192610879001
			613.49	PO220405-002	47.78	01-0105-0-1310-1000-4300-105	192959421001
			613.49	PV220212-001	15.06	01-0000-0-0000-7300-4300-720	193717768001
			613.49	PO220207-006	51.52	01-6388-0-1110-1000-4300-740-STEM	195475359001
			613.49	PO220391-002	72.19	01-0000-0-0000-2100-4300-740	195495725001
			613.49	PO220391-003	8.73	01-0000-0-0000-2100-4300-740	195495983001
			613.49	PO220413-001	111.78	01-0211-0-1310-1000-4300-211	195667246001
			613.49	PO220413-002	146.16	01-0211-0-1310-1000-4300-211	195672206001
W-724612	010723-01 PALO ALTO PREP	11/09/2021	13,987.50	PO220117-004	477.50	01-6500-0-5750-1180-5861-730	101121 -OS
			13,987.50	PO220118-004	5,510.00	01-6500-0-5750-1180-5100-730	101121 - GF
			13,987.50	PO220118-004	955.00	01-6500-0-5750-1180-5861-730	101121 - GF
			13,987.50	PO220116-002	6,090.00	01-6500-0-5750-1180-5100-730	101121
			13,987.50	PO220116-002	955.00	01-6500-0-5750-1180-5861-730	101121

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W-724613	006997-01 R&S ERECTION NOR	11/09/2021	254.00	PO220488-001	254.00	01-8150-0-0000-8110-5603-780	54939
W-724614	000105-04 REPUBLIC SERVICE	11/09/2021	109.36	PO220201-002	109.36	01-0000-0-0000-8205-5504-720	4227-000061360
W-724615	009346-01 U S BANK CORP PA	11/09/2021	1,407.79	PV220213-001	114.82	01-0000-0-0000-2100-4300-740	4246 0446 2279 1
			1,407.79	PV220213-001	1,158.83	01-7425-0-1110-1000-4300-740-ELO2	4246 0446 2279 1
			1,407.79	PV220213-001	96.00	01-4203-0-4760-2490-4300-740	4246 0446 2279 1
			1,407.79	PV220213-001	38.14	01-0111-0-0000-2490-4300-740-103	4246 0446 2279 1
W-724616	009571-01 GOLD STAR FOODS	11/09/2021	2,041.94	PO220197-034	38.91	13-5310-0-0000-3700-4710-331	4320509
			2,041.94	PO220197-035	72.50	13-5310-0-0000-3700-4790-331	4379433
			2,041.94	PO220197-032	26.00	13-5310-0-0000-3700-4711-331	4145712
			2,041.94	PO220197-032	157.52	13-5310-0-0000-3700-4712-331	4145712
			2,041.94	PO220197-033	65.00	13-5310-0-0000-3700-4711-331	4260307
			2,041.94	PO220197-033	937.10	13-5310-0-0000-3700-4710-331	4260307
			2,041.94	PO220197-033	744.91	13-5310-0-0000-3700-4712-331	4260307
W-724617	005163-01 SYSCO FOOD SERVI	11/09/2021	1,026.25	PO220195-025	176.86	13-5310-0-0000-3700-4712-331	450570548
			1,026.25	PO220195-025	849.39	13-5310-0-0000-3700-4710-331	450570548
W-724618	009750-01 CINTAS	11/09/2021	171.64	PO220071-003	171.64	01-8150-0-0000-8110-5603-780	SEPTEMBER 2021
W-724619	009739-01 F.I.T. ENVIRONME	11/09/2021	8,179.00	PO220487-001	4,152.00	01-8150-0-0000-8110-5603-780	21-064
			8,179.00	PO220486-001	4,027.00	01-8150-0-0000-8110-5603-780	21-068
W-724620	008000-02 MIRACLE PLAY SYS	11/09/2021	5,295.34	PO220294-001	5,295.34	01-8150-0-0000-8110-5603-780	F2021-0629
W-724621	006797-01 MONTARA SANITARY	11/09/2021	1,540.85	PO220202-003	1,506.11	01-0000-0-0000-8205-5503-103	84-0347-0
			1,540.85	PO220202-004	34.74	01-0000-0-0000-8205-5503-103	84-4080A-0
W-724622	011385-01 RIVERSIDE INSIGH	11/09/2021	546.73	PO220314-001	546.73	01-6500-0-5001-2100-4300-730	INV090258

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W-724623	009536-01 SKYVIEW TREE SER	11/09/2021	3,800.00	PO220506-001	3,800.00	01-8150-0-0000-8110-5603-780	03
W-724624	009491-01 SOUND AND SIGNAL	11/09/2021	379.89	PO220063-007	379.89	01-8150-0-0000-8110-5603-780	38743
W-724625	009626-01 AT&T	11/09/2021	6,981.98	PO220543-001	6,981.98	21-9711-0-9608-8520-5603-000	213446
W-724626	005837-01 BIG CREEK LUMBER	11/09/2021	23.56	PO220092-004	23.56	01-8150-0-0000-8110-4300-780	89
W-724627	000380-01 OFFICE DEPOT	11/09/2021	33.93	PV220211-001	33.93	01-0000-0-0000-7300-4300-720	193207846001
W-724628	011749-01 OPPENHEIMER INVE	11/09/2021	7,140.00	PO220492-001	7,140.00	01-0000-0-0000-7150-5800-710	1439
W-724629	007767-02 PEARSON ASSESSME	11/09/2021	533.89	PO220476-001	533.89	01-6500-0-5001-2100-4300-730	16317392
W-724630	008442-01 VISTA CENTER	11/09/2021	4,254.75	PO220370-002	2,013.00	01-6500-0-5760-1180-5800-730	0921-0006
			4,254.75	PO220371-002	1,784.25	01-6500-0-5760-1180-5800-730	0921-0005
			4,254.75	PO220372-002	457.50	01-6500-0-5760-1180-5800-730	0921-0004
W-724631	008758-01 AMERICAN PORTABL	11/09/2021	4,551.56	PO220290-007	4,551.56	01-3213-0-0000-8110-5603-000	62366
W-724632	007476-01 ESTHER B CLARK S	11/09/2021	44,264.84	PO220038-002	5,770.00	01-6500-0-5750-1180-5100-730	115308
			44,264.84	PO220038-002	2,026.72	01-6500-0-5750-1180-5861-730	115308
			44,264.84	PO220038-002	2,540.00	01-6500-0-5750-1180-5863-730	115308
			44,264.84	PO220037-002	5,880.00	01-6500-0-5750-1180-5100-730	115307
			44,264.84	PO220037-002	320.00	01-6500-0-5750-1180-5867-730	115307
			44,264.84	PO220037-002	2,185.02	01-6500-0-5750-1180-5861-730	115307
			44,264.84	PO220037-002	2,667.00	01-6500-0-5750-1180-5863-730	115307
			44,264.84	PO220040-002	5,481.50	01-6500-0-5750-1180-5100-730	115305
			44,264.84	PO220040-002	1,868.38	01-6500-0-5750-1180-5861-730	115305
			44,264.84	PO220040-002	2,413.00	01-6500-0-5750-1180-5863-730	115305
			44,264.84	PO220039-002	7,042.50	01-6500-0-5750-1180-5100-730	115306

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			44,264.84	PO220039-002	492.00	01-6500-0-5750-1180-5864-730	115306
			44,264.84	PO220039-002	600.00	01-6500-0-5750-1180-5867-730	115306
			44,264.84	PO220039-002	2,311.72	01-6500-0-5750-1180-5861-730	115306
			44,264.84	PO220039-002	2,667.00	01-6500-0-5750-1180-5863-730	115306
W-724633	006907-03 HILLYARD / SAN F	11/09/2021	1,998.55	PO220430-003	1,998.55	01-8150-0-0000-8110-4300-780	604497570
W-724634	011745-01 HILLYARD/SAN FRA	11/09/2021	1,970.63	PO220430-002	1,970.63	01-8150-0-0000-8110-4300-780	604497569
W-724635	011171-01 ON POINT LANGUAG	11/09/2021	1,870.00	PO220520-002	1,870.00	01-6500-0-5001-2100-5800-730	SPED/10-2021
W-724636	005224-01 OPENING TECHNOLO	11/09/2021	771.81	PO220099-002	771.81	01-8150-0-0000-8110-4300-780	2110762
W-724637	009508-01 RESOURCE SOLUTIO	11/09/2021	5,309.05	PO220089-012	5,309.05	01-8150-0-0000-8110-4300-780	22099
W-725325	011255-01 DEPT OF INDUSTRI	11/12/2021	125.00	PO220140-001	125.00	01-8150-0-0000-8110-5800-780	E 1839169 SJ
W-725326	011255-02 DEPT OF INDUSTRI	11/12/2021	225.00	PO220140-002	225.00	01-8150-0-0000-8110-5800-780	E 1839168 SJ
W-725327	011255-04 DEPT OF INDUSTRI	11/12/2021	125.00	PO220140-004	125.00	01-8150-0-0000-8110-5800-780	E 1835480 SJ
W-725328	000550-01 PACIFIC GAS AND	11/12/2021	69,971.00	PO220244-004	1,126.93	01-0000-0-0000-8205-5502-601	518451218-8/ 102
			69,971.00	PO220244-005	2,418.35	01-0000-0-0000-8205-5502-720	0130358105-0/ 10
			69,971.00	PO220244-005	4,259.64	01-0000-0-0000-8205-5502-101	0130358105-0/ 10
			69,971.00	PO220244-005	2,604.48	01-0000-0-0000-8205-5502-103	0130358105-0/ 10
			69,971.00	PO220244-005	4,471.68	01-0000-0-0000-8205-5502-105	0130358105-0/ 10
			69,971.00	PO220244-005	972.69	01-0000-0-0000-8205-5502-107	0130358105-0/ 10
			69,971.00	PO220244-005	54,093.41	01-0000-0-0000-8205-5502-211	0130358105-0/ 10
			69,971.00	PO220244-005	23.82	01-0000-0-0000-8205-5502-331	0130358105-0/ 10
W-725329	011178-01 PAULO'S AUTO CAR	11/12/2021	970.99	PO220072-007	35.00	01-8150-0-0000-8110-5603-780	62393
			970.99	PO220072-008	401.75	01-8150-0-0000-8110-5603-780	63265

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			970.99	PO220072-009	200.87	01-8150-0-0000-8110-5603-780	63294
			970.99	PO220072-010	333.37	01-8150-0-0000-8110-5603-780	64434
W-725330	009215-01 PHIL'S TIRE & AU	11/12/2021	245.04	PO220152-002	245.04	01-8150-0-0000-8110-5603-780	42818
W-725331	009536-01 SKYVIEW TREE SER	11/12/2021	6,275.00	PO220506-003	1,775.00	01-8150-0-0000-8110-5603-780	02
			6,275.00	PO220506-004	4,500.00	01-8150-0-0000-8110-5603-780	04
W-725332	006962-01 COMTEL SYSTEMS T	11/12/2021	9,712.50	PO220100-002	7,677.50	01-8150-0-0000-8110-5603-780	0519571-IN
			9,712.50	PO220100-003	370.00	01-8150-0-0000-8110-5603-780	0519480-IN
			9,712.50	PO220100-004	925.00	01-8150-0-0000-8110-5603-780	0519434-IN
			9,712.50	PO220100-005	740.00	01-8150-0-0000-8110-5603-780	0519482-IN
W-725333	011255-03 DEPT OF INDUSTRI	11/12/2021	225.00	PO220140-003	225.00	01-8150-0-0000-8110-5800-780	E 1835478 SJ
W-725334	011763-01 O'MAHONEY & MYER	11/12/2021	840.00	PO220515-001	840.00	01-8150-0-0000-8110-5800-780	47603
W-725335	009046-01 SIMMS PLUMBING &	11/12/2021	213.07	PO220087-001	213.07	01-8150-0-0000-8110-5603-780	59366V
W-725336	009491-01 SOUND AND SIGNAL	11/12/2021	317.66	PO220063-008	317.66	01-8150-0-0000-8110-5603-780	38887
W-725337	008523-01 THE SPEECH PATHO	11/12/2021	40,172.00	PO220339-004	580.00	01-6500-0-5760-1180-5867-730	IN019786
			40,172.00	PO220339-005	39,592.00	01-6500-0-5760-1180-5867-730	INV019311
W-725338	011768-01 TRAVLN TOYS	11/12/2021	12,642.53	PO220539-001	12,642.53	01-6387-0-1110-1000-4300-331	01-2426
W-725824	000194-01 COASTSIDE COUNTY	11/16/2021	17,736.87	PO220245-003	604.26	01-0000-0-0000-8205-5503-720	SEPT 2021
			17,736.87	PO220245-003	4,265.54	01-0000-0-0000-8205-5503-211	SEPT 2021
			17,736.87	PO220245-003	10,522.63	01-0000-0-0000-8205-5503-331	SEPT 2021
			17,736.87	PO220245-003	767.86	01-0000-0-0000-8205-5503-101	SEPT 2021
			17,736.87	PO220245-003	1,576.58	01-0000-0-0000-8205-5503-105	SEPT 2021
W-725825	011623-01 COASTSIDE NEWS G	11/16/2021	416.00	PO220563-001	416.00	01-0000-0-0000-7400-4300-750	2021CI-343

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-725826	011698-02 ICOM MECHANICAL,	11/16/2021	1,499.61	PO220485-001	720.00	01-3213-0-0000-8110-5603-105	528642
			1,499.61	PO220295-010	779.61	01-3213-0-0000-8110-5603-101	528643
W-725827	008963-02 OTIS ELEVATOR CO	11/16/2021	234.53	PO220148-004	234.53	01-8150-0-0000-8110-5603-780	100400480893
W-725828	007767-02 PEARSON ASSESSME	11/16/2021	2,374.81	PO220441-001	935.87	01-6500-0-5001-2100-4300-730	16213251
			2,374.81	PO220494-001	168.00	01-6500-0-5001-2100-4300-730	16346108
			2,374.81	PO220494-002	170.94	01-6500-0-5001-2100-4300-730	16339602
			2,374.81	PO220338-001	1,100.00	01-6500-0-5001-2100-4300-730	15264075
W-725829	007767-02 PEARSON ASSESSME	11/16/2021	417.50	PO220403-001	417.50	01-6500-0-5001-2100-4300-730	16024171
W-725830	011602-01 WPS	11/16/2021	558.25	PO220402-001	558.25	01-6500-0-5001-2100-4300-730	SO31724
W-725831	000161-01 SAN MATEO COUNTY	11/16/2021	48,526.40	PO220562-001	5,575.93	01-0000-0-0000-8205-5504-103	036-320-020
			48,526.40	PO220562-002	2,421.22	01-0000-0-0000-8205-5504-105	056-181-010
			48,526.40	PO220562-003	33,699.68	01-0000-0-0000-8205-5504-331	056-310-140
			48,526.40	PO220562-004	354.10	01-0000-0-0000-8205-5504-211	056-182-040
			48,526.40	PO220562-005	6,157.63	01-0000-0-0000-8205-5504-211	056-182-050
			48,526.40	PO220562-006	299.34	01-0000-0-0000-8205-5504-101	047-330-020
			48,526.40	PO220562-007	9.16	01-0000-0-0000-8205-5504-107	067-202-010
			48,526.40	PO220562-008	9.34	01-0000-0-0000-8205-5504-331	056-310-150
W-725832	010925-01 ACME BOILER & WA	11/16/2021	4,566.00	PO220342-002	4,566.00	01-8150-0-0000-8110-5603-780	8159
W-725833	011550-01 EICHLER ASSOCIAT	11/16/2021	6,400.00	PO220249-004	6,400.00	01-3213-0-0000-8110-5800-000	1172
W-725834	006807-01 GRAPHICWORKS	11/16/2021	1,009.38	PO220288-003	1,009.38	01-0000-0-0000-7150-5800-710	110921
W-725835	007442-01 SAN JOAQUIN C.O.	11/16/2021	52.00	PO220031-002	52.00	01-6500-0-5001-2140-5800-730	ARD22-01166
W-725836	010925-01 ACME BOILER & WA	11/16/2021	609.00	PO220342-004	609.00	01-8150-0-0000-8110-5603-780	8270

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W-725837	008938-01 AMAZON.COM	11/16/2021	216.30	PO220170-003	216.30	01-0000-0-1110-1000-4100-740	1NDK-PXQK-4W7P
W-725838	008439-01 CHAVAN & ASSOCIA	11/16/2021	6,200.00	PO220554-003	4,500.00	01-0000-0-0000-7190-5820-710	C&A-17234
			6,200.00	PO220555-001	1,700.00	01-0000-0-0000-7190-5820-710	C&A-17228
W-725839	009206-01 HASSETT HARDWARE	11/16/2021	1,037.08	PO220164-008	922.98	01-8150-0-0000-8110-4300-780	347212-10/21
			1,037.08	PO220399-001	114.10	01-3550-0-3800-1000-4300-331	216554-10/21
W-725840	008602-02 HODGE, JOYCE	11/16/2021	1,495.00	PO220572-001	1,235.00	01-9440-0-1110-1000-5800-000	001
			1,495.00	PO220572-002	260.00	01-9440-0-1110-1000-5800-000	002
W-725841	011762-01 INC.,SHAPER TOOL	11/16/2021	6,450.94	PO220509-001	6,450.94	01-6387-0-1110-1000-4300-331	1014958US
W-725842	000341-02 MTA PARTS INC.	11/16/2021	116.41	PO220098-005	96.11	01-9723-0-0000-3600-4300-788	220576
			116.41	PO220098-006	20.30	01-9723-0-0000-3600-4300-788	220774
W-725843	000380-01 OFFICE DEPOT	11/16/2021	20.67	PO220473-001	20.67	01-0211-0-1310-1000-4300-211	200482043003
W-725844	009215-01 PHIL'S TIRE & AU	11/16/2021	1,145.02	PO220152-003	1,145.02	01-8150-0-0000-8110-5603-780	42952
W-725845	000105-03 REPUBLIC SERVICE	11/16/2021	1,127.39	PO220246-004	1,127.39	01-0000-0-0000-8205-5504-107	0925-001618856
W-725846	000105-04 REPUBLIC SERVICE	11/16/2021	208.53	PO220201-003	208.53	01-0000-0-0000-8205-5504-720	4227-000061624
W-725847	005581-01 ROTARY CLUB OF H	11/16/2021	50.00	PO220350-002	50.00	01-0000-0-0000-7400-5300-750	2388
W-725848	008058-04 AT&T	11/16/2021	1,338.77	PV220216-001	23.42	01-0000-0-0000-2100-5901-740	SEPT 2021
			1,338.77	PV220216-001	166.16	01-0000-0-0000-2421-5902-790	SEPT 2021
			1,338.77	PV220216-001	47.03	01-0000-0-0000-8205-5901-101	SEPT 2021
			1,338.77	PV220216-001	65.72	01-0000-0-0000-8205-5901-103	SEPT 2021
			1,338.77	PV220216-001	46.80	01-0000-0-0000-8205-5901-105	SEPT 2021
			1,338.77	PV220216-001	412.41	01-0000-0-0000-8205-5901-211	SEPT 2021
			1,338.77	PV220216-001	21.74	01-0000-0-0000-8205-5901-331	SEPT 2021

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			1,338.77	PV220216-001	306.14	01-0000-0-0000-8205-5901-720	SEPT 2021
			1,338.77	PV220216-001	23.40	01-3315-0-5730-1110-5901-730	SEPT 2021
			1,338.77	PV220216-001	225.95	25-9010-0-9765-8210-5901-000	SEPT 2021
W-725849	000061-01 DANNIS WOLIVER K	11/16/2021	100,840.60	PV220214-001	232.00	01-0000-0-0000-7400-5810-750	SEPTEMBER 2021-1
			100,840.60	PV220214-001	2,241.00	01-0000-0-0000-7300-5810-720	SEPTEMBER 2021-1
			100,840.60	PV220214-001	25,363.58	21-9711-0-9621-8500-5810-211	SEPTEMBER 2021-1
			100,840.60	PV220214-001	8,372.50	01-0000-0-0000-7111-5810-750	SEPTEMBER 2021-1
			100,840.60	PV220214-001	552.50	01-0000-0-0000-7112-5810-750	SEPTEMBER 2021-1
			100,840.60	PV220215-001	1,190.00	01-0000-0-0000-7400-5810-750	AUGUST 2021-1675
			100,840.60	PV220215-001	2,139.00	01-0000-0-0000-7300-5810-720	AUGUST 2021-1675
			100,840.60	PV220215-001	56,415.02	21-9711-0-9621-8500-5810-211	AUGUST 2021-1675
			100,840.60	PV220215-001	2,847.50	01-0000-0-0000-7111-5810-750	AUGUST 2021-1675
			100,840.60	PV220215-001	1,487.50	01-0000-0-0000-7112-5810-750	AUGUST 2021-1675
W-725850	000583-01 DEPARTMENT OF JU	11/16/2021	441.00	PO220228-006	441.00	01-0000-0-0000-7400-5800-750	542821
W-725851	006907-03 HILLYARD / SAN F	11/16/2021	5,599.95	PO220430-004	5,599.95	01-8150-0-0000-8110-4300-780	604529250
W-725852	011562-01 HOPSKIPDRIVE INC	11/16/2021	20,792.61	PO220336-002	4,260.98	01-6500-0-5760-1180-5863-730	6249
			20,792.61	PO220336-003	3,657.72	01-6500-0-5760-1180-5863-730	6534
			20,792.61	PO220111-003	2,881.65	01-6500-0-5750-1180-5863-730	6249
			20,792.61	PO220114-003	114.47	01-6500-0-5750-1180-5863-730	6534
			20,792.61	PO220335-002	4,746.92	01-6500-0-5760-1180-5863-730	6249
			20,792.61	PO220335-003	4,015.39	01-6500-0-5760-1180-5863-730	6534
			20,792.61	PO220334-002	626.76	01-6500-0-5760-1180-5863-730	6249

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			20,792.61	PO220334-003	488.72	01-6500-0-5760-1180-5863-730	6534
W-725853	011171-01 ON POINT LANGUAG	11/16/2021	12,770.00	PO220520-003	1,870.00	01-6500-0-5001-2100-5800-730	SPED/10-2021
			12,770.00	PO220257-003	400.00	01-4203-0-0000-2140-5800-740	10/2021
			12,770.00	PO220394-002	10,500.00	01-0000-0-0000-2140-5800-740	LANG/10-2021
W-725854	007657-01 PACIFIC AUTISM C	11/16/2021	10,452.00	PO220112-004	9,082.00	01-6500-0-5750-1180-5100-730	21713
			10,452.00	PO220112-004	641.00	01-6500-0-5750-1180-5864-730	21713
			10,452.00	PO220112-004	729.00	01-6500-0-5750-1180-5867-730	21713
W-725855	007457-01 PACIFIC AUTISM L	11/16/2021	8,317.17	PO220115-003	8,317.17	01-6500-0-5750-1180-5861-730	3896029
W-725856	001352-01 RICE TRUCKING-SO	11/16/2021	32.81	PO220551-001	32.81	01-0000-0-0000-8220-4300-785	54261
W-725857	009151-01 STARFISH THERAPI	11/16/2021	3,870.00	PO220368-002	279.00	01-6500-0-5760-1180-5864-730	18271
			3,870.00	PO220368-003	186.00	01-6500-0-5760-1180-5864-730	18441
			3,870.00	PO220369-002	553.00	01-6500-0-5760-1180-5864-730	18398
			3,870.00	PO220373-002	496.00	01-6500-0-5760-1180-5867-730	18276
			3,870.00	PO220373-003	93.00	01-6500-0-5760-1180-5867-730	18445
			3,870.00	PO220367-002	62.00	01-6500-0-5760-1180-5864-730	18273
			3,870.00	PO220107-003	465.00	01-6500-0-5750-1180-5864-730	18270
			3,870.00	PO220107-004	372.00	01-6500-0-5750-1180-5864-730	18440
			3,870.00	PO220369-003	186.00	01-6500-0-5760-1180-5864-730	18274
			3,870.00	PO220369-004	124.00	01-6500-0-5760-1180-5864-730	18443
			3,870.00	PO220108-003	279.00	01-6500-0-5750-1180-5864-730	18275
			3,870.00	PO220108-004	248.00	01-6500-0-5750-1180-5864-730	18444
			3,870.00	PO220106-003	279.00	01-6500-0-5750-1180-5864-730	18272

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			3,870.00	PO220106-004	248.00	01-6500-0-5750-1180-5864-730	18442
W-725858	007046-01 THE MASTER TEACH	11/16/2021	552.00	PO220281-001	552.00	01-3010-0-1110-1000-5200-101	116787252
W-725859	008304-01 CALIFORNIA WATER	11/16/2021	669.11	PO220243-003	339.51	01-0000-0-0000-8205-5503-107	2188039386-SEPT2
			669.11	PO220243-004	329.60	01-0000-0-0000-8205-5503-107	2188039386-OCT21
W-725860	011383-01 FOX SECURITY & C	11/16/2021	277.50	PO220061-001	277.50	01-8150-0-0000-8110-5603-780	79233
W-725861	000380-01 OFFICE DEPOT	11/16/2021	41.15	PV220218-001	41.15	01-0000-0-0000-7300-4300-720	206943192001
W-725862	009491-01 SOUND AND SIGNAL	11/16/2021	200.00	PO220063-009	200.00	01-8150-0-0000-8110-5603-780	38910
W-725863	009750-01 CINTAS	11/16/2021	195.27	PO220071-004	195.27	01-8150-0-0000-8110-5603-780	15917120-OCT21
W-725864	011589-01 A+ LIVESCAN SERV	11/16/2021	35.00	PV220217-001	35.00	01-0000-0-0000-7400-5800-750	10725
W-725865	008439-01 CHAVAN & ASSOCIA	11/16/2021	7,650.00	PO220554-002	7,650.00	01-0000-0-0000-7190-5820-710	C&A-17234
W-726520	009571-01 GOLD STAR FOODS	11/18/2021	2,107.85	PO220197-037	668.64	13-5310-0-0000-3700-4712-211	4320492
			2,107.85	PO220197-038	159.10	13-5310-0-0000-3700-4712-211	4320493
			2,107.85	PO220197-040	955.20	13-5310-0-0000-3700-4712-211	4350885
			2,107.85	PO220197-041	61.75	13-5310-0-0000-3700-4711-331	4359439
			2,107.85	PO220197-043	236.28	13-5310-0-0000-3700-4712-331	4370285
			2,107.85	PO220197-044	26.88	13-5310-0-0000-3700-4710-331	4393585
W-726521	005163-01 SYSCO FOOD SERVI	11/18/2021	480.92	PO220195-031	141.72	13-5310-0-0000-3700-4712-211	450601400
			480.92	PO220195-028	339.20	13-5310-0-0000-3700-4712-211	450587984
W-726522	011296-01 BETTER 4 YOU MEA	11/18/2021	41,416.21	PO220187-013	14,934.38	13-5310-0-0000-3700-4710-105	1021-5151
			41,416.21	PO220187-014	4,302.32	13-5310-0-0000-3700-4710-103	1021-150
			41,416.21	PO220187-015	7,345.74	13-5310-0-0000-3700-4710-101	1021-5149
			41,416.21	PO220187-016	1,805.16	13-5310-0-0000-3700-4710-107	1021-5152

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			41,416.21	PO220187-017	12,396.27	13-5310-0-0000-3700-4710-211	1021-5148
			41,416.21	PO220187-018	632.34	13-5310-0-0000-3700-4710-335	1021-5251
W-726523	009571-01 GOLD STAR FOODS	11/18/2021	1,580.02	PO220197-036	825.98	13-5310-0-0000-3700-4712-331	4283292
			1,580.02	PO220197-042	117.24	13-5310-0-0000-3700-4711-331	436539
			1,580.02	PO220197-039	636.80	13-5310-0-0000-3700-4712-331	4350875
W-726524	005163-01 SYSCO FOOD SERVI	11/18/2021	1,703.94	PO220195-027	124.76	13-5310-0-0000-3700-4712-331	450587983
			1,703.94	PO220195-027	407.56	13-5310-0-0000-3700-4710-331	450587983
			1,703.94	PO220195-029	125.27	13-5310-0-0000-3700-4712-331	450591882
			1,703.94	PO220195-029	65.96	13-5310-0-0000-3700-4710-331	450591882
			1,703.94	PO220195-030	146.93	13-5310-0-0000-3700-4712-331	450601399
			1,703.94	PO220195-030	737.29	13-5310-0-0000-3700-4710-331	450601399
			1,703.94	PO220195-030	96.17	13-5310-0-0000-3700-4300-331	450601399
W-726525	011438-01 ACSIG	11/18/2021	4,318.19	PV220219-001	3,849.35	01-0000-0-0000-0000-9572-000	OCTOBER 2021
			4,318.19	PV220219-001	468.84	01-0000-0-0000-0000-9553-000	OCTOBER 2021
W-726526	011438-02 ACSIG	11/18/2021	30,313.21	PV220220-001	25,049.37	01-0000-0-0000-0000-9571-000	OCTOBER 2021
			30,313.21	PV220220-001	5,263.84	01-0000-0-0000-0000-9553-000	OCTOBER 2021
W-728499	000295-01 ALBERTSONS | SAF	11/23/2021	665.49	PO220255-003	212.97	01-6010-0-1110-4000-4300-101	145184-10/13-10/
			665.49	PO220501-001	452.52	01-3213-0-1110-4000-4300-105-ESS6	145184: 10/19-11
W-728500	009353-01 COASTSIDE PRINTE	11/23/2021	196.88	PO220591-001	196.88	01-0211-0-1310-1000-4300-211	33214
W-728501	008002-02 MALHIOT, LORI	11/23/2021	460.88	TC220016-001	460.88	01-6010-0-1110-4000-5200-101	11/17/2021
W-728502	011597-01 MARIA EUGENIA YO	11/23/2021	474.64	TC220012-001	195.88	01-0700-0-1460-3140-5200-000	08/12-08/31 MILE
			474.64	TC220013-001	278.76	01-0700-0-1460-3140-5200-000	10/04-10/29 MILE

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W-728503	011385-01 RIVERSIDE INSIGH	11/23/2021	121.50	PO220560-001	121.50	01-6500-0-5001-2100-4300-730	327346
W-728504	000749-01 SEGURA, ROSALVA	11/23/2021	240.00	PV220223-001	240.00	01-3213-0-1110-4000-4300-105-ESS6	102021
W-728505	011770-01 SUNWIND SOLAR IN	11/23/2021	193.45	PO220531-001	193.45	01-6388-0-1110-1000-4300-740-STEM	10997
W-728506	009322-01 DOCUMENT TRACKIN	11/23/2021	10,239.00	PO220577-001	10,239.00	01-0111-0-0000-2490-5800-740-203	9401909
W-728507	004143-03 RICOH AMERICAS C	11/23/2021	13,811.07	PO220265-004	3,078.99	01-0000-0-0000-7300-5601-720	457429728
			13,811.07	PO220265-004	384.50	01-0000-0-1310-1000-5602-335	457429728
			13,811.07	PO220265-004	384.50	11-6391-0-4110-2700-5601-561	457429728
			13,811.07	PO220265-004	2,428.95	01-0211-0-1310-1000-5601-211	457429728
			13,811.07	PO220265-004	770.00	01-0000-0-0000-2700-5601-107	457429728
			13,811.07	PO220265-004	1,760.23	01-0105-0-1310-1000-5601-105	457429728
			13,811.07	PO220265-004	880.38	01-0103-0-1310-1000-5601-103	457429728
			13,811.07	PO220265-004	1,694.57	01-0101-0-1310-1000-5601-101	457429728
			13,811.07	PO220265-004	2,428.95	01-0331-0-1210-2700-5601-331	457429728
W-728508	011765-01 WB PROMOTION	11/23/2021	92.45	PO220521-001	92.45	01-0101-0-1310-1000-4300-101	220695082
W-728509	011447-01 CALIFORNIA DEPT	11/23/2021	56,093.68	PV220221-001	56,093.68	01-6695-0-0000-0000-8590-000	C-067118
W-728510	011431-01 KIS	11/23/2021	38,775.32	PO220499-001	5,404.99	21-9711-0-9701-8520-4300-790	72769
			38,775.32	PO220451-001	3,500.00	01-0000-0-0000-2421-4300-790	72203
			38,775.32	PO220451-002	203.39	01-0000-0-0000-2421-4300-790	71825
			38,775.32	PO220451-003	1,209.27	01-0000-0-0000-2421-4300-790	72406
			38,775.32	PO220452-001	2,263.03	01-0000-0-0000-2421-5800-790	PS00056
			38,775.32	PO220452-002	23,339.53	01-0000-0-0000-2421-5800-790	PS00136
			38,775.32	PO220452-003	2,143.29	01-0000-0-0000-2421-5800-790	PS00223

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			38,775.32	PO220452-004	711.82	01-0000-0-0000-2421-5800-790	71816
W-728511	007335-01 MURRAY, KURT	11/23/2021	487.63	PO220575-001	487.63	01-9567-0-1110-1000-4300-211	11042021
W-728512	006911-01 O'CONNOR, ERIN	11/23/2021	50.00	PO220574-001	50.00	01-9547-0-1110-1000-4300-211	11052021EO
W-728513	011566-01 SPURR	11/23/2021	18,746.90	PO220240-003	225.25	01-0000-0-0000-8205-5502-720	117266
			18,746.90	PO220240-003	316.91	01-0000-0-0000-8205-5502-101	117266
			18,746.90	PO220240-003	288.25	01-0000-0-0000-8205-5502-103	117266
			18,746.90	PO220240-003	393.92	01-0000-0-0000-8205-5502-105	117266
			18,746.90	PO220240-003	1,081.81	01-0000-0-0000-8205-5502-211	117266
			18,746.90	PO220240-003	3,420.95	01-0000-0-0000-8205-5502-331	117266
			18,746.90	PO220240-003	1,793.45	01-0000-0-8120-8120-5502-331	117266
			18,746.90	PO220240-004	5,597.46	01-0000-0-0000-8205-5502-720	117747
			18,746.90	PO220240-004	408.20	01-0000-0-0000-8205-5502-105	117747
			18,746.90	PO220240-004	1,277.01	01-0000-0-0000-8205-5502-211	117747
			18,746.90	PO220240-004	3,943.69	01-0000-0-0000-8205-5502-331	117747
W-728514	005779-02 THE HOME DEPOT P	11/23/2021	435.26	PV220222-001	435.26	01-3213-0-1110-4000-4300-105-ESS6	652838368
W-729096	008436-01 BRIDGE WIRELESS	11/30/2021	234.00	PO220589-001	234.00	01-0000-0-0000-2421-4300-790	39130
W-729097	009683-02 CASTRO, CENDI	11/30/2021	4.37	TC220018-001	4.37	01-6500-0-5750-1190-5200-730	10/21 MILEAGE
W-729098	010866-02 FELTS, BRYAN	11/30/2021	272.72	TC220019-001	272.72	01-9538-0-6001-1000-5200-000	102521
W-729099	011704-01 NANCY VIRGEN	11/30/2021	25.59	TC220021-001	25.59	01-0700-0-1460-3140-5200-000	102121
W-729100	011763-01 O'MAHONEY & MYER	11/30/2021	1,050.00	PO220515-002	630.00	01-8150-0-0000-8110-5800-780	47602
			1,050.00	PO220515-003	420.00	01-8150-0-0000-8110-5800-780	47727
W-729101	011521-01 RODRIGUEZ-RUIZ,	11/30/2021	249.42	TC220022-001	249.42	01-0700-0-1460-3140-5200-000	10/04-10/28 MILE

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W-729102	006128-03 SAN MATEO COUNTY	11/30/2021	688.00	PO220455-001	688.00	01-9723-0-0000-3600-5800-788	356521
W-729103	011691-01 CLEANRIVER RECYC	11/30/2021	12,323.48	PO220176-001	12,323.48	01-8150-0-0000-8110-4300-780	IN21080100
W-729104	009675-01 READY REFRESH BY	11/30/2021	418.89	PO220260-002	116.95	01-0420-0-3350-1000-4300-420	11I5737216001
			418.89	PO220260-003	118.49	01-0420-0-3350-1000-4300-420	11J5737216001
			418.89	PO220311-004	183.45	01-9354-0-0005-2490-4300-745	01I0034251553
W-729105	010924-03 REISS, MARTINA	11/30/2021	139.77	TC220020-001	139.77	01-6500-0-5750-1190-5200-730	102721
W-729106	011160-01 SALCIDO, ASH	11/30/2021	103.63	TC220017-001	103.63	01-6500-0-5750-1190-5200-730	10/21 MILEAGE
W-729107	001073-01 SCHUCK, ELIZABET	11/30/2021	1,439.56	PO220285-001	1,439.56	01-9538-0-1110-1000-5800-740	0000056
W-729108	011696-01 CARRILLO, MAGDAL	11/30/2021	34.81	PV220225-001	34.81	01-3060-0-7110-2490-4300-745	11172021
W-729109	011537-01 DE JESUS, BRENDA	11/30/2021	323.37	PV220233-001	225.33	01-3060-0-7110-2490-4300-745	11052021
			323.37	PV220237-001	98.04	01-3060-0-7110-2490-4300-745	11052021A
W-729110	011778-01 MOLDOVAN, RON	11/30/2021	83.77	TC220023-001	83.77	01-0000-0-0000-8210-5200-782	10-11/2021 MILEA
W-729111	000458-02 RIORDAN, SEAN	11/30/2021	812.42	PO220595-001	812.42	01-9580-0-1110-1000-4300-331	11182021
W-729112	005779-01 THE HOME DEPOT P	11/30/2021	1,637.34	PO220095-006	1,637.34	01-8150-0-0000-8110-4300-780	654180421
W-729113	000397-03 KAISER FOUNDATIO	11/30/2021	9,126.32	PV220232-001	8,530.61	01-0000-0-0000-0000-9564-000	12012021-0315
			9,126.32	PV220232-001	595.71	01-0000-0-0000-0000-9553-000	12012021-0315
W-729114	000397-04 KAISER FOUNDATIO	11/30/2021	17,550.96	PV220236-001	17,550.96	01-0000-0-0000-0000-9553-000	12012021-0404
W-729115	000397-05 KAISER FOUNDATIO	11/30/2021	1,685.87	PV220234-001	1,685.87	01-0000-0-0000-0000-9564-000	12012021-0317
W-729116	000397-06 KAISER FOUNDATIO	11/30/2021	3,870.42	PV220235-001	3,870.42	01-0000-0-0000-0000-9553-000	12012021-0403
W-729117	010927-01 METROPOLITAN LIF	11/30/2021	316.75	PV220226-001	316.75	01-0000-0-0000-0000-9564-000	112321
W-729118	011598-02 SUTTER HEALTH PL	11/30/2021	3,244.60	PV220228-001	3,244.60	01-0000-0-0000-0000-9553-000	112321-02
W-729119	011478-01 UNITED BEHAVIORA	11/30/2021	402.00	PV220224-001	402.00	01-0000-0-0000-0000-9564-000	112321

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W-729120	007627-01 AT&T MOBILITY	11/30/2021	1,536.21	PO220275-003	1,536.21	01-0000-0-0000-8205-5901-720	287298525082X101
W-729121	011426-02 AZTEC SOFTWARE,	11/30/2021	498.00	PO220584-002	498.00	11-6391-0-0000-2700-4300-561	SI-005271
W-729122	000194-01 COASTSIDE COUNTY	11/30/2021	12,578.15	PO220245-004	590.54	01-0000-0-0000-8205-5503-720	OCT 2021
			12,578.15	PO220245-004	5,006.42	01-0000-0-0000-8205-5503-211	OCT 2021
			12,578.15	PO220245-004	4,787.67	01-0000-0-0000-8205-5503-331	OCT 2021
			12,578.15	PO220245-004	671.82	01-0000-0-0000-8205-5503-101	OCT 2021
			12,578.15	PO220245-004	1,521.70	01-0000-0-0000-8205-5503-105	OCT 2021
W-729123	011780-01 DEMEO, SHARON	11/30/2021	35.00	PV220238-001	35.00	01-0000-0-0000-7400-5800-750	255401
W-729124	011550-01 EICHLER ASSOCIAT	11/30/2021	8,640.00	PV220239-001	8,640.00	01-3213-0-0000-8110-5800-000	1120-REISSUE
W-729125	011524-01 HANNA INTERPRETI	11/30/2021	780.00	PO220105-002	780.00	01-6500-0-5001-2100-5800-730	432476
W-729126	001216-01 LINDE GAS & EQIP	11/30/2021	175.14	PO220401-007	87.01	01-0331-0-1337-1000-4300-331	67322186
			175.14	PO220401-005	88.13	01-0331-0-1337-1000-4300-331	66729960
W-729127	008883-01 PACIFICA COMMUNI	11/30/2021	300.00	PO220291-003	300.00	01-0000-0-0000-7150-5800-710	PCTCUSD0921
W-729128	005347-03 PITNEY BOWES	11/30/2021	194.28	PO220267-004	194.28	01-0000-0-0000-7300-5601-720	1019147713
W-729129	001216-02 PRAXAIR	11/30/2021	460.59	PO220401-006	460.59	01-0331-0-1337-1000-4300-331	66402481
W-729130	011779-01 CRAWFORD, JAQUEL	11/30/2021	132.04	TC220027-001	132.04	01-0700-0-5001-2140-5200-730	11/2021 MILEAGE
W-729131	008002-02 MALHIOT, LORI	11/30/2021	1,135.84	PO220256-004	1,135.84	01-6010-0-1110-4000-4300-101	OCT 2021
W-729132	009675-01 READY REFRESH BY	11/30/2021	286.79	PO220311-005	143.39	01-9354-0-0005-2490-4300-745	01J0034251553
			286.79	PO220503-001	143.40	01-3213-0-1110-4000-4300-105-ESS6	01J0034251553
W-729133	011141-01 THE AVALON ACADE	11/30/2021	21,240.75	PO220178-002	7,195.00	01-6500-0-5750-1180-5100-730	5037
			21,240.75	PO220178-002	1,112.00	01-6500-0-5750-1180-5867-730	5037
			21,240.75	PO220178-002	594.00	01-6500-0-5750-1180-5864-730	5037

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			21,240.75	PO220178-002	347.50	01-6500-0-5750-1180-5861-730	5037
			21,240.75	PO220104-004	8,455.00	01-6500-0-5750-1180-5100-730	5038
			21,240.75	PO220104-004	1,946.00	01-6500-0-5750-1180-5867-730	5038
			21,240.75	PO220104-004	792.00	01-6500-0-5750-1180-5864-730	5038
			21,240.75	PO220104-004	799.25	01-6500-0-5750-1180-5861-730	5038
W-729134	010967-01 VANA, SUSAN CICC	11/30/2021	186.69	TC220024-001	91.22	01-0700-0-5001-2140-5200-730	08/2021 MILEAGE
			186.69	TC220025-001	53.31	01-0700-0-5001-2140-5200-730	09/2021 MILEAGE
			186.69	TC220026-001	42.16	01-0700-0-5001-2140-5200-730	10/2021 MILEAGE
W-729135	000397-01 KAISER FOUNDATIO	11/30/2021	109,042.40	PV220231-001	107,509.40	01-0000-0-0000-0000-9564-000	12012021-0314
			109,042.40	PV220231-001	766.50	01-0000-0-0000-0000-9553-000	12012021-0314
			109,042.40	PV220231-001	766.50	01-0000-0-0000-0000-9564-000	12012021-0314
W-729136	000397-02 KAISER FOUNDATIO	11/30/2021	150,402.80	PV220230-001	150,402.80	01-0000-0-0000-0000-9564-000	12012021-0312
W-729137	011598-01 SUTTER HEALTH PL	11/30/2021	24,458.10	PV220227-001	21,351.10	01-0000-0-0000-0000-9564-000	112321
			24,458.10	PV220227-001	811.10	01-0000-0-0000-0000-9564-000	112321
			24,458.10	PV220227-001	2,295.90	01-0000-0-0000-0000-9553-000	112321
W-729138	011599-02 U H S PREMIUM BI	11/30/2021	831.00	PV220229-001	831.00	01-0000-0-0000-0000-9564-000	112321
W-729139	011363-01 EIDE BAILLY LLP	11/30/2021	11,050.00	PV220240-001	2,210.00	01-0000-0-0000-7190-5820-720	EI01213821
			11,050.00	PV220241-001	8,840.00	01-0000-0-0000-7190-5820-720	EI01231598
W-729140	004906-03 FOLLETT SCHOOL S	11/30/2021	174.99	PO220283-002	174.99	01-6300-0-1110-1000-4100-740	2583586B
W-729141	011698-02 ICOM MECHANICAL,	11/30/2021	1,108.33	PO220196-017	1,108.33	01-3213-0-0000-8110-5603-211	528644
W-729142	011766-01 NELLES, JANET	11/30/2021	600.00	PO220529-002	600.00	01-6500-0-5001-2140-5800-730	002
W-729143	005347-02 PITNEY BOWES GLO	11/30/2021	1,766.14	PO220267-003	1,766.14	01-0000-0-0000-7300-5601-720	3105096595

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W-729144	007493-03 TROXELL COMMUNI	11/30/2021	6,959.00	PO220444-001	6,959.00	01-3213-0-1110-4000-4300-105-ESS6	314508
W-729652	003580-01 EMPLOYMENT DEVEL	12/02/2021	20,445.89	PV220245-001	20,445.89	01-0000-0-0000-0000-9565-000	12012021
W-730500	008938-02 AMAZON CAPITAL S	12/07/2021	135.44	PO220536-001	135.44	01-9354-0-0001-2490-4300-100	1XWR-GJMN-XWT6
W-730501	011781-01 HOLLISTER, ERIC	12/07/2021	35.00	PV220243-001	35.00	01-0000-0-0000-7400-5800-750	257040
W-730502	005224-01 OPENING TECHNOLO	12/07/2021	391.87	PO220099-003	391.87	01-8150-0-0000-8110-4300-780	2110844
W-730503	001182-01 ORIENTAL TRADING	12/07/2021	189.94	PO220465-001	189.94	01-0101-0-1310-1000-4300-101	712449751-01
W-730504	011735-01 PENINSULA ASSOCI	12/07/2021	3,234.00	PO220381-001	3,234.00	01-6500-0-5001-2100-5800-730	3144
W-730505	011492-01 PENINSULA TRUCK	12/07/2021	1,187.92	PO220134-013	296.98	01-9723-0-0000-3600-5603-788	8592
			1,187.92	PO220134-014	296.98	01-9723-0-0000-3600-5603-788	8589
			1,187.92	PO220134-015	296.98	01-9723-0-0000-3600-5603-788	8593
			1,187.92	PO220134-016	296.98	01-9723-0-0000-3600-5603-788	8590
W-730506	008443-01 RECOLOGY OF THE	12/07/2021	2,975.69	PO220203-002	981.95	01-0000-0-0000-8205-5504-103	6634
			2,975.69	PO220203-003	1,993.74	01-0000-0-0000-8205-5504-101	6635
W-730507	008447-02 ULINE	12/07/2021	9,631.80	PO220540-001	9,631.80	01-6387-0-1110-1000-4300-331	141107835
W-730508	011782-01 WARREN, BETSY	12/07/2021	35.00	PV220244-001	35.00	01-0000-0-0000-7400-5800-750	258090
W-730509	008938-01 AMAZON.COM	12/07/2021	605.63	PV220242-001	30.61	01-6500-0-5001-2100-4300-730	469568977554
			605.63	PO220411-001	118.08	01-0103-0-1310-1000-4300-103	988997349746
			605.63	PO220135-004	43.74	01-0000-0-0000-2421-4300-790	775438838435
			605.63	PO220341-001	122.79	01-0103-0-1310-1000-4300-103	986486688558
			605.63	PO220076-006	242.32	01-8150-0-0000-8110-4300-780	469383664854
			605.63	PO220447-001	48.09	01-0335-0-1310-1000-4300-335	549956738754
W-730510	008758-01 AMERICAN PORTABL	12/07/2021	4,551.56	PO220290-008	4,551.56	01-3213-0-0000-8110-5603-000	63652

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W-730511	010866-02 FELTS, BRYAN	12/07/2021	201.93	TC220028-001	201.93	01-9538-0-6001-1000-5200-000	11302021
W-730512	006807-01 GRAPHICWORKS	12/07/2021	2,641.88	PO220288-004	2,641.88	01-0000-0-0000-7150-5800-710	05-14442
W-730513	007457-01 PACIFIC AUTISM L	12/07/2021	8,063.92	PO220115-004	8,063.92	01-6500-0-5750-1180-5861-730	4030322
W-730514	011178-01 PAULO'S AUTO CAR	12/07/2021	159.14	PO220072-011	159.14	01-8150-0-0000-8110-5603-780	64960
W-730515	011492-01 PENINSULA TRUCK	12/07/2021	296.98	PO220134-017	296.98	01-9723-0-0000-3600-5603-788	8591
W-730516	011427-01 COLBI TECHNOLOGI	12/07/2021	920.00	PO220120-004	920.00	21-9711-0-9006-8520-4300-000	7146
W-730517	011668-01 BEST CONTRACTING	12/07/2021	17,480.34	PO220309-003	17,480.34	21-9711-0-9201-8520-6200-211	6
W-730518	000201-01 C.U.S.D. REVOLVI	12/07/2021	4,064.32	PV220246-001	4,064.32	01-0000-0-0000-0000-9589-000	DAMON-REPLENISH
W-730519	010763-01 QUATTROCCHI KWOK	12/07/2021	7,770.50	PO220127-002	5,380.50	21-9711-0-9637-8520-6210-100	22621
			7,770.50	PO220126-003	2,390.00	21-9711-0-9636-8520-6210-331	22622
W-730520	011719-01 REILLY CONSTRUCT	12/07/2021	21,244.66	PO220420-004	21,244.66	21-9711-0-9641-8520-6200-211	3
W-730521	011483-01 SKYLINE ENGINEER	12/07/2021	99,099.00	PO220423-001	99,099.00	21-9711-0-9201-8520-5800-331	2755
W-731180	011785-01 ACOSTA, ROGER	12/09/2021	70.32	PV220247-001	70.32	01-8150-0-0000-8110-4300-780	REIMB
W-731181	008484-01 OWEN, TOM	12/09/2021	337.49	PO220637-001	337.49	01-3410-0-5770-1190-4300-331	REIMB
W-731182	011512-01 BELTRAMI, CLAIRE	12/09/2021	325.74	PO220553-001	157.41	01-3010-0-1110-2490-4300-101	10212021
			325.74	PO220617-001	124.71	01-3010-0-1110-2490-4300-101	11032021
			325.74	PO220611-001	43.62	01-3010-0-1110-2490-4300-101	11152021
W-731183	008304-01 CALIFORNIA WATER	12/09/2021	329.60	PO220243-005	329.60	01-0000-0-0000-8205-5503-107	2188039386-NOV21
W-731184	004906-03 FOLLETT SCHOOL S	12/09/2021	8,043.09	PV220250-001	8,043.09	01-0000-0-0000-2421-5800-790	1439153
W-731185	000312-01 HALF MOON BAY BU	12/09/2021	150.94	PO220147-004	150.94	01-8150-0-0000-8110-4300-780	259711
W-731186	000915-01 HALF MOON BAY GL	12/09/2021	131.25	PO220096-003	131.25	01-8150-0-0000-8110-4300-780	7267
W-731187	011774-01 KIMPTON SAWYER H	12/09/2021	711.75	PO220582-001	711.75	01-3550-0-3800-1000-5200-331	03/25-03/29/22-

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W-731188	005398-01 MOBILE MODULAR M	12/09/2021	957.00	PO220237-006	957.00	25-9010-0-9100-8700-5600-331	2211943
W-731189	007335-01 MURRAY, KURT	12/09/2021	296.57	PO220614-001	296.57	01-6300-0-1110-1000-4300-211	11152021
W-731190	011178-01 PAULO'S AUTO CAR	12/09/2021	137.50	PO220072-012	137.50	01-8150-0-0000-8110-5603-780	65091
W-731191	011492-01 PENINSULA TRUCK	12/09/2021	1,359.75	PO220134-018	271.95	01-9723-0-0000-3600-5603-788	8214
			1,359.75	PO220134-019	271.95	01-9723-0-0000-3600-5603-788	8215
			1,359.75	PO220134-020	271.95	01-9723-0-0000-3600-5603-788	8216
			1,359.75	PO220134-021	271.95	01-9723-0-0000-3600-5603-788	8217
			1,359.75	PO220134-022	271.95	01-9723-0-0000-3600-5603-788	8218
W-731192	004143-02 RICOH USA INC	12/09/2021	527.02	PO220265-005	175.04	01-0000-0-0000-2700-5601-107	35754168
			527.02	PO220265-005	176.94	01-0105-0-1310-1000-5601-105	35754168
			527.02	PO220265-005	175.04	01-0103-0-1310-1000-5601-103	35754168
W-731193	008442-01 VISTA CENTER	12/09/2021	4,026.00	PO220370-003	1,875.75	01-6500-0-5760-1180-5800-730	1021-0077
			4,026.00	PO220371-003	2,058.75	01-6500-0-5760-1180-5800-730	1021-0076
			4,026.00	PO220372-003	91.50	01-6500-0-5760-1180-5800-730	1021-0075
W-731194	011525-01 GALVIN,THOMAS	12/09/2021	39.90	PV220251-001	39.90	01-9580-0-1210-2490-4300-331	11/30/2021
W-731195	007627-01 AT&T MOBILITY	12/09/2021	1,547.39	PO220275-004	1,547.39	01-0000-0-0000-8205-5901-720	287298525082X111
W-731196	006911-02 O'CONNOR, ERIN	12/09/2021	221.11	PO220613-001	221.11	01-4203-0-1110-1000-4300-211	10122021
W-731197	008963-02 OTIS ELEVATOR CO	12/09/2021	234.53	PO220148-005	234.53	01-8150-0-0000-8110-5603-780	100400578799
W-731198	008428-01 THE HEAL PROJECT	12/09/2021	38,000.00	PO220363-001	38,000.00	01-7425-0-1110-1000-5800-740-ELO3	2021THPIGP
W-731199	009346-01 U S BANK CORP PA	12/09/2021	1,438.62	PV220248-001	709.09	01-0111-0-0000-2490-4300-740-209	4246 0446 2279 1
			1,438.62	PV220248-001	194.69	01-0000-0-0000-2100-4300-740	4246 0446 2279 1
			1,438.62	PV220248-001	534.84	01-6300-0-1110-1000-4100-740	4246 0446 2279 1

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W-731200	008447-02 ULINE	12/09/2021	3,337.86	PO220535-001	3,337.86	01-9580-0-1110-1000-4300-331	141707458
W-731201	011100-02 WILSON LANGUAGE	12/09/2021	16,136.36	PV220249-001	16,136.36	01-7510-0-1110-1000-4300-740	1882258
W-733027	010851-01 CORTES, JUDITH	12/14/2021	191.77	PV220253-001	191.77	01-3060-0-7110-2490-4300-745	1162021
W-733028	006076-01 GAMES, PATRICK	12/14/2021	215.04	PO220541-001	215.04	01-0331-0-1332-1000-4300-331	11022021
W-733029	010755-02 GOULD, CLAIRE	12/14/2021	1,000.44	PO220581-001	1,000.44	01-9580-0-1110-1000-4300-331	11152021
W-733030	011774-01 KIMPTON SAWYER H	12/14/2021	3,944.88	PO220583-001	986.22	01-6387-0-1110-1000-5200-331	032522-RM#1
			3,944.88	PO220583-002	986.22	01-6387-0-1110-1000-5200-331	032522-RM#2
			3,944.88	PO220583-003	986.22	01-6387-0-1110-1000-5200-331	032522-RM#3
			3,944.88	PO220583-005	986.22	01-6387-0-1110-1000-5200-331	032522-RM#5
W-733031	011572-02 LITERABLY INC	12/14/2021	500.00	PO220508-001	500.00	01-7425-0-1110-1000-5800-740-ELO2	CUSD TRAINING 21
W-733032	009413-01 SOUTHERN COUNTIE	12/14/2021	2,039.88	PO220101-007	2,039.88	01-9723-0-0000-3600-4300-788	310789
W-733033	000196-01 COUNTY SCHOOL SE	12/14/2021	10,500.00	PO220507-001	10,500.00	01-7425-0-1110-1000-5800-740-ELO2	18112
W-733034	000388-01 HILL'S POOL SERV	12/14/2021	358.34	PO220080-001	358.34	01-8150-0-0000-8110-5603-780	213056-1
W-733035	011788-01 O'MAHONY & MYER	12/14/2021	420.00	PO220653-001	420.00	21-9711-0-9608-8520-5603-000	47728
W-733036	011171-01 ON POINT LANGUAG	12/14/2021	11,095.00	PO220257-004	595.00	01-4203-0-0000-2140-5800-740	09/2021
			11,095.00	PO220394-005	10,500.00	01-0000-0-0000-2140-5800-740	LANG/11-2021
W-733037	011749-01 OPPENHEIMER INVE	12/14/2021	1,680.00	PO220651-001	1,680.00	01-0000-0-0000-7150-5800-710	1537
W-733038	008883-01 PACIFICA COMMUNI	12/14/2021	300.00	PO220291-004	300.00	01-0000-0-0000-7150-5800-710	PCTCUSD1021
W-733039	007563-02 PARREIRA, COURTN	12/14/2021	9.78	PO220561-001	9.78	01-0335-0-3250-1000-4300-335	11052021-CP
W-733040	009753-02 SMCSBA	12/14/2021	150.00	PO220654-001	150.00	01-0000-0-0000-7150-5300-710	2021-2022-CAB
W-733041	007773-02 TREANOR, AMY	12/14/2021	300.00	PO220566-001	300.00	01-9580-0-1110-1000-4300-331	11102021
W-733042	008259-01 ACHIEVEKIDS	12/14/2021	18,409.00	PO220590-001	9,045.00	01-6500-0-5750-1180-5100-730	29980

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			18,409.00	PO220590-001	360.00	01-6500-0-5750-1180-5867-730	29980
			18,409.00	PO220590-001	135.00	01-6500-0-5750-1180-5864-730	29980
			18,409.00	PO220590-002	8,419.00	01-6500-0-5750-1180-5100-730	30109
			18,409.00	PO220590-002	270.00	01-6500-0-5750-1180-5867-730	30109
			18,409.00	PO220590-002	180.00	01-6500-0-5750-1180-5864-730	30109
W-733043	011260-01 CARNEY, HANNAH	12/14/2021	2,104.58	PO220592-001	280.98	01-3550-0-3800-1000-5200-331	1118-INST. DEPO
			2,104.58	PO220593-001	1,823.60	01-6387-0-1110-1000-5200-331	STUDENT DEPO-111
W-733044	011774-01 KIMPTON SAWYER H	12/14/2021	986.22	PO220583-004	986.22	01-6387-0-1110-1000-5200-331	032522-RM#4
W-733045	011777-01 SMALL TOWN SWEET	12/14/2021	140.00	PO220616-001	140.00	01-9547-0-1110-1000-4300-211	11292021
W-733046	009413-01 SOUTHERN COUNTIE	12/14/2021	1,969.44	PO220101-006	1,969.44	01-9723-0-0000-3600-4300-788	310214
W-733047	008428-01 THE HEAL PROJECT	12/14/2021	1,500.00	PV220252-001	1,500.00	01-0000-0-0000-7300-5800-720	2021THPSUSTAINAB
W-733048	007966-02 BAKER, CHRISTINA	12/14/2021	110.60	PO220568-001	110.60	01-0331-0-1342-1000-4300-331	11102021CB
W-733049	011698-02 ICOM MECHANICAL,	12/14/2021	11,610.87	PO220196-018	2,199.38	01-3213-0-0000-8110-5603-211	528645
			11,610.87	PO220196-019	9,411.49	01-3213-0-0000-8110-5603-211	527795-1
W-733050	011171-01 ON POINT LANGUAG	12/14/2021	3,500.00	PO220394-004	3,500.00	01-0000-0-0000-2140-5800-740	LANG/09-2021
W-733051	000105-03 REPUBLIC SERVICE	12/14/2021	1,127.39	PO220246-005	1,127.39	01-0000-0-0000-8205-5504-107	0925-001622997
W-733052	011776-01 SINGLE CYLINDER	12/14/2021	54.69	PO220646-001	54.69	01-8150-0-0000-8110-4300-780	89997
W-733053	011750-01 SILICON VALLEY P	12/14/2021	165,494.75	PO220656-001	124,811.00	21-9711-0-9637-8520-6170-100	1
			165,494.75	PO220656-002	40,683.75	21-9711-0-9637-8520-6170-100	2
W-733054	008758-01 AMERICAN PORTABL	12/14/2021	111.91	PO220233-003	111.91	01-8150-0-0000-8110-5603-780	63947
W-733055	011122-02 CENTONI, DIANE	12/14/2021	61.09	PO220386-001	61.09	01-6387-0-1110-1000-4300-331	09142021
W-733056	011692-01 GLOBAL KINDNESS	12/14/2021	9,100.00	PO220598-001	9,100.00	01-2600-0-0000-2140-5800-000	1068

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W-733057	000312-01 HALF MOON BAY BU	12/14/2021	13.10	PO220147-005	13.10	01-8150-0-0000-8110-4300-780	259344
W-733058	000550-01 PACIFIC GAS AND	12/14/2021	23,577.25	PO220244-006	1,819.61	01-0000-0-0000-8205-5502-720	0130357105-0/ 11
			23,577.25	PO220244-006	4,540.28	01-0000-0-0000-8205-5502-101	0130357105-0/ 11
			23,577.25	PO220244-006	2,739.31	01-0000-0-0000-8205-5502-103	0130357105-0/ 11
			23,577.25	PO220244-006	4,315.33	01-0000-0-0000-8205-5502-105	0130357105-0/ 11
			23,577.25	PO220244-006	1,826.76	01-0000-0-0000-8205-5502-107	0130357105-0/ 11
			23,577.25	PO220244-006	5,224.57	01-0000-0-0000-8205-5502-211	0130357105-0/ 11
			23,577.25	PO220244-006	3,111.39	01-0000-0-0000-8205-5502-331	0130357105-0/ 11
W-733059	008443-01 RECOLOGY OF THE	12/14/2021	1,993.74	PO220203-004	1,993.74	01-0000-0-0000-8205-5504-101	6762
W-733060	000105-03 REPUBLIC SERVICE	12/14/2021	1,942.36	PO220204-003	575.50	01-0000-0-0000-8205-5504-720	0925-001623198
			1,942.36	PO220204-003	690.92	01-0000-0-0000-8205-5504-331	0925-001623198
			1,942.36	PO220204-003	77.33	01-0000-0-0000-8205-5504-105	0925-001623198
			1,942.36	PO220204-003	598.61	01-0000-0-0000-8205-5504-211	0925-001623198
W-733061	009508-01 RESOURCE SOLUTIO	12/14/2021	2,072.66	PO220089-013	2,072.66	01-8150-0-0000-8110-4300-780	22845
W-733062	010883-01 RICHTER, EDWIN A	12/14/2021	2,255.00	PO220530-001	2,255.00	01-6500-0-5760-1180-5100-730	10/1-11/10 TRANS
W-733063	011528-01 SAUTE, JOELLE	12/14/2021	246.03	PO220569-001	70.35	01-0331-0-1324-1000-4300-331	11102021-JS
			246.03	PO220511-001	175.68	01-3010-0-1324-3110-4300-331	102221-JS
W-733064	009346-01 U S BANK CORP PA	12/14/2021	88.40	PV220254-001	68.40	01-0000-0-0000-7150-5200-710	4246 0446 2279 1
			88.40	PV220254-001	20.00	01-0000-0-0000-7150-5800-710	4246 0446 2279 1
W-733065	011046-02 AVID CENTER	12/14/2021	17,058.00	PO220438-001	1,700.00	01-0331-0-1210-1000-5200-331	00070888
			17,058.00	PO220359-001	15,358.00	01-0111-0-0000-2490-5800-740-107	00073378
W-733066	000196-01 COUNTY SCHOOL SE	12/14/2021	5,910.00	PO220655-001	5,910.00	01-7422-0-0000-3140-5800-000	18119

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W-733067	001232-01 ESBRO CHEMICAL	12/14/2021	1,397.63	PO220216-001	1,397.63	01-8150-0-0000-8110-4300-780	88465
W-733068	006562-01 HALF MOON BAY AU	12/14/2021	1,850.61	PO220226-001	1,850.61	01-9723-0-0000-3600-5603-788	66389
W-733069	010692-01 MATH LEARNING CE	12/14/2021	20,960.42	PO220011-001	7,873.99	01-6300-0-1110-1000-4100-740	INV5543
			20,960.42	PO220012-001	13,086.43	01-6300-0-1110-1000-4100-740	INV5544
W-733070	011695-02 MCCARTHY, RYAN	12/14/2021	6,500.00	PV220255-001	6,500.00	01-7425-0-1110-1000-5800-000-ELO1	1068
W-733071	008000-02 MIRACLE PLAY SYS	12/14/2021	170.25	PO220383-001	170.25	01-8150-0-0000-8110-4300-780	F2021-0648
W-733072	000341-01 MTA PARTS INC.	12/14/2021	31.86	PO220098-007	31.86	01-9723-0-0000-3600-4300-788	223841
W-733073	011528-01 SAUTE, JOELLE	12/14/2021	78.71	PO220510-001	78.71	01-0331-0-1324-1000-4300-331	10222021-JS
W-733074	011746-01 TEACHWELL, LLC	12/14/2021	4,884.00	PO220454-003	4,884.00	01-6500-0-5001-2100-5800-730	OCT.-DEC. 2021
W-733075	006946-01 JUAREZ, ADRIANA	12/14/2021	23.80	PV220256-001	23.80	13-5310-0-0000-3700-5200-331	11302021
W-733076	004891-01 ORKIN EXTERMINAT	12/14/2021	108.71	PO220192-004	108.71	13-5310-0-0000-8205-5504-331	219862375
W-733077	011260-01 CARNEY, HANNAH	12/14/2021	1,905.60	PO220621-001	1,905.60	01-6387-0-1110-1000-5200-331	12012021
W-733078	000748-01 FEDEX	12/14/2021	36.26	PO220200-002	36.26	01-0000-0-0000-7300-5903-720	7-556-15809
W-733079	010723-01 PALO ALTO PREP	12/14/2021	9,280.00	PO220118-005	4,350.00	01-6500-0-5750-1180-5100-730	11082021ED-GF
			9,280.00	PO220116-003	4,930.00	01-6500-0-5750-1180-5100-730	110821ED-AA
W-733080	011789-01 RIVAS RICO, VALE	12/14/2021	35.00	PV220257-001	35.00	01-0000-0-0000-7400-5800-750	11022021
W-733081	007442-01 SAN JOAQUIN C.O.	12/14/2021	175.00	PO220031-003	175.00	01-6500-0-5001-2140-5800-730	ARD22-01696
W-733082	008938-02 AMAZON CAPITAL S	12/14/2021	81.91	PV220260-001	81.91	13-5310-0-0000-3700-4300-770	139W-DFDK-V7V4
W-733083	011296-01 BETTER 4 YOU MEA	12/14/2021	25,201.55	PO220187-019	10,554.77	13-5310-0-0000-3700-4710-105	1121-5151
			25,201.55	PO220187-020	4,296.08	13-5310-0-0000-3700-4710-101	1121-5149
			25,201.55	PO220187-021	1,642.45	13-5310-0-0000-3700-4710-107	1121-5152
			25,201.55	PO220187-022	5,745.42	13-5310-0-0000-3700-4710-211	1121-5148

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			25,201.55	PO220187-023	2,962.83	13-5310-0-0000-3700-4710-103	1121-5150
W-733084	009571-01 GOLD STAR FOODS	12/14/2021	3,452.20	PO220197-045	50.00	13-5310-0-0000-3700-4711-331	4469130
			3,452.20	PO220197-046	382.08	13-5310-0-0000-3700-4712-211	4350890
			3,452.20	PO220197-047	636.64	13-5310-0-0000-3700-4712-331	4350891
			3,452.20	PO220197-048	32.50	13-5310-0-0000-3700-4711-331	4399464
			3,452.20	PO220197-048	1,745.08	13-5310-0-0000-3700-4710-331	4399464
			3,452.20	PO220197-049	127.28	13-5310-0-0000-3700-4712-211	4403546
			3,452.20	PO220197-050	224.16	13-5310-0-0000-3700-4710-331	440769
			3,452.20	PO220197-051	79.00	13-5310-0-0000-3700-4710-211	4452207
			3,452.20	PO220197-052	79.00	13-5310-0-0000-3700-4710-331	4452825
			3,452.20	PO220197-053	81.16	13-5310-0-0000-3700-4710-331	4452882
			3,452.20	PO220197-054	15.30	13-5310-0-0000-3700-4790-331	4487309
W-733085	011033-01 OLIVER PACKAGING	12/14/2021	980.56	PO220189-002	980.56	13-5310-0-0000-3700-4790-331	138685
W-733086	005163-01 SYSCO FOOD SERVI	12/14/2021	5,155.57	PO220195-032	971.26	13-5310-0-0000-3700-4712-331	450632816
			5,155.57	PO220195-032	121.96	13-5310-0-0000-3700-4710-331	450632816
			5,155.57	PO220195-032	1,029.83	13-5310-0-0000-3700-4300-331	450632816
			5,155.57	PO220195-035	412.36	13-5310-0-0000-3700-4712-331	450644005
			5,155.57	PO220195-035	118.38	13-5310-0-0000-3700-4710-331	450644005
			5,155.57	PO220195-035	147.17	13-5310-0-0000-3700-4300-331	450644005
			5,155.57	PV220258-001	18.92	01-6010-0-1110-4000-4300-101	450644005
			5,155.57	PO220195-036	17.70	13-5310-0-0000-3700-4710-331	450644006
			5,155.57	PO220195-036	725.19	13-5310-0-0000-3700-4712-211	450644006

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			5,155.57	PO220195-034	1,184.43	13-5310-0-0000-3700-4712-211	450632818
			5,155.57	PO220195-033	69.28	13-5310-0-0000-3700-4712-331	450632817
			5,155.57	PO220195-033	383.13	13-5310-0-0000-3700-4710-331	450632817
			5,155.57	CM220008-001	(44.04)	13-5310-0-0000-3700-4712-331	15036724P
W-733087	008841-02 AGUNDES, RAYMOND	12/14/2021	30.80	TC220032-001	4.48	01-9538-0-6001-1000-5200-000	10/20-10/29 MILE
			30.80	TC220029-001	7.84	01-9538-0-6001-1000-5200-000	08/2021 MILEAGE
			30.80	TC220030-001	9.52	01-9538-0-6001-1000-5200-000	09/01-09/24 MILE
			30.80	TC220031-001	8.96	01-9538-0-6001-1000-5200-000	09/27-10/19 MILE
W-733088	007476-01 ESTHER B CLARK S	12/14/2021	38,402.82	PO220040-003	4,616.00	01-6500-0-5750-1180-5100-730	115605
			38,402.82	PO220040-003	1,710.04	01-6500-0-5750-1180-5861-730	115605
			38,402.82	PO220040-003	2,032.00	01-6500-0-5750-1180-5863-730	115605
			38,402.82	PO220038-003	5,193.00	01-6500-0-5750-1180-5100-730	115608
			38,402.82	PO220038-003	1,710.04	01-6500-0-5750-1180-5861-730	115608
			38,402.82	PO220038-003	2,286.00	01-6500-0-5750-1180-5863-730	115608
			38,402.82	PO220039-003	5,477.00	01-6500-0-5750-1180-5100-730	115607
			38,402.82	PO220039-003	615.00	01-6500-0-5750-1180-5864-730	115607
			38,402.82	PO220039-003	680.00	01-6500-0-5750-1180-5867-730	115607
			38,402.82	PO220039-003	1,868.38	01-6500-0-5750-1180-5861-730	115607
			38,402.82	PO220039-003	2,032.00	01-6500-0-5750-1180-5863-730	115607
			38,402.82	PO220037-003	5,600.00	01-6500-0-5750-1180-5100-730	115606
			38,402.82	PO220037-003	80.00	01-6500-0-5750-1180-5867-730	115606
			38,402.82	PO220037-003	1,963.36	01-6500-0-5750-1180-5861-730	115606

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41 Cabrillo Unified School District **Fiscal Year: 2022**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			38,402.82	PO220037-003	2,540.00	01-6500-0-5750-1180-5863-730	115606
W-733089	011286-02 FASTRAK INVOICE	12/14/2021	21.00	PV220259-001	21.00	01-6387-0-1110-1000-5200-331	I712166925526
W-733090	004484-01 SERVICE UNLIMITE	12/14/2021	27,581.50	PO220483-001	4,525.00	01-3213-0-0000-8110-5603-780	33137
			27,581.50	PO220407-001	10,708.00	01-3213-0-0000-8110-5603-211	33136
			27,581.50	PO220453-001	2,290.00	01-3213-0-0000-8110-5603-331	33135
			27,581.50	PO220366-001	1,858.50	01-3213-0-0000-8110-5603-101	33134
			27,581.50	PO220250-001	8,200.00	01-8150-0-0000-8110-5603-780	33133
W-733091	008523-01 THE SPEECH PATHO	12/14/2021	41,223.50	PO220339-006	41,006.00	01-6500-0-5760-1180-5867-730	INV019555
			41,223.50	PO220374-001	217.50	01-6500-0-5750-1180-5867-730	INV019416
W-734034	011379-01 DIGITAL RIVER IN	12/16/2021	719.00	PO220525-001	719.00	01-0000-0-0000-2421-4300-790	6616691508
W-734035	009346-02 U S BANK CORP PA	12/16/2021	3,780.01	PO220502-003	186.04	01-3213-0-1110-4000-4300-105-ESS6	111021 ORDER
			3,780.01	PO220502-004	65.61	01-3213-0-1110-4000-4300-105-ESS6	111021 ORDER2
			3,780.01	PO220414-001	242.00	12-6105-0-0001-1000-4300-100	957586
			3,780.01	PO220538-001	2,659.34	01-6387-0-1110-1000-4300-331	SOW00268428
			3,780.01	PO220502-001	408.68	01-3213-0-1110-4000-4300-105-ESS6	110421 ORDER
			3,780.01	PO220502-002	218.34	01-3213-0-1110-4000-4300-105-ESS6	110911840
W-734036	011668-01 BEST CONTRACTING	12/16/2021	41,623.97	PO220309-004	41,623.97	21-9711-0-9201-8520-6200-211	5
W-734037	011649-01 PAVEMENT ENGINEE	12/16/2021	11,590.00	PO220547-001	11,590.00	21-9711-0-9642-8520-5800-000	2111-075
W-734038	010763-01 QUATTROCCHI KWOK	12/16/2021	15,486.25	PO220424-001	8,612.50	21-9711-0-9640-8520-6210-101	22706
			15,486.25	PO220126-004	2,390.00	21-9711-0-9636-8520-6210-331	22705
			15,486.25	PO220127-003	4,483.75	21-9711-0-9637-8520-6210-100	22704
W-734039	009046-01 SIMMS PLUMBING &	12/16/2021	12,000.00	PO220659-001	12,000.00	21-9711-0-9637-8520-5603-100	59938V

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-734040	009346-01 U S BANK CORP PA	12/16/2021	1,039.24	PO220635-001	175.53	01-0107-0-1210-2700-4300-107	G-ESP-00011930
			1,039.24	PV220261-001	157.21	01-6388-0-1110-1000-4300-740-STEM	4246 0470 0103 6
			1,039.24	PV220261-001	255.00	01-0000-0-0000-7300-4300-720	4246 0470 0103 6
			1,039.24	PV220261-001	199.00	13-5310-0-0000-3700-5200-770	4246 0470 0103 6
			1,039.24	PV220261-001	132.50	13-5310-0-0000-3700-5200-770	4246 0470 0103 6
			1,039.24	PV220261-001	120.00	01-0000-0-0000-7300-5300-720	4246 0470 0103 6
W-734041	008938-02 AMAZON CAPITAL S	12/16/2021	15,349.33	PO220355-002	134.97	01-3213-0-1110-4000-4300-105-ESS6	133C-QW79-XKLC
			15,349.33	PO220550-001	1,224.80	01-0111-0-1110-1000-4300-740-203	1YPR-WT1X-X13J
			15,349.33	PO220480-002	72.72	01-0111-0-1110-1000-4300-211-406	133C-QW79-YGP3
			15,349.33	PO220585-001	151.48	01-0331-0-1210-1000-4300-331	17R4-FFJC-Y9F9
			15,349.33	PO220557-001	246.62	01-8150-0-0000-8110-4300-780	1QVN-YPGV-16C6
			15,349.33	PO220612-001	112.80	01-3010-0-1110-1000-4300-105	14X3-VXC6-YW6P
			15,349.33	PO220612-001	48.39	01-0105-0-1310-1000-4300-105	14X3-VXC6-YW6P
			15,349.33	PO220549-001	2,520.61	01-0000-0-0000-2100-4300-740	1QVN-YPGV-346F
			15,349.33	PO220524-001	76.54	01-0211-0-1210-1000-4300-211	1MFR-W3XT-1FL3
			15,349.33	PO220578-001	34.33	01-0000-0-0000-3900-4300-760	1YPR-WT1X-RLM6
			15,349.33	PO220610-001	13.10	01-3010-0-1110-2490-4300-101	19PP-6T33-CPRW
			15,349.33	PO220076-007	2,031.37	01-8150-0-0000-8110-4300-780	1X9C-VMVM-T96R
			15,349.33	PO220353-001	32.80	01-3010-0-1110-1000-4300-105	1HR1-RGTV-RFYV
			15,349.33	PO220533-001	753.59	01-9580-0-1110-1000-4300-331	11W3-DV4C-RPRM
			15,349.33	PO220534-001	668.02	01-0331-0-1210-1000-4300-331	17R4-FFJC-TGX7
			15,349.33	PO220462-001	61.03	01-0105-0-1310-1000-4300-105	1KD7-K17R-TP9X

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			15,349.33	PO220170-004	1,554.06	01-0000-0-1110-1000-4100-740	11W3-DV4C-T3KN
			15,349.33	PO220170-004	4,555.52	01-6388-0-1110-1000-4300-740-STEM	11W3-DV4C-T3KN
			15,349.33	PO220615-001	89.90	01-3060-0-7110-2490-4300-745	139W-DFDK-T9NL
			15,349.33	PO220135-005	966.68	01-0000-0-0000-2421-4300-790	139W-DFDK-TPGN
W-734042	000349-05 SCHOLASTIC	12/16/2021	6,905.37	PO220049-002	6,905.37	01-3010-0-1110-1000-4300-740	M7135916 0
W-734043	007627-01 AT&T MOBILITY	12/16/2021	1,061.07	PO220668-001	603.67	01-0000-0-0000-8205-5901-720	990490601X120420
			1,061.07	PO220669-001	457.40	01-3060-0-7110-2490-5901-745	287274785274X120
W-734044	009231-02 MIZKAN AMERICA I	12/16/2021	1,504.55	PO220091-002	1,504.55	01-0000-0-0000-8220-4300-785	SI-0619720
W-734045	000380-01 OFFICE DEPOT	12/16/2021	157.78	PO220586-001	82.64	11-6391-0-0000-2700-4300-561	210798305001
			157.78	PO220586-002	18.17	11-6391-0-0000-2700-4300-561	210830689001
			157.78	PO220586-003	65.70	11-6391-0-0000-2700-4300-561	210830693001
			157.78	CM220011-001	(8.73)	01-0000-0-0000-2100-4300-740	203921887001
W-734046	011528-01 SAUTE, JOELLE	12/16/2021	70.73	PO220661-001	70.73	01-0331-0-1324-1000-4300-331	120721
W-734047	011790-01 OUROBOROS FARMS	12/16/2021	6,869.39	PO220664-001	6,869.39	01-6387-0-3800-1000-4300-331	HMBHS
W-734048	007493-02 TROXELL COMMUNI	12/16/2021	2,892.99	PO220248-001	2,892.99	01-0000-0-0000-2421-4300-790	310899
W-734049	009346-01 U S BANK CORP PA	12/16/2021	3,983.87	PO220663-001	3,983.87	01-6387-0-3800-1000-4300-331	169305
W-734050	008058-05 AT&T	12/16/2021	2,817.81	PO220474-004	2,817.81	01-0000-0-0000-8205-5901-720	831-001-0743-974
W-734051	010957-01 BUNKIN, SARA	12/16/2021	360.00	PO220662-001	360.00	01-0331-0-1354-1000-4300-331	121021
W-734052	011370-02 JAMES CRAWFORD	12/16/2021	18,000.00	PO220137-005	7,916.66	21-9711-0-9006-8520-5800-000	226
			18,000.00	PO220137-005	1,083.34	01-0000-0-0000-7300-5800-720	226
			18,000.00	PO220137-006	7,916.66	21-9711-0-9006-8520-5800-000	227
			18,000.00	PO220137-006	1,083.34	01-0000-0-0000-7300-5800-720	227

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41 Cabrillo Unified School District **Fiscal Year: 2022**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-734053	000380-01 OFFICE DEPOT	12/16/2021	3,889.41	PO220326-002	8.59	01-0331-0-1210-1000-4300-331	191682445001
			3,889.41	PO220207-007	9.98	01-6388-0-1110-1000-4300-740-STEM	195464663001
			3,889.41	PO220473-002	282.83	01-0211-0-1310-1000-4300-211	200482043001
			3,889.41	PO220473-003	24.50	01-0211-0-1310-1000-4300-211	200482043002
			3,889.41	PO220445-001	19.34	01-0335-0-1310-1000-4300-335	200516286001
			3,889.41	PO220445-002	126.13	01-0335-0-1310-1000-4300-335	200519866001
			3,889.41	PO220325-004	2.79	01-0105-0-1310-1000-4300-105	201524103001
			3,889.41	PO220477-001	51.26	01-0107-0-1210-2700-4300-107	202479030001
			3,889.41	PO220477-002	202.13	01-0107-0-1210-2700-4300-107	202483696001
			3,889.41	PO220477-003	7.85	01-0107-0-1210-2700-4300-107	202483696002
			3,889.41	PO220477-004	5.46	01-0107-0-1210-2700-4300-107	202483697001
			3,889.41	PO220466-001	21.00	01-0101-0-1310-1000-4300-101	203140063001
			3,889.41	PO220466-002	537.23	01-0101-0-1310-1000-4300-101	203931197001
			3,889.41	PO220466-003	77.10	01-0101-0-1310-1000-4300-101	203961601001
			3,889.41	PO220466-004	15.63	01-0101-0-1310-1000-4300-101	203961604001
			3,889.41	PO220498-001	122.15	01-0000-0-0000-3900-4300-760	205129715001
			3,889.41	PO220498-002	33.35	01-0000-0-0000-3900-4300-760	205131352001
			3,889.41	PO220546-001	776.70	01-0331-0-1210-1000-4300-331	205589155001
			3,889.41	PO220546-002	49.18	01-0331-0-1210-1000-4300-331	205593499001
			3,889.41	PO220546-003	148.71	01-0331-0-1210-1000-4300-331	205593500001
			3,889.41	PO220546-004	553.96	01-0331-0-1210-1000-4300-331	206810237001
			3,889.41	PO220647-001	40.44	01-3410-0-5770-1190-4300-331	209852432001

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			3,889.41	PO220647-002	55.55	01-3410-0-5770-1190-4300-331	209855468001
			3,889.41	PO220571-001	90.55	01-0103-0-1210-2700-4300-103	209952455001
			3,889.41	PO220571-002	5.13	01-0103-0-1210-2700-4300-103	209966052001
			3,889.41	PV220264-001	3.31	01-0000-0-0000-2100-4300-740	203945166001
			3,889.41	PV220265-001	61.01	01-0000-0-0000-7300-4300-720	204729754001
			3,889.41	PV220266-001	33.58	01-0000-0-0000-7300-4300-720	206364447001
			3,889.41	PV220267-001	46.97	01-0000-0-0000-7300-4300-720	211501375001
			3,889.41	PV220268-001	88.99	01-0000-0-0000-7300-4300-720	213924748001
			3,889.41	PV220269-001	4.58	01-0000-0-0000-7300-4300-720	213963673001
			3,889.41	PO220600-001	65.07	01-0105-0-1310-1000-4300-105	211797844001
			3,889.41	PO220600-002	13.53	01-0105-0-1310-1000-4300-105	211798179001
			3,889.41	PO220620-001	209.35	01-0107-0-1210-2700-4300-107	214194738001
			3,889.41	PO220657-001	8.74	01-9500-0-1110-1000-4300-103	214600070001
			3,889.41	PO220657-001	30.70	01-0103-0-1210-2700-4300-103	214600070001
			3,889.41	PO220657-002	41.00	01-9500-0-1110-1000-4300-103	214610002001
			3,889.41	PV220262-001	4.04	01-0000-0-0000-7300-4300-720	201005234001
			3,889.41	PV220263-001	11.00	01-0105-0-1310-1000-4300-105	201567851001
W-734054	000749-01 SEGURA, ROSALVA	12/16/2021	86.69	PV220270-001	86.69	01-3213-0-1110-4000-4300-105-ESS6	120821
W-734055	008058-02 AT&T	12/16/2021	782.59	PV220271-001	37.29	01-0000-0-0000-2100-5901-740	NOV 2021
			782.59	PV220271-001	77.28	01-0000-0-0000-8205-5901-101	NOV 2021
			782.59	PV220271-001	35.66	01-0000-0-0000-8205-5901-103	NOV 2021
			782.59	PV220271-001	74.58	01-0000-0-0000-8205-5901-105	NOV 2021

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			782.59	PV220271-001	109.16	01-0000-0-0000-8205-5901-211	NOV 2021
			782.59	PV220271-001	70.83	01-0000-0-0000-8205-5901-331	NOV 2021
			782.59	PV220271-001	150.03	01-0000-0-0000-8205-5901-720	NOV 2021
			782.59	PV220271-001	227.76	25-9010-0-9765-8210-5901-000	NOV 2021
W-734056	005163-01 SYSCO FOOD SERVI	12/16/2021	281.91	PO220195-037	281.91	13-5310-0-0000-3700-4712-211	450658649
W-734057	005163-01 SYSCO FOOD SERVI	12/16/2021	722.30	PO220195-038	480.27	13-5310-0-0000-3700-4712-331	450658648
			722.30	PO220195-038	242.03	13-5310-0-0000-3700-4710-331	450658648
W-734058	011438-01 ACSIG	12/16/2021	1,844.25	PV220272-001	1,507.78	01-0000-0-0000-0000-9572-000	121421
			1,844.25	PV220272-001	336.47	01-0000-0-0000-0000-9553-000	121421
W-734059	011438-02 ACSIG	12/16/2021	24,582.35	PV220273-001	17,035.53	01-0000-0-0000-0000-9571-000	211214
			24,582.35	PV220273-001	7,546.82	01-0000-0-0000-0000-9553-000	211214
W-734060	000295-01 ALBERTSONS | SAF	12/16/2021	581.20	PO220255-004	444.82	01-6010-0-1110-4000-4300-101	145184 - 120721
			581.20	PO220501-002	136.38	01-3213-0-1110-4000-4300-105-ESS6	145184 - 120721
W-734061	009206-01 HASSETT HARDWARE	12/16/2021	2,742.90	PO220399-002	878.40	01-3550-0-3800-1000-4300-331	216554 - 112521
			2,742.90	PO220164-010	65.26	01-8150-0-0000-8110-4300-780	216576-112521
			2,742.90	PO220164-011	24.86	01-8150-0-0000-8110-4300-780	216537-112521
			2,742.90	PO220160-002	149.55	01-0000-0-0000-8220-4300-785	216595-112521
			2,742.90	PO220164-009	1,624.83	01-8150-0-0000-8110-4300-780	347212- NOV 21
W-734062	007415-01 PAOLI, DIANE M	12/16/2021	473.57	PV220274-001	284.50	13-5310-0-0000-3700-4710-331	12142021
			473.57	PV220274-001	117.39	13-5310-0-0000-3700-4712-331	12142021
			473.57	PV220274-001	9.48	13-5310-0-0000-3700-4300-331	12142021
			473.57	PV220274-001	26.70	01-8150-0-0000-8110-4300-780	12142021

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41 Cabrillo Unified School District **Fiscal Year: 2022**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			473.57	PV220274-001	35.50	01-3213-0-1110-4000-4300-105	12142021
W-734063	011135-01 AZTEC ELECTRIC	12/16/2021	15,980.00	PO220065-001	6,640.00	01-8150-0-0000-8110-5603-780	312
			15,980.00	PO220065-002	4,340.00	01-8150-0-0000-8110-5603-780	313
			15,980.00	PO220065-003	1,500.00	01-8150-0-0000-8110-5603-780	315
			15,980.00	PV220281-001	3,500.00	01-3213-0-0000-8110-5603-000	314
W-734064	009477-01 CAS INSPECTIONS	12/16/2021	6,250.00	PO220301-002	6,250.00	21-9711-0-9637-8520-5800-100	2537
W-734065	011588-01 TRAFERA LLC	12/16/2021	229,808.47	PV220282-001	2,064.83	21-9711-0-9744-8520-4400-790	189054
			229,808.47	PV220283-001	7,101.14	01-0000-0-0000-2421-4300-790	192007
			229,808.47	PV220284-001	80.00	01-0000-0-0000-2421-4300-790	213204
			229,808.47	PV220275-001	74,277.28	21-9711-0-9742-8520-4400-790	241529
			229,808.47	PV220276-001	924.22	21-9711-0-9742-8520-4400-790	221831
			229,808.47	PV220277-001	845.00	21-9711-0-9742-8520-4400-790	242344
			229,808.47	PV220278-001	16.00	21-9711-0-9742-8520-4400-790	242806
			229,808.47	PV220279-001	128,000.00	21-9711-0-9742-8520-4400-790	220829
			229,808.47	PV220280-001	16,500.00	21-9711-0-9742-8520-4400-790	221317

Warrant/EFT Count: 331 **Total Warrant/EFT Amount:** 2,546,304.59

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: January 20, 2022
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Bid Award of the HMBHS Agricultural Program Project

BACKGROUND INFORMATION

The Board authorized administration to go out to bid for the reconditioning and expansion of the HMBHS facilities that house the Agricultural program at HMBHS. Below are the bids received.

Responsive Bidders:

Silicon Valley Paving Inc. $649,000
Golden Bay Construction $663,412
Strawn Construction, Inc. $807,000

FISCAL ANALYSIS

There is no financial impact to the General Fund. Bond funds will cover this expenditure.

RECOMMENDATION

Staff recommends that Silicon Valley Paving Inc. be awarded the job/bid with the lowest bid of $649,000. Silicon Valley Paving Inc. 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.

DOCUMENT 00 41 13

BID FORM AND PROPOSAL

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

From: Silicon Valley Paving, Inc.
(Proper Name of Bidder)

The undersigned declares that Bidder has read and understands the Contract Documents, including, without limitation, the Notice to Bidders and the Instructions to Bidders, 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. 2021-2022.07, for the following project known as:

Half Moon Bay High School AG Project

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

Six hundred forty nine thousand+zero dollars $ 649,000.00
BASE BID

Descriptions of alternates are primarily scope definitions and do not necessarily detail the full range of materials and processes needed to complete the construction.

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

Additional Detail Regarding Calculation of Base Bid

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) is 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 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 General Conditions and 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 hereto:

   - Bid Bond on the District's form or other security
   - Designated Subcontractors List
   - Site Visit Certification
   - Non-Collusion Declaration

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

No. 1, Dated 12/10/2021	No. _____, Dated _____
No. 2, Dated 12/10/2021	No. _____, Dated _____
No. _____, Dated _____	No. _____, Dated _____

8. Bidder acknowledges that the license required for performance of the Work is a Class A 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 Relations.

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 15th day of December 2021

Name of Bidder: Silicon Valley Paving, Inc.

Type of Organization: Grading, [redacted] Concrete, Sealcoating, Striping

Signature: _____

Print Name: Todd Slyngstad

Title: President - owner

Address of Bidder: 1050 Commercial St, Suite 101, San Jose, CA 95112

Taxpayer Identification No. of Bidder: 770503684

Telephone Number: (408) 286-9101

Fax Number: (408) 286-2488

E-mail: todd@svpinc.com Web Page: www.svpinc.com

Contractor's License No(s): No.: 732973 Class: A Expiration Date: 3/31/2023

No.: _____ Class: _____ Expiration Date: _____

No.: _____ Class: _____ Expiration Date: _____

Public Works Contractor Registration No.: 1000005040

END OF DOCUMENT

DOCUMENT 00 43 36

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

PROJECT: Half Moon Bay High School AG Project

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: Playgrounds Unlimited

CA Cont. Lic. #: 756794 Location: Santa Clara

DIR Registration #: 1000008376

Portion of Work: Shade Structure

Subcontractor Name: Lone Star Landscape Inc.

CA Cont. Lic. #: 463280 Location: San Martin

DIR Registration #: 1000002345

Portion of Work: Landscaping

Subcontractor Name: Ciari Plumbing & Heating, Inc.

CA Cont. Lic. #: 828351 Location: San Jose

DIR Registration #: 1000003021

Portion of Work: Site Utilities

Subcontractor Name: General Lighting Services

CA Cont. Lic. #: C-10 466869 Location: Santa Clara

DIR Registration #: 1000002962

Portion of Work: Electrical

Subcontractor Name: AAA Fence Co

CA Cont. Lic. #: 522762 Location: Santa Clara

DIR Registration #: 1000002526

Portion of Work: Fencing

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: 12/15/2[redacted]

Proper Name of Bidder: Silicon [redacted] Paving, Inc.

Signature: [redacted]

Print Name: Todd Slyngstad

Title: President - Owner

END OF DOCUMENT

DOCUMENT 00 45 19

NON-COLLUSION DECLARATION
(Public Contract Code Section 7106)

The undersigned declares:

I am the President-Owner of Silicon Valley Paving, Inc. the party making the foregoing bid.
[Title] [Name of Firm]

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 11/29/2021, [Date]

at San Jose, [City] CA. [State]

Date: 11/29/2021

Proper Name of Bidder: Silicon Valley Paving, Inc.

Signature: [redacted]

Print Name: Todd Slyngstad

Title: President-Owner

END OF DOCUMENT

CALIFORNIA 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 Santa Clara }

On 11/29/2021 before me, Aurora Armenta, Notary Public,
Date *Here Insert Name and Title of the Officer*

personally appeared Todd Slyngstad,
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.

AURORA ARMENTA
Notary Public - California
Santa Clara County
Commission # 2323908
My Comm. Expires Mar 12, 2024

Place Notary Seal and/or Stamp Above

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 _____
Signature of Notary Public

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: _____

Document Date: _____ Number of Pages: _____

Signer(s) Other Than Named Above: _____

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____	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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DOCUMENT 00 43 13

BID BOND

(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, Silicon Valley Paving, Inc., as Principal ("Principal"),

and The Ohio Casualty Insurance 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 (10%) of The Total Amount Bid Dollars ($ 10% of Bid)

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: Half Moon Bay High School AG ("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 30th day of November, 2021.

Silicon Valley P[redacted]
Principal

By Todd Slyhgstad - President

The Ohio Casualty Insurance Company

[redacted]

By Jody A. Johnson, Attorney-in-Fact

George Petersen Insurance
Name of California Agent of Surety

2920 Bechelli Lane
Redding, CA 96002
Address of California Agent of Surety

(530) 244-9400
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 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 Santa Clara

On 12/3/2021 (Date) before me, Aurora Armenta, Notary Public (Here Insert Name and Title of the Officer),

personally appeared Todd Slyngstad (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.

AURORA ARMENTA
Notary Public - California
Santa Clara County
Commission # 2323908
My Comm. Expires Mar 12, 2024

Place Notary Seal and/or Stamp Above

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 _____
Signature of Notary Public

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: _____

Document Date: _____ Number of Pages: _____

Signer(s) Other Than Named Above: _____

Capacity(ies) Claimed by Signer(s)

Signer's Name: _____	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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This Power of Attorney limits the acts of those named herein, and they have no authority to bind the Company except in the manner and to the extent herein stated.

Liberty Mutual Insurance Company
The Ohio Casualty Insurance Company
West American Insurance Company

Certificate No: **8205478-980252**

POWER OF ATTORNEY

KNOWN ALL PERSONS BY THESE PRESENTS: That The Ohio Casualty Insurance Company is a corporation duly organized under the laws of the State of New Hampshire, that Liberty Mutual Insurance Company is a corporation duly organized under the laws of the State of Massachusetts, and West American Insurance Company is a corporation duly organized under the laws of the State of Indiana (herein collectively called the "Companies"), pursuant to and by authority herein set forth, does hereby name, constitute and appoint, Bruce G. Okrepkie, Cheryl Griggs, Danika Mott, Fred Vitas, Jamie Boone, Jeff Okrepkie, Jody A. Johnson, Joseph Gibson, Robb Daer

all of the city of SANTA ROSA state of CA each individually if there be more than one named, its true and lawful attorney-in-fact to make, execute, seal, acknowledge and deliver, for and on its behalf as surety and as its act and deed, any and all undertakings, bonds, recognizances and other surety obligations, in pursuance of these presents and shall be as binding upon the Companies as if they have been duly signed by the president and attested by the secretary of the Companies in their own proper persons.

IN WITNESS WHEREOF, this Power of Attorney has been subscribed by an authorized officer or official of the Companies and the corporate seals of the Companies have been affixed thereto this 26th day of April, 2021.

Liberty Mutual Insurance Company
The Ohio Casualty Insurance Company
West American Insurance Company

By: [redacted]
David M. Carey, Assistant Secretary

State of PENNSYLVANIA
County of MONTGOMERY ss

On this 26th day of April, 2021 before me personally appeared David M. Carey, who acknowledged himself to be the Assistant Secretary of Liberty Mutual Insurance Company, The Ohio Casualty Company, and West American Insurance Company, and that he, as such, being authorized so to do, execute the foregoing instrument for the purposes therein contained by signing on behalf of the corporations by himself as a duly authorized officer.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my notarial seal at King of Prussia, Pennsylvania, on the day and year first above written.

Commonwealth of Pennsylvania - Notary Seal
Teresa Pastella, Notary Public
Montgomery County
My commission expires March 28, 2025
Commission number 1126044
Member, Pennsylvania Association of Notaries

By: [redacted]
Teresa Pastella, Notary Public

This Power of Attorney is made and executed pursuant to and by authority of the following By-laws and Authorizations of The Ohio Casualty Insurance Company, Liberty Mutual Insurance Company, and West American Insurance Company which resolutions are now in full force and effect reading as follows:

ARTICLE IV – OFFICERS: Section 12. Power of Attorney.
Any officer or other official of the Corporation authorized for that purpose in writing by the Chairman or the President, and subject to such limitation as the Chairman or the President may prescribe, shall appoint such attorneys-in-fact, as may be necessary to act in behalf of the Corporation to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations. Such attorneys-in-fact, subject to the limitations set forth in their respective powers of attorney, shall have full power to bind the Corporation by their signature and execution of any such instruments and to attach thereto the seal of the Corporation. When so executed, such instruments shall be as binding as if signed by the President and attested to by the Secretary. Any power or authority granted to any representative or attorney-in-fact under the provisions of this article may be revoked at any time by the Board, the Chairman, the President or by the officer or officers granting such power or authority.

ARTICLE XIII – Execution of Contracts: Section 5. Surety Bonds and Undertakings.
Any officer of the Company authorized for that purpose in writing by the chairman or the president, and subject to such limitations as the chairman or the president may prescribe, shall appoint such attorneys-in-fact, as may be necessary to act in behalf of the Company to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations. Such attorneys-in-fact subject to the limitations set forth in their respective powers of attorney, shall have full power to bind the Company by their signature and execution of any such instruments and to attach thereto the seal of the Company. When so executed such instruments shall be as binding as if signed by the president and attested by the secretary.

Certificate of Designation – The President of the Company, acting pursuant to the Bylaws of the Company, authorizes David M. Carey, Assistant Secretary to appoint such attorneys-in-fact as may be necessary to act on behalf of the Company to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations.

Authorization – By unanimous consent of the Company's Board of Directors, the Company consents that facsimile or mechanically reproduced signature of any assistant secretary of the Company, wherever appearing upon a certified copy of any power of attorney issued by the Company in connection with surety bonds, shall be valid and binding upon the Company with the same force and effect as though manually affixed.

I, Renee C. Llewellyn, the undersigned, Assistant Secretary, The Ohio Casualty Insurance Company, Liberty Mutual Insurance Company, and West American Insurance Company do hereby certify that the original power of attorney of which the foregoing is a full, true and correct copy of the Power of Attorney executed by said Companies, is in full force and effect and has not been revoked.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the seals of said Companies this 30th day of November, 2021.

By: [redacted]
Renee C. Llewellyn, Assistant Secretary

LMS-12873 LMIC OCIC WAIC Multi Co 02/21

Not valid for mortgage, note, loan, letter of credit, currency rate, interest rate or residual value guarantees.

For bond and/or Power of Attorney (POA) verification inquiries, please call 610-832-8240 or email HOSUR@libertymutual.com.

No. 5133-4

STATE OF CALIFORNIA

DEPARTMENT OF INSURANCE

SAN FRANCISCO

Amended

Certificate of Authority

THIS IS TO CERTIFY, *That, pursuant to the Insurance Code of the State of California,*

The Ohio Casualty Insurance Company

of New Hampshire, organized under the laws of New Hampshire, subject to its Articles of Incorporation or other fundamental organizational documents, is hereby authorized to transact within this State, subject to all provisions of this Certificate, the following classes of insurance:

Fire, Marine, Surety, Plate Glass, Liability, Workers' Compensation, Common Carrier Liability, Boiler and Machinery, Burglary, Credit, Sprinkler, Automobile and Miscellaneous

as such classes are now or may hereafter be defined in the Insurance Laws of the State of California.

THIS CERTIFICATE *is expressly conditioned upon the holder hereof now and hereafter being in full compliance with all, and not in violation of any, of the applicable laws and lawful requirements made under authority of the laws of the State of California as long as such laws or requirements are in effect and applicable, and as such laws and requirements now are, or may hereafter be changed or amended.*

IN WITNESS WHEREOF, *effective as of the 19th day of March, 2013, I have hereunto set my hand and caused my official seal to be affixed this 19th day of March, 2013.*

Dave Jones
Insurance Commissioner

[redacted]

By Valerie J. Sarfaty
for Nettie Hoge
Chief Deputy

NOTICE:
Qualification with the Secretary of State must be accomplished as required by the California Corporations Code promptly after issuance of this Certificate of Authority. Failure to do so will be a violation of Insurance Code section 701 and will be grounds for revoking this Certificate of Authority pursuant to the covenants made in the application therefor and the conditions contained herein.

CALIFORNIA ALL-PURPOSE 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.

State of California

County of Shasta

On **November 30, 2021** before me, **Kara Alon Yowell, Notary Public**, personally appeared **Jody A. Johnson**, 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 _____

KARA ALON YOWELL
Notary Public - California
Shasta County
Commission # 2264023
My Comm. Expires Nov 21, 2022

(Notary Seal)

OPTIONAL

Description of Attached Document

Title or Type of Document: **Bid Bond**

Document Date: **November 30, 2021**

Number of Pages: **4**

Capacity(ies) Claimed by Signer(s)

Signer's Name: **Jody A. Johnson**

- ☐ Corporate Office – Title(s)_____
- ☒ Attorney in Fact
- ☐ Individual
- ☐ Partner – Limited / General
- ☐ Trustee
- ☐ Guardian or Conservator
- ☐ Other:_____

Signer's Name:_____

- ☐ Corporate Office – Title(s)_____
- ☐ Attorney in Fact
- ☐ Individual
- ☐ Partner – Limited / General
- ☐ Trustee
- ☐ Guardian or Conservator
- ☐ Other: _____

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: January 20, 2022
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 second quarter of the 2021-22 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 second quarter Williams Uniform Complaints report.

SAN MATEO COUNTY OFFICE OF EDUCATION

Excellence and Equity in Education

Quarterly Report – *Williams* Uniform Complaints
[Education Code § 35186]

District: Cabrillo Unified School District

Name & Title of Preparer: Rosibel Acosta, Administrative Assistant to the Superintendent

Quarter Reported: (check one)

- ☐ 1st Quarter: July 2021 through September 2021 – Due October 2021
- ☑ 2nd Quarter: October 2021 through December 2021 – Due January 2022
- ☐ 3rd Quarter: January 2022 through March 2022 – Due April 2022
- ☐ 4th Quarter: April 2022 through June 2022 – Due July 2022

Date for information to be reported publicly at governing board meeting: 01/20/2022

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 will be submitted along with this report.**

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

Name & Signature of Superintendent

Date: 01/21/2022

Sign and date the report ***after*** it is presented at your board meeting. Please submit the executed report to Systems for District Improvement via email at sdi@smcoe.org.

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: January 20, 2022
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 December 12, 2021 Special Governing Board Meeting and the December 14, 2021 Regular 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.

Special Governing Board Meeting – Closed Session

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Monday, December 13, 2021 • 7:00 PM

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

Board Members Present:	Lizet Cortes, President Mary Beth Alexander, Vice President Freya McCamant, Clerk to the Governing Board Sophia Layne, Member Kimberly Hines, Member
Administrators Present:	Dr. Sean McPhetridge, Ed.D., Superintendent

1. CALL TO ORDER – 7:01 PM

a. Public Session

1. Roll Call / Quorum

Lizet Cortes, President
Mary Beth Alexander, Vice President
Freya McCamant, Clerk to the Governing Board
Sophia Layne, Member
Kimberly Hines, Member

2. Public Comments on Closed Session Topics

c. Adjourn to Closed Session – 7:02 PM

d. Reconvene to Open Session – 8:56 PM

1. Closed Session Report: If Applicable

Superintendent McPhetridge reported no action was taken in Closed Session.

5. ADJOURNMENT OF THE MEETING

Motion to adjourn was made by Member Freya McCamant and seconded by Member Kimberly Hines.

ROLLCALL
Ms. Lizet Cortes, President – not present for adjourment
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-138) Passed 4-0

The meeting was adjourned at 8:57 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:

_____ _____

Sophia Layne Date
Clerk to the Governing Board

Governing Board Meeting Agenda

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Public Session: Tuesday, December 14, 2021 • 6:00 PM

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

Board Members Present:	Lizet Cortes, President Mary Beth Alexander, Vice President Freya McCamant, Clerk to the Governing Board Sophia Layne, Member Kimberly Hines, Member
Administrators Present:	Sean McPhetridge, Ed.D., Superintendent Leticia Bhatia, Ed.D., Assistant Superintendent Jesús Contreras, Chief Business Officer
Student Representative Present:	Giacomo Carter, Student Board Member Substitute

1. CALL TO ORDER

a. Public Session – 6:02 PM – Welcome

1. Roll Call / Quorum

Lizet Cortes, President
Mary Beth Alexander, Vice President
Freya McCamant, Clerk to the Governing Board
Sophia Layne, Member
Kimberly Hines, Member

2. Pledge of Allegiance

Half Moon Bay Student and ASB President Giacomo Carter led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Vice President Mary Beth Alexander requested to amend the agenda by removing item 5.b Approval of the Measure M Facility Bond and Parcel Tax Citizens' Oversight Committee 2020-2021 Annual Report to a later date.

Motion to approve the agenda, as amended, was made by Member Freya McCamant and seconded by Member Kimberly Hines.

ROLLCALL
Lizet Cortes, President – aye
Mary Beth Alexander, Vice President – aye
Freya McCamant, Clerk to the Governing Board – aye
Sophia Layne, Member – aye
Kimberly Hines, Member – aye

(M-139) Passed 5-0

3. COMMUNICATIONS

a. Public Comments

Written Comments. The Board received one (1) comment via email and 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 and email, please follow the link provided below:

https://docs.google.com/spreadsheets/d/1vD4AICwqBT-8DspugIi8GY_tQJakoQ5kkeYmkZ1vdBU/edit?usp=sharing

The following comments were provided live using the Zoom Raised Hand feature. Speakers' names are entered as appeared on the Zoom participant panel.

Avis Calhoun, El Granada Elementary teacher, spoke in support of a salary increase for CUSD teachers. Calhoun enumerated the reasons for a fair raise, including pandemic-related challenges and needs teachers now face. Calhoun said teachers care so much and continue to do their very best.

Monica Rosoff spoke to the Board about the compliance and approval process for contracts and expenses. Rosoff noted that tonight's agenda does not include the previous month's warrants. Rosoff asked the Board to continue with best practices and prioritize compliance and transparency.

Angela Bolton asked the Board not to comply with the COVID-19 vaccine mandate if Governing Newson mandates the vaccine as a requirement for in-person instruction. Bolton provided the Board with some points for this reasoning, including data from CDC and the state on children's risk of death.

b. Employee Organizations Report

1. CUTA Representatives

CUTA Co-President Claudia Lunstroth said teachers are fighting for respect and competitive compensation. Co-President Lunstroth asked the Board and District administrators to leave a legacy of student success and community goodwill instead of a reserve.

2. CSEA Representatives

CSEA President Stig Lynne reported that MOT staff has been working hard to keep facilities dry and IT staff have been busy working on the Comcast internet outage that affected the whole Bay Area. President Lynne said staff is looking forward to relaxing and enjoying the family during the holidays. President Lynne said CSEA would talk to district administrators about a salary increase and 6.8% inflation due to COVID.

c. Board Members Report

Member Sophia Layne reported she had the opportunity to volunteer at the Farallone View Holiday Bazaar and was invited to join HMBHS math teacher Ms. Baker's Algebra 2 class for the annual Baker's Baker Cookie exchange. Member Layne also reported she had the opportunity to participate at the in-person CSBA Delegate Assembly in San Diego representing San Mateo and San Francisco Counties and the virtual CSBA Education Conference. From this last conference, Member Layne said one topic that caught her interest was how the School Board can help create the conditions for student achievement and that this is something to which they all are committed. Lastly, Member Layne said she led the Coastside Workforce Recovery Development Roundtable whose goal is to share information and work across all organizations to support community members to access high-interest and high-wage jobs on the Coastside.

Member Kimberly Hines reported she also had the opportunity to run a three-day Bazaar in conjunction with Night of Lights and said that it was really a gift to be out in this wonderful community. Member Hines reported she attended the VAPA Committee meeting and said she appreciates all Dr. Bhatia is doing and

the community input on what is needed in terms of equity. Member Hines encouraged HMBHS Principals John Nazar and Cunha Principal James Barnes to continue working with the District administrators to have a consistent program. To end the comment, Member Hines asked teachers to feel free to reach out to her if they want to meet over the holidays. She said that everybody values teachers' work and that she is looking forward to negotiations coming out positively.

Member Freya McCamant said it has been challenging for the whole community with COVID and its variants and said she is thankful to teachers and staff for working hard and to students who are showing up and doing what they need to do to make it work. Lastly, Member McCamant said she appreciated going to the CTE Agricultural Advisory Meeting and hearing about the programs and how the community is educating the youth in many ways.

Member Mary Beth Alexander commented on her appreciation to staff and students and said that the Board acknowledges their hard work. Member Alexander said that regarding County Superintendent Nancy Magee's call, the county is working on many other things besides COVID. Some of the big things are threat assessments and mental health support. Member Alexander said they are looking forward to partnering with them to work on these initiatives. To finish her report, Member Alexander also shared that County Superintendent Nancy Magee mentioned during the call that the county is trying to mitigate the fallout that happens when a district switches from locally-funded versus state-funded.

d. Student Board Member Report

Half Moon Bay Student and ASB President Giacomo Carter provided the Board and public an update on El Granada Elementary, Farallone View Elementary, Hatch Elementary, Kings Mountain Elementary, Cunha Intermediate Half Moon Bay High School, Pilarcitos High School, La Costa Adult School, and Los Listos Preschool events and activities.

c. Superintendent Report

Superintendent Dr. Sean McPhetridge addressed the two written comments point and counterpoint about vaccine mandates. Superintendent McPhetridge also said he appreciates Avis Calhoun's comments on teaching students to debate. Superintendent McPhetridge expressed that in this type of meeting, other than a debate, a person gives a side of the story and another person gives their side, but when the time comes, the district will provide clear information about those issues. Superintendent McPhetridge also clarified that the district does not have a vaccine mandate, and that instead the Board wrote a letter along with other districts in the county supporting and encouraging the governor and legislature to decide if there should be a vaccine mandate knowing there are health risks. Superintendent McPhetridge reiterated that the district would continue to encourage people to explore and look for vaccinations, but the district understands this is a personal decision. That said, CUSD will encourage masking, testing, and vaccination going forward, and CUSD will provide information to families in that regard as a matter of public service.

About COVID-19 pool testing, Superintendent McPhetridge, shared he has received calls and emails from parents frustrated about pooled testing not being as effective when some families are not participating. Superintendent McPhetridge said that the district provides pooled testing to keep the public safe as a public agency. Superintendent McPhetridge said the district could not mandate families to opt-in for testing, but he shared that he hopes that more families will sign up for pooled testing to keep other families and the Coastside community safe.

Regarding negotiations, Superintendent McPhetridge shared that the district has made offers, and CUTA has made counter-proposals. However, he shared that they have not come to an agreement yet, but they are getting closer with every negotiation session. Superintendent McPhetridge said he hopes people wait for the process. Superintendent McPhetridge lastly noted that administrators and the Board would not authorize a raise that the district cannot afford and that there has to be something for all, students, families, and employees.

4. CONSENT AGENDA

a. Approval of Advanced Placement Computer Science A Course
b. Approval of Renaming Math Courses: Finite Math/Statistics and Strategic Algebra Support (SAS)
c. Approval of Certificated Personnel Report

d. Approval of Classified Personnel Report
e. Approval of CUSD/CSEA Memorandum of Understanding Recognizing
f. Approval of CUSD/CSEA Memorandum of Understanding for the Voluntary Usage of CUSD Employees for Transportation Support
g. Approval of Donations to Cabrillo Unified School District
h. Approval of Educator Effectiveness Block Grant Plan
i. Approval of Letter of Intent to Proceed with Electric Vehicle (EV) Charging Stations Project Development
j. Ratification of HMBHS Tree Mitigation and Cunha MS Landscape Change Order
k. Adoption of Resolution No. 21-21 to Make Findings Allowing Continued Remote Meetings Under AB361
l. Approval of Regular and Special Governing Board Meetings Minutes
m. Approval of Governing Board Policy Updates as Recommended by the California School Boards Association and by CUSD Federal Program Monitor Consultant

Motion to approve consent items was made by Member Kimberly Hines and seconded by Member Sophia Layne.

ROLLCALL
Lizet Cortes, President – aye
Mary Beth Alexander, Vice President – aye
Freya McCamant, Clerk to the Governing Board – aye
Sophia Layne, Member – aye
Kimberly Hines, Member – aye

(M-140) Passed 5-0

5. GENERAL BUSINESS

a. El Granada Elementary School Site Presentation

El Granada Elementary School Principal Claire Beltrami provided a school overview of site-based programs, enrollment data, and services unique to the school.

c. Current and Potential Alternative Trustee Areas Presentation

Demographer Tom Williams presented CUSD trustee area findings and alternatives.

d. Secondary Trimester 1 Grade Data Presentation

Cunha Intermediate Principal James Barnes and Half Moon Bay High School Assistant Principal Andrew Boysen presented secondary school letter grade data.

The following comment was provided live using the Zoom Raised Hand feature. Speakers' names are entered as appeared on the Zoom participant panel.

Kelly Bikle, Half Moon Bay High parent, thanked the district for getting students back to school. Bikle also provided her perspectives regarding grading, including flexibility with learning, timelines, and schoolwork, opportunities to review graded tests in class with discussion, opportunity to retest or redo assignments for full credit, and opportunities to work in partners or groups.

e. Electrical Vehicle (EV) Bus Proposal Presentation

HEAL Project Sustainability Intern Matthew Spigelman presented an overview on the replacement of the district's bus diesel fleet and EV fleet funding opportunities.

The following comment was provided live using the Zoom Raised Hand feature. Speakers' names are entered as appeared on the Zoom participant panel.

Stig Lynne, CSEA president, said that this topic is important to him and thanked the district for its work.

Christy Walker said she noticed on the presentation that only a couple of buses have wheelchair access and asked to please have this access at all units. Walker asked to please make sure that the new vehicles are as inclusive as possible.

At 9:29 PM, Member Mary Beth Alexander requested a motion to continue past the 10:00 PM curfew. Member Sophia Layne seconded the motion.

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-141) Passed 5-0

f. Approval of First Interim Financial Report: Fiscal Year 2021-2022

Motion to approve the First Interim Financial Report: Fiscal Year 2021-2022 was made by Member Kimberly Hines 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-142) Passed 5-0

g. Nominations of CSBA's Delegate Assembly for the 2022-24 Term

Motion to approve Member Sophia Layne's nomination of CSBA's Delegate Assembly for the 2022-24 term was made by Member Freya McCamant 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-143) Passed 5-0

6. GOVERNING BOARD ORGANIZATION

a. Election of Governing Board Officers to Serve from December 2021 through December 2022

Motion to elect Member Mary Beth Alexander as President was made by Member Sophia Layne and seconded by Member Freya McCamant.

ROLL CALL
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-144) Passed 5-0

Motion to elect Member Freya McCamant as Vice President was made by Member Kimberly Hines and seconded by Member Freya McCamant.

ROLL CALL
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-144) Passed 5-0

Motion to elect Member Sophia Layne as Clerk to the Governing Board was made by Member Mary Beth Alexander and seconded by Member Kimberly Hines.

ROLL CALL
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-145) Passed 5-0

Motion to elect Superintendent Dr. Sean McPhetridge as Secretary to the Governing Board was made by Member Sophia Layne and seconded by Member Mary Beth Alexander.

ROLL CALL
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-146) Passed 5-0

Motion to authorize the President, Vice President, Clerk to the Governing Board, and/or Secretary as signatories for the Governing Board was made by Member Kimberly Hines and seconded by Member Freya McCamant.

ROLL CALL
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-147) Passed 5-0

b. Approval of the Schedule of Regular Governing Board Meetings for the Year 2022

Motion to approve the Schedule of Regular Governing Board Meetings was made by Member Freya McCamant and seconded by Member Kimberly Hines.

Stig Lynne, CSEA president, congratulated President Mary Beth Alexander for her election and thanked outgoing President Lizet Cortes for her work as Board President. Lynne said he recognizes that programming a calendar of meetings that fits everybody's schedule is a challenge.

ROLL CALL
Ms. Mary Beth Alexander, President – aye

Ms. Freya McCamant, Vice President – aye
Ms. Sophia Layne, Clerk to the Governing Board – aye
Ms. Kimberly Hines, Member – aye
Ms. Lizet Cortes Member – aye

(M-148) Passed 5-0

c. Designation of Governing Board Representatives to District-Created Committees and Other Committees/Commissions for the Year 2022

Motion to approve the Governing Board Representatives for the Year 2022 was made by Member Kimberly Hines and seconded by Member Sophia Layne.

ROLL CALL
Ms. Mary Beth Alexander, President – aye
Ms. Freya McCamant, Vice President – aye
Ms. Sophia Layne, Clerk to the Governing Board – aye
Ms. Kimberly Hines, Member – aye
Ms. Lizet Cortes Member – aye

(M-149) Passed 5-0

d. Review of Annual Remuneration, Reimbursement, and Other Benefits of Board Members

Motion to approve a five percent (5%) increase to the amount of Board Member remuneration was made by Kimberly Hines and seconded by Sophia Layne.

ROLL CALL
Ms. Mary Beth Alexander, President – aye
Ms. Freya McCamant, Vice President – aye
Ms. Sophia Layne, Clerk to the Governing Board – aye
Ms. Kimberly Hines, Member – aye
Ms. Lizet Cortes Member – aye

(M-150) Passed 5-0

8. ADJOURNMENT OF THE MEETING

Motion to adjourn was made by Member Kimberly Hines and seconded by Member Freya McCamant.

ROLL CALL
Ms. Mary Beth Alexander, President – aye
Ms. Freya McCamant, Vice President – aye
Ms. Sophia Layne, Clerk to the Governing Board – aye
Ms. Kimberly Hines, Member – aye
Ms. Lizet Cortes Member – aye

(M-150) Passed 5-0

The meeting was adjourned at 11:01 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:

_____ _____

Sophia Layne
Clerk to the Governing Board
Cabrillo Unified School District

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: January 20, 2022
TO: Members of the Governing Board
FROM: Jason Owens, Coordinator of Student Services and Special Projects
Lizeth Bendana, Teacher, Pilarcitos High School
CATEGORY: Presentation
ITEM TITLE: Pilarcitos High School Update Presentation

BACKGROUND INFORMATION

Jason Owens and Lizeth Bendana will present an update on the 2021-22 program.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

This item is presented for information only.


CUSD Alternative Education
Pilarcitos High School
Independent Studies K-12

Pilarcitos High School

maximum enrollment 42

Grades 10-12



Past

Present

Future

Early Years

- Established in 1975
- Located in many places
- The Bob King years: Once a Coyote Always a Coyote
- Many changes in staff

Post BK

- New Programs
- New Building
- COVID-19



The Program

- Credit Recovery
- Concurrent Enrollment
- Work Experience
- Farm Program
- Native Plant Restoration
- Restorative Justice/Practices
- El Centro Partnership
- Mental Health/SEL Focus
- La Costa Partnership
- HiSET
- COVID Impact on the Program



Hopes and Dreams



- CTE pathways
- 501.3C Coyote Foundation
- Comprehensive SLS
- Mental Health specialist and/or HS Counselor
- Coyote House

Independent Studies

maximum enrollment **35**

current enrollment K-12 **131**



Past

Present

Future



Early Years

- Bob King led the program for K-12
- K-5 students were considered Home Study
- 6-8 mainly discipline
- 9-12 students who had special circumstances

Post Bob King

- SPT Process
- CIF Eligibility
- Increase of Mental Health issues
- School refusal
- COVID-19

Present



- Edgenuity
- Concurrent Enrollment
- AB130 impact on staff and students
- Course Based IS (2014)

Hopes and Dreams

- Group offerings
- Expand the program
- Board Policy about CBIS HS/MS/ES
- SEL Program
- WASC



The Team



CABRILLO UNIFIED SCHOOL DISTRICT

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GOVERNING BOARD
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Sophia Layne
Freya McCamant

MEMORANDUM

MEETING DATE: January 20, 2022
TO: Members of the Governing Board
FROM: Jason Owens, Coordinator of Student Services and Special Projects
Matt Linton, Director, La Costa Adult School
CATEGORY: Presentation
ITEM TITLE: La Costa Adult School Update Presentation

BACKGROUND INFORMATION

Matt Linton, Director for La Costa Adult School, will present an update on the 2021-22 program.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

This item is presented for information only.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

La Costa Adult School

The past, present, and future of adult school programming on the Coastside.

Governing Board Presentation

January 20, 2022

The early days...

Locations:

- Cunha Middle School
- Mixed ESL classes
- Not funded by state or federal funds at the time

Pre-Covid days...

Locations:

- Shared campus with Pilarcitos High School
- State (CAEP) and Federally funded (WIOA II)
- Programming includes ESL, HSE, CTE, and Spanish
- Four evenings of classes (M - Th) on our main campus
- Two mornings of classes (T, Th) at Our Lady of the Pillar Church & also HMB Library
- Two afternoons of classes (T, Th) at Senior Coastsiders
- Provided various resources for student support, which included college and job fairs, financial awareness workshops, and other personal development activities.

Current schedule

Fall Semester:

- In-person classes (Wed. pm only) - ESL, HSE, CTE
- Remote classes (M - Th) - ESL, HSE, Spanish
- Classes are held at the main La Costa campus
- Pilot Citizenship class launched in collaboration with Coastside Hope

Spring Semester:

- In-person classes (M, W) in the evening - ESL, HSE, CTE, Spanish
- In-person classes (Tue.) during the day at HMB Library
- Remote classes (M - Th) - ESL, HSE, CTE
- Pilot Nursing class launched in collaboration with Sonrisas Dental
- Classes are held at several locations: main campus, HMB Library, Portable #1 at Cunha Elementary
- We currently have a Waitlist of over 25 students for the Spring!

Looking ahead to brighter days...

At La Costa Adult School, the following projects are in the works for 2022:

- Increasing viable Workforce Partnership Pathways so that Coastside residents have more options for economic upward mobility.
- Further collaboration with local agencies such as Coastside Hope, Sonrisas Dental, ALAS, and our local community colleges.
- Return to a full 4-day a week program for in-person classes both during the daytime and evening (pre-Covid schedule).
- Maintain a rigorous Remote/ Distance Learning program.
- Identify and adopt a new ESL curriculum for the 2022-23 school year.
- Coordinate more strategic alliances between CUSD, La Costa, and other Coastside agencies.

Questions?



LA COSTA ADULT SCHOOL

Lighting the Way to Your Dreams | Encaminándote a tus sueños

Feel free to ask questions or express any concerns so that we can use input for growth and program development…

Thank you!

CABRILLO UNIFIED SCHOOL DISTRICT

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Freya McCamant

MEMORANDUM

MEETING DATE: January 20, 2022
TO: Members of the Governing Board
FROM: Jason Owens, Coordinator of Student Services and Special Projects
Carlene Foldenauer, Safe Routes to School Program Coordinator
CATEGORY: Presentation
ITEM TITLE: Update on Safe Routes to School Program and Special Project

BACKGROUND INFORMATION

Safe Routes to School Program Coordinator Carlene Foldenauer will present an update on the 2021-22 program. City of Half Moon Bay Engineer, Maz Bozorginia, will also do a presentation on a Safety Improvement Project at Kelly Avenue and Pilarcitos Avenue.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

This item is presented for information only.

Cabrillo Unified School District
Safe Routes to School Program
10 Years Walking & Rolling







San Mateo County
SAFE ROUTES TO SCHOOL
Healthy Kids • Green Communities • Safe Journeys

CUSD Safe Routes to School Program (SRTS)

Enable more students to walk and bicycle to school more safely, by advocating for safer routes to school and offering student safety education programs and encouragement events with the goal of improving student health and well-being while reducing traffic congestion and pollutants in school communities.



Benefits of Walking & Rolling to School

- Improves Physical & Emotional Well-being
- Opportunity to Socialize & Build Sense of Community
- Encourages Independence
- Places Emphasis on Pedestrian/Bicyclist Safety
- Decreases Traffic Congestion
- Improves Air Quality



San Mateo County Safe Routes to School Grant

CUSD Funding

- Managed by San Mateo County Office of Education
- Funded by City/County Association of Governments (C/CAG) and SMC Transportation Authority
- CUSD Granted $401,500 over past 10 years (About $40,150 per year)
- Non-infrastructure: $326,750, Infrastructure/Special Projects: 74,750



CUSD Student Tally Results

* *Percentages rounded*

Fall 2019 (October/November)

(prior to eliminating school buses)

18%	*Walked*
5%	*Rolled*
6%	*School Bus*
6%	*SamTrans*
58%	*Family Vehicle*
8%	*Carpool (2+ families)*

** Approximately 50% surveyed (only 25% of HMBHS students surveyed due to low attendance during PG&E shut-off - fire danger)*

Fall 2021 (October)

(special education school buses only)

14%	*Walked (12% morning /17% afternoon)*
4%	*Rolled*
1%	*School Bus*
5%	*SamTrans*
67%	*Family Vehicle*
9%	*Carpool (2+ families)*

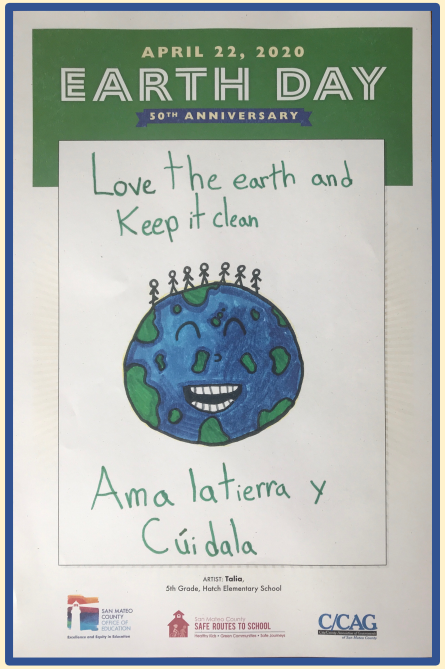
** Approximately 70% surveyed (first big RAIN week of the year)*

Annual SRTS Encouragement Events

- International Walk to School Day (October 6 – Walk & Roll)
- Ruby Bridges Walk to School Day (November 17)
- Earth Day (April 22)
- National Bike to School Day (May 4 - Walk & Roll)

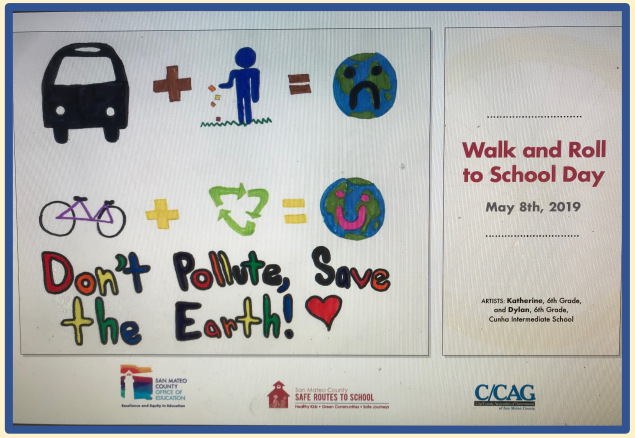


HMB Review, **2018**











SRTS Educational Programs

- Annual Spring Bike Program at El Granada Elementary Dolphin Club
- Support Cunha's Bike Mechanics Classes and Club (e.g., tools, parts)
- School Assemblies
- Educational Workshops
- Bike Repair Clinics & Tutorials









SRTS Special Projects / Infrastructure Funding

- Walk & Bike Audits (Cunha/Hatch, HMBHS, Farallone View)
- Bike Racks and Skatedocks (HMBHS, Cunha, Hatch, Pilarcitos)
- Solar Lighting Pilot – Lewis Foster Drive Walkway at HMBHS
- Parking Lot Safety (signage, pavement painting, etc.)
- Traffic Safety Mural at Hwy 1 and Kelly Avenue
- **This Year:** Safety improvements at Pilarcitos Ave. and Kelly Ave.









Community/School Events











Past Infrastructure Projects Supported by SRTS

- Mid-block Crosswalk on Kelly Ave. (Recommended in SRTS Walk Audit 2013)
- Crossing Improvements on Church @ Correas St. (3 STOP signs added - 2015)
- SRTS Green Streets Grant (Correas St. near library - 2017)
- Crossing Improvements on Main Street @ HMBHS – (Rectangular Rapid Flashing Beacons - 2018)

  * School Route 18 – SamTrans (2016)
- Crossing Improvements on Church @ Miramontes (3-way stop with pavement markings - 2018)
- Superintendent support letters for City / County active transportation projects (e.g., Hwy 1 east side trails)

* Many safety projects are spurred by parent, administrator, or school staff concerns.





Safety Study:
Pilarcitos Driveway Crosswalk (at Miramontes Ave.)

Hatch Enrollment: 535

2021 SRTS Fall Tallies: 18% walked, 7% rolled (25%, about 135 students)

**Historically 25% - 35% walk & roll (up to 190 students)*

- Pilarcitos driveway is heavily traveled by parents in vehicles dropping off and picking up students at Hatch Elementary School.
- About 20% of Hatch students cross Pilarcitos driveway by foot, bicycle, skateboard or scooter on a daily basis.

** Gate was opened in October 2018*



Observations at Pilarcitos Driveway Crosswalk

(at Miramontes Ave.)

Observations:

November 3

7:40-8:25 am

180 Crossings

- 88 Children
- 92 Adults

November 4

2:00-3:00 pm

214 Crossings

- 119 Children
- 95 Adults

- Hatch “Blue Team” member on duty at peak times
- More students walk/roll without parents during dismissal than during morning drop-off
- 20 students on bikes (morning) and 13 (afternoon)
- 3 parents with strollers, both morning/afternoon
- All Pilarcitos HS parking spots full – parents dropping off students to avoid Hatch parking lot
- Some parents drop students along Miramontes Avenue to avoid drop-off in Hatch parking lot
- Some parents make u-turns at the entrance of the Hatch parking lot and drop students in the loading zone (some leave parked cars in the zone)
- Some drive too fast in the school zone

Kelly Ave. and Pilarcitos Ave. Safety Project

(Funded by CUSD SRTS and City of Half Moon Bay)

CUSD and the community have expressed the need for safety improvements at this intersection for many years.

In 2019 the City of Half Moon Bay agreed to make safety upgrades at the intersection, but the project was cut from the budget during the pandemic.

Last spring CUSD partnered with the City of Half Moon Bay to apply for SRTS funding.

Hatch Elementary and Cunha Intermediate PTOs supported the grant application.

CUSD was awarded $14,000 for the project and Half Moon Bay City has agreed to supplement the funding and complete the project by May 2022.

KELLY AVENUE INTERSECTIONS

Cabrillo Unified School District Board Meeting
January 20, 2022

By: Maziar Bozorginia, City Engineer

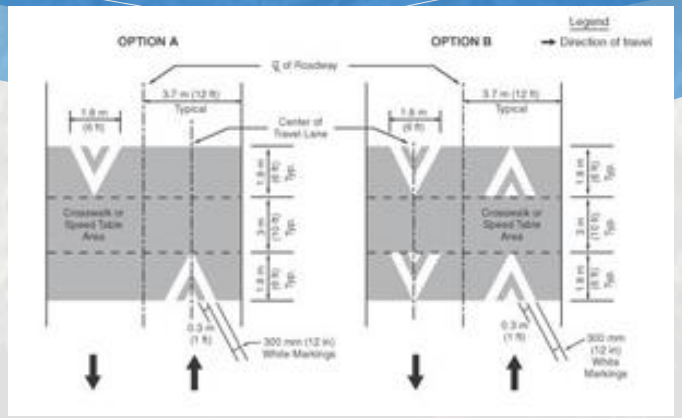
PROJECT ELEMENTS



1. Safety



2. Accessibility



3. Traffic Calming



PROJECT LOCATION

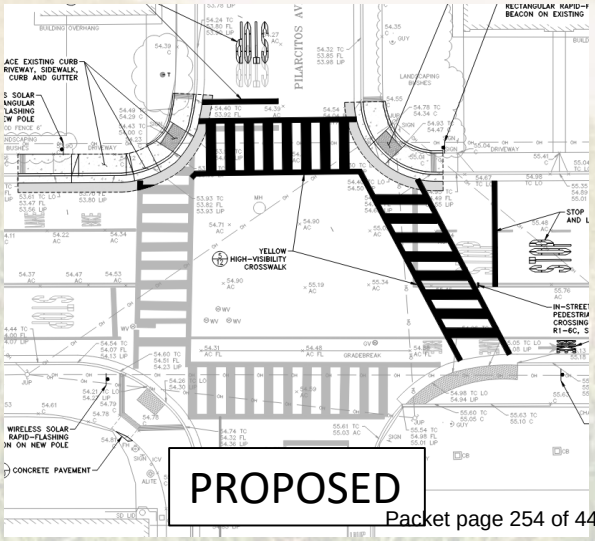


KELLY AND PILARCITOS

- High Visibility Crosswalks (All Legs)
- Rapid-Flashing Beacons
- Upgrade Existing Curb Ramp to ADA Compliance (Northwest and Northeast Corners)
- Minor Pavement Restoration

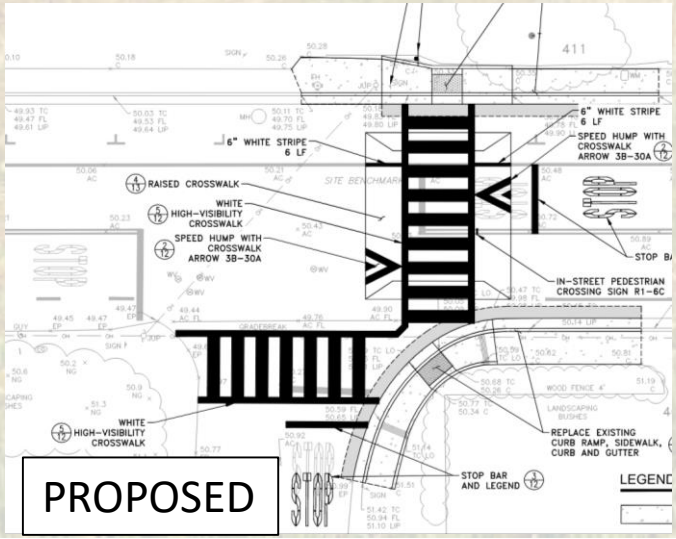






KELLY AND ALSACE LORRAINE





- High Visibility Raised Crosswalk (Eastern Leg)
- High Visibility Crosswalk (Southern Leg)
- New Curb Ramp (Northeast Corner)
- Upgrade Existing Curb Ramp to ADA Compliance (Southeast Corner)
- Minor Pavement Restoration
- Updated Signage (Removal, Relocate and Install New)

MID-BLOCK IMPROVEMENTS







NEXT STEPS

- Complete construction plans
- Start work Spring/Summer
- Project duration ~ 2 months





For More information on City Projects, please visit: https://www.half-moon-bay.ca.us/363/City-Projects

Contact:
Maziar Bozorginia
mbozorginia@hmbcity.com
650-726-8251



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: January 20, 2022
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Action
ITEM TITLE: Adoption of Proclamation Declaring February 2022 as African American History Month

BACKGROUND INFORMATION

In 2013, President Obama proclaimed February as National African American History Month. In doing so, he called upon public officials, educators, librarians, and all the people of the United States to observe this month with appropriate programs, ceremonies, and activities.

This year the Cabrillo Unified School District Governing Board formally recognizes the countless contributions that African Americans have made and proclaims February 2022 as African American History Month. The observance calls our attention to the extraordinary contribution African Americans have made to the rich cultural history of our nation.

FINANCIAL IMPACT

There is no financial impact to the General Fund by passing this proclamation.

RECOMMENDATION

Adopt Proclamation Declaring February 2022 as African American History Month.

CABRILLO UNIFIED SCHOOL DISTRICT
HALF MOON BAY, CALIFORNIA

PROCLAMATION

African American History Month
February 2022

WHEREAS, each year during the month of February the citizens of the United States celebrate African American History Month and the actions, words, and achievements of so many African Americans who have contributed to the success and prosperity of the United States; and

WHEREAS, African Americans have enriched our society through their commitment to promoting fairness, equality, and justice for all; and

WHEREAS, August 2019 marked 400 years since the first arrival of Africans to present-day America, and the United States Congress established the 400 Years of African American History Commission to commemorate the historic heritage and active contributions that Americans of African descent have made to help shape the cultural, academic, social, economic, and moral attributes of this nation; and

WHEREAS, in spite of the African slave trade that created an institution of white supremacy in this nation, Africans and African Americans have nonetheless continued to persevere and move forward in society, fighting for their freedom and also for the freedom of all Americans over time; and

WHEREAS, in 2008, the first African American President of the United States was elected; and

WHEREAS, in 2012, President Barack H. Obama was elected to serve a second term; and

WHEREAS, in 2012, California historically elected the most African Americans to serve in the Legislature, totaling 12 members; and

WHEREAS, 2018 marked the highest number of African American members serving in the United States Congress, totaling 55 members; and

WHEREAS, Africans and African Americans have been great inventors, inventing and improving on innovations such as the air-conditioning unit, almanac, automatic gearshift, blood plasma bag, clothes dryer, doorknob, doorstop, electric lamp bulb, elevator, fire escape ladder, fountain pen, gas mask, golf tee, horseshoe, lantern, lawnmower, lawn sprinkler, lock, lubricating cup, refrigerating apparatus, spark plug, stethoscope, telephone transmitter, thermostat control, traffic signal, and typewriter; and

WHEREAS, African American History Month commemorates and celebrates the many different achievements of African Americans, whether that be in academic pursuits, business, fine arts, political action, and science;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Cabrillo Unified School District that the District takes great pleasure in recognizing February 2022 as African American History Month, urges all Coastside citizens to join in celebrating the accomplishments of African Americans during African American History Month, and encourages the staff and students of CUSD to recognize not only the many different talents of African Americans but also the great achievements, contributions, and sacrifices they have made to help create equity and equality for all.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 20th day of January, 2022, 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:

_____
Sophia Layne
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Sean McPhetridge, Ed.D.
Secretary to the Governing Board
Cabrillo Unified School District

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: January 20, 2022
TO: Members of the Governing Board
FROM: Jesus Contreras, Chief Business Official
Mike Alifano, Bond and Parcel Tax Citizen's Oversight Committee Chair
CATEGORY: Action
ITEM TITLE: Approval of the Measure M Facility Bond Audit and Parcel Tax Citizens' Oversight Committee 2020-2021 Annual Report

BACKGROUND INFORMATION

On February 8, 2018, the Governing Board of the Cabrillo Unified School District approved a resolution placing a facility bond measure on the ballot. Included in the resolution was a commitment to establish a citizens' oversight committee to independently verify that the District would use bond proceeds in a manner consistent with the ballot language. On June 5, 2018, the voters within the attendance area of Cabrillo Unified School District approved Measure M to authorize the sale of $99 million in facility bonds. The project list was organized around three themes:

1. Complete basic upgrades to meet student health and safety concerns
2. Improve schools to meet current academic standards and provide access to modern instructional technology
3. Provide dedicated space for science, math engineering, arts/music instruction, support 21st Century learning, and address specific priorities at individual school sites

The Governing Board appointed members to the District's Measure M Facility Bond Citizens' Oversight Committee (COC). The COC performed an analysis of the District's 2020-2021 expenditures that included the review of independent fiscal and performance audits. The COC found the use of the Measure M Bond proceeds were used in a manner that is consistent with the commitment the Governing Board made to the community through the measure's ballot language.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Staff recommends receipt and approval of Measure M Audit and The Citizen's Oversight Committee 2020-2021 Report as presented.

CABRILLO UNIFIED SCHOOL DISTRICT
MEASURE M BOND BUILDING FUND

Audited Financial Statements &
Independent Auditor's Report
June 30, 2021

Chavan & Associates, LLP
Certified Public Accountants
1475 Saratoga Ave, Suite 180
San Jose, CA 95129

CABRILLO UNIFIED SCHOOL DISTRICT
Measure M Bond Building Fund
For the Fiscal Year Ended June 30, 2021

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FINANCIAL SECTION

Chavan and Associates, llp
Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT

Measure M Facilities Bond Citizens' Oversight Committee and
Governing Board Members
Cabrillo Unified School District

Report on the Financial Statements

We have audited the accompanying financial statements of the Measure M Bond Building Fund of the Cabrillo Unified School District, as of and for the year ended June 30, 2021, and the related notes to the financial statements, as listed in the table of contents.

Management's Responsibility for the Financial Statements

The Cabrillo Unified School District's management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Measure M Bond Building Fund of the Cabrillo Unified School District, as

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of June 30, 2021, and the changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

As discussed in Note 1, the financial statements present only the Measure M Bond Building Fund and do not purport to, and do not, present fairly the financial position of the Cabrillo Unified School District, as of June 30, 2021, and the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Measure M Bond Building Fund of Cabrillo Unified School District's basic financial statements. The Measure M Bond Building Fund Schedule of Cumulative Expenditures is presented for purposes of additional analysis and is not a required part of the basic financial statements. The Measure M Bond Building Fund Schedule of Cumulative Expenditures is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Measure M Bond Building Fund Schedule of Cumulative Expenditures is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have issued our report dated October 26, 2021, on our consideration of the Cabrillo Unified School District's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Cabrillo Unified School District's internal control over financial reporting and compliance.

C & A LLP

October 26, 2021
San Jose, California

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CABRILLO UNIFIED SCHOOL DISTRICT
Measure M Bond Building Fund
Balance Sheet
June 30, 2021

Assets	
Cash and investments	$ 43,436,802
Interest receivable	109,868
Total Assets	$ 43,546,670
Liabilities and Fund Balance	
Liabilities:	
Accounts payable	$ 1,860,819
Total Liabilities	1,860,819
Fund Balance:	
Restricted for capital projects	41,685,851
Total Fund Balance	41,685,851
Total Liabilities and Fund Balance	$ 43,546,670

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
Measure M Bond Building Fund
Statement of Revenue, Expenditures and Changes in Fund Balance
For the Fiscal Year Ended June 30, 2021

Revenues:		
Interest earnings	$	551,500
Total Revenue		551,500
Expenditures:		
Classified salaries		21,633
Classified benefits		11,492
Supplies and materials		769,065
Contract services		2,770,684
Capital outlay		2,074,489
Total Expenditures		5,647,363
Net Changes in Fund Balance		(5,095,863)
Fund Balance Beginning		46,781,714
Fund Balance Ending	$	41,685,851

The notes to the financial statements are an integral part of this statement.

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES

A. Accounting Principles

Cabrillo Unified School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the U. S. Governmental Accounting Standards Board ("GASB") and the American Institute of Certified Public Accountants ("AICPA").

B. Reporting Entity

The District is the level of government primarily accountable for activities related to public education. The governing authority consists of five elected officials who, together, constitute the Board of Trustees.

In 2018-19, a committee to the District's Governing Board and Superintendent, called the Measure M Facilities Bond Citizens' Oversight Committee was established. The purpose of the committee is to inform the public concerning the expenditure and uses of the District's bond measure revenues. The committee's legal charge is to actively review and report on the expenditure of taxpayer money for school construction in accordance with voter approved projects.

The financial statements presented are for the Measure M Bond Building Fund and are not intended to be a complete presentation of the District's financial position on operations.

C. Basis of Presentation

Fund Financial Statements:

Fund financial statements report detailed information about the District. The Building Fund is a governmental fund and is presented as a major fund in the District's combined financial statements. The Building Fund is used to account for proceeds from the sale of real property and account for the acquisition of major governmental capital facilities and buildings from the sale of bond proceeds such as Measure M general obligation bonds.

The accounting and financial treatment applied to a fund is determined by its measurement focus. All governmental funds are accounted for using a flow of current financial resources measurement focus. With this measurement focus, only current assets, deferred outflows of resources, current liabilities, and deferred inflows of resources, are generally included on the balance sheet. The Statement of Revenues, Expenditures and Changes in Fund Balance for the Measure M Bond Building Fund presents increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

D. Basis of Accounting

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Governmental funds use the modified accrual basis of accounting.

Revenues - Exchange and Non-exchange Transactions :

On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. To achieve comparability of reporting among California districts, and so as not to distort normal revenue patterns with specific respect to reimbursement grants and correction to state-aid apportionments, the California Department of Education has defined available for district as collectible within one year.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Unearned Revenue:

Unearned revenue arises when assets (such as cash) are received before revenue recognition criteria have been satisfied. Grants and entitlements received before eligibility requirements (such as qualified expenditures) are met are recorded as liabilities from unearned revenue.

Unavailable Revenue:

In the governmental fund financial statements, receivables associated with non-exchange transactions that will not be collected within the availability period have been recorded as deferred inflows of resources as unavailable revenue.

Expenditures:

On the modified accrual basis of accounting, expenditures are generally recognized in the accounting period in which the related fund liability is incurred. However, under the modified accrual basis of accounting, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds. When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

E. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all governmental funds. By state law, the District's governing board must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements. These budgets are revised by the District's governing board and District superintendent during the year to give consideration to unanticipated income and expenditures. Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object.

F. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated on June 30.

G. Assets, Liabilities, and Equity

1. Cash and Investments

Cash balances held in banks and in revolving funds are insured to $250,000 by the Federal Deposit Insurance Corporation.

In accordance with *Education Code* Section 41001, the District maintains substantially all of its cash in the County Treasury. The county pools these funds with those of other Districts in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

All District-directed investments are governed by Government Code Section 53601 and Treasury investment guidelines. The guidelines limit specific investments to government securities, domestic chartered financial securities, domestic corporate issues, and California municipal securities. The District's securities portfolio is held by the County Treasurer. Interest earned on investments is recorded as revenue of the fund from which the investment was made.

2. Cash & Cash Equivalents

The District's cash deposits are considered to be cash on hand and cash in banks. Cash and Cash Equivalents are generally considered short-term, highly liquid investments with a maturity of three months or less from the purchase date.

3. Investments

Investments are recorded at fair value in accordance with GASB Statement No. 72, Fair Value Measurement and Application. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment income.

The following is a summary of the definition of fair value:

Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction. In determining this amount, three valuation techniques are available:

- Market approach - This approach uses prices generated for identical or similar assets or liabilities. The most common example is an investment in a public security traded in an active exchange such as the NYSE.

- Cost approach - This technique determines the amount required to replace the current asset. This approach may be ideal for valuing donations of capital assets or historical treasures.

- Income approach - This approach converts future amounts (such as cash flows) into a current discounted amount.

Each of these valuation techniques requires inputs to calculate a fair value. Observable inputs have been maximized in fair value measures, and unobservable inputs have been minimized.

4. Long-Term Obligations

In the Measure M Bond Building Fund financial statements, bond premiums, discounts and bond issuance costs are recognized during the current period. The face amount of the debt issued, premiums, or discounts are reported as other financing sources/uses.

5. Fund Balance Classifications

In accordance with Government Accounting Standards Board 54*, Fund Balance Reporting and Governmental Fund Type Definitions*, the District classifies governmental fund balances as follows:

- Non-spendable includes fund balance amounts that cannot be spent either because it is not in spendable form or because of legal or contractual constraints.

- Restricted includes fund balance amounts that are constrained for specific purposes which are externally imposed by providers, such as creditors, or amounts constrained due to constitutional provisions or enabling legislation.

- Committed includes fund balance amounts that are constrained for specific purposes that are internally imposed by the government through formal action of the highest level of decision-making authority and does not lapse at year-end. Committed fund balances are imposed by the District's board of education.

- Assigned includes fund balance amounts that are intended to be used for specific purposes that are neither considered restricted or committed. Fund balance may be assigned by the Superintendent.

- Unassigned includes positive fund balance that has not been classified within the above-mentioned categories and negative fund balances in other governmental funds.

The District uses restricted/committed amounts to be spent first when both restricted and unrestricted fund balance is available unless there are legal documents/contracts that prohibit doing this, such as a grant agreement requiring dollar for dollar spending. Additionally, the District would first use committed, then assigned, and lastly unassigned amounts of unrestricted fund balance when expenditures are made.

6. Accounting Estimates

The presentation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

NOTE 2 - CASH AND INVESTMENTS

Summary of Deposits

A summary of deposits as of June 30, 2021, is as follows:

Deposit or Investment	Carrying Amount	Fair Value
Cash in county treasury investment pool	$ 43,436,802	$ 43,597,518

Fair Value Measurements

GASB 72 established a hierarchy of inputs to the valuation techniques above. This hierarchy has three levels:

- Level 1 inputs are quoted prices in active markets for identical assets or liabilities.
- Level 2 inputs are quoted market prices for similar assets or liabilities, quoted prices for identical or similar assets or liabilities in markets that are not active, or other than quoted prices that are not observable.
- Level 3 inputs are unobservable inputs, such as a property valuation or an appraisal.

The District has the following recurring fair value measurements as of June 30, 2021:

Investments in the San Mateo County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at $1.00 net asset value per share.

Cash in County Treasury

The District is an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (Education Code Section 41001). The fair value of the District's investment in the pool is reported in the accounting financial statements at amounts based upon the District's pro rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

Risk Disclosures

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are described below:

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to the changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Treasury. The District maintains cash with the San Mateo County Investment Pool. The pool has a fair value of approximately $2.122 billion and an amortized book value of $2.114 billion. The average weighted maturity for this pool is 1.81 years.

Credit Risk

Credit risk is the risk of loss due to the failure of the security issuer. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The investment with the San Mateo County Investment Pool is governed by the County's general investment policy. The investment with the San Mateo County Investment Pool is rated at least A-1 by S&P Rating Investor Service.

Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California Government code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits.

Concentration of Credit Risk

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond the amount stipulated by the California Government code. District investments that are greater than 5 percent of total investments are in either an external investment pool or mutual funds and are therefore exempt.

NOTE 3 - INTERFUND TRANSACTIONS

Interfund transactions are reported as loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables (Due From/To), as appropriate, and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers among governmental funds are netted as part of the reconciliation to the government-wide financial statements.

Interfund Transfers

Interfund transfers consist of operating transfers from funds receiving revenues to funds through which the resources are to be expended. The District did not have any interfund transfers in the Measure M Bond Building Fund during the year.

NOTE 4 - ACCOUNTS PAYABLE

Accounts payable consisted of the following as of June 30, 2021:

General contractor	$	213,626
Sub-contractors		1,533,477
Legal services		111,752
Employee benefits		1,964
Total	$	1,860,819

NOTE 5 - MEASURE M GENERAL OBLIGATION BOND

In September of 2018, the District issued $35,000,000 in General Obligation Bonds, Series A, to finance the acquisition, construction, furnishing and equipping of District facilities. From the gross proceeds of $37,509,804, which included a premium of $2,509,804 and was netted by issuance costs of $313,500, net proceeds of $37,196,304 was deposited with the County in the District's name. The balance of $2,366,304 reported in the Interest and Sinking Fund is reserved to meet the debt reserve requirements of the bond, and consists of the bond premium net of associated issuance costs. The interest rates are fixed per maturity date for both serial and term bonds, resulting in a range of interest rates (from 3.5 to 5%) based on the maturity schedule.

The following schedule summarizes net proceeds from the bond issuance in September of 2018:

Par Value	$	35,000,000
Premium		2,509,804
Cost of Issuance Expense		(313,500)
Interest and Sinking Fund		(2,366,304)
Net Proceeds to Building Fund	$	34,830,000

In June of 2020, the District issued $40,000,000 in General Obligation Bonds, Series B, to finance the acquisition, construction, furnishing and equipping of District facilities. From the gross proceeds of $47,423,744, which included a premium of $7,423,744 and was netted by issuance costs of $305,000, net proceeds of $47,118,744 was deposited with the County in the District's name. The balance of $7,293,744 reported in the Interest and Sinking Fund is reserved to meet the debt reserve requirements of the bond, and consists of the bond premium net of associated issuance costs. The interest rates are fixed per maturity date for both serial and term bonds, resulting in a range of interest rates (from .625 to 4%) based on the maturity schedule.

The following schedule summarizes net proceeds from the bond issuance in June of 2020:

Par Value	$ 40,000,000
Premium	7,423,744
Cost of Issuance Expense	(305,000)
Interest and Sinking Fund	(7,293,744)
Net Proceeds to Building Fund	$ 39,825,000

The following schedule summarizes the District's Measure M general obligation bonds as of June 30, 2021:

Bond	Original Issue	Outstanding June 30, 2020	Issued	Redeemed	Outstanding June 30, 2021	Current Portion
2018 GOB-A	$35,000,000	$35,000,000	$ -	$ 3,065,000	$ 31,935,000	$ 450,000
2018 GOB-B	40,000,000	40,000,000	-	5,980,000	34,020,000	-
Total	$75,000,000	$75,000,000	$ -	$ 9,045,000	$ 65,955,000	$ 450,000

The following is a summary of the annual debt service requirements as of June 30, 2021:

Fiscal Year	Principal	Interest to Maturity	Total
2022	$ 450,000	$ 3,065,425	$ 3,515,425
2023	530,000	3,045,825	3,575,825
2024	685,000	3,021,525	3,706,525
2025	50,000	3,006,825	3,056,825
2026	120,000	3,003,425	3,123,425
2027-2031	1,550,000	14,877,125	16,427,125
2032-2036	5,020,000	14,276,125	19,296,125
2037-2041	10,295,000	12,751,750	23,046,750
2042-2046	17,450,000	9,759,688	27,209,688
2047-2051	29,805,000	4,116,375	33,921,375
Total	$ 65,955,000	$ 70,924,088	$ 136,879,088

NOTE 6 - COMMITMENTS

Through October 26, 2021, the date on which the financial statements were available to be issued, the District had encumbered $2,855,564 of the Measure M Bond Building Fund proceeds to be spent on capital projects in the fiscal year ended June 30, 2022.

SUPPLEMENTARY INFORMATION

CABRILLO UNIFIED SCHOOL DISTRICT
Measure M Bond Building Fund
Schedule of Cumulative Expenditures
For the Fiscal Year Ended June 30, 2021

	Fiscal Year Ended June 30, 2021	From Inception Through June 30, 2021
Program Budget:		
Program Proceeds	$ -	$ 75,273,500
Contributions from Unrestricted Revenues	-	171,000
Interest Earnings	551,500	1,503,249
Total Program Budget	551,500	76,947,749
Site/Project Description:		
Facility Master Plan	119,845	228,817
Energy Program	1,224,401	4,707,869
General Support Expenditures	168,796	388,446
Roofing	345,865	404,887
High School Cafeteria	-	38,712
High School Modernization	-	168,799
High School Tennis Courts	-	290,180
Playground Improvements	70,751	435,346
High School Track Project	-	68,598
Hatch Modernization	390,544	15,001,375
Cunha Water Infiltration	1,063,341	5,781,973
Cunha Building D Roof	-	1,531,494
Farallone View Repair	-	27,977
Security, Safety Upgrades	9,900	50,401
District Site Improvements	-	2,180
Door Lock and Hardware	-	1,665
Technology Classroom Based	750,591	1,129,410
Technology Infrastructure	-	15,650
Energy Management	-	14,800
Waste Management	-	86,931
Purchases from Bond Interest (Furniture and Equipment)	-	156,827
El Granada Repairs	-	9,241
HMBHS Lighting	1,810	762,680
Heating Upgrades	-	1,837,621
Portables	407,487	407,487
Utility Survey	15,000	15,000
HS Ag Farm Shade Structure	11,060	11,060
Preschool Complex	34,538	34,538
Cunha Landscape & HMBHS Tree Mitigation	180,660	180,660
Energy Service Solar PV	819,647	819,647
Unallocated [(1)]	33,127	33,127
Bond Issuance Costs	-	618,500
Total Expenditures	5,647,363	35,261,898
(Over) Under Budget/Remaining Budget	$ (5,095,863)	$ 41,685,851

[(1)] Undistributed expenditures include allowable bond program costs that have not yet been assigned to a specific project as of the date of this report.

The notes to the supplementary information are an integral part of this Schedule.

NOTE 1 - THE PROGRAM

Proposition 39 was enacted by the voters on November 7, 2000, and changed the required majority for local voter approval of public school and community college general obligation bonds from two-thirds to fifty-five percent of votes. It also required school districts to provide facilities to charter schools operating within their jurisdictions.

On June 5, 2018, local voters passed Measure M, which generates funding to provide safe, efficient, and modern facilities for Cabrillo Unified School District students and staff. Measure M will generate up to $99 million to repair, upgrade and expand our local schools. Funds will be generated through the sale of general obligation bonds, which will be repaid through assessments on residential and commercial property located within the Cabrillo Unified School District.

All projects funded by the issuance of Measure M general obligation bonds will be subject to review both by the District's Board of Trustees and by an independent citizens' oversight committee. The District will also provide many public forums to present progress and seek input from community members, parents, and staff.

NOTE 2 - CITIZENS' OVERSIGHT COMMITTEE

Duties of the committee include verifying that bond revenues were expended only for the construction, reconstruction, rehabilitation or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities. The committee must also verify that no funds were used for any teacher or administrative salaries or other school operation expenses.

Furthermore, the committee is authorized to receive, and review copies of the annual independent performance audit and the annual independent financial audit required by Article XIIIA, Section 1(b)(3)(C) and Article XIIIA, Section 1(b)(3)(D), respectively, of the California Constitution.

The committee was formed by the Board trustees as required by state law. The Citizens' Oversight Committee was comprised of the following members during the fiscal year ended June 30, 2021:

Name	Title/Function	Term Expiration
Mike Alifano	Parent of Student Enrolled	2022
Charmion Donegan	Active Senior Citizens	2022
Lisa Zanette	Parent of Student Enrolled	2022
Zachary Bennington	At-Large Member	2022
Leni Liakos	At-Large Member	2022
Gary Malhiot	Parent of Student Enrolled	2022
Karl Rupilius	Parent of Student Enrolled	2022
Breanna Lafontaine	Active Member to PTO/School Site Council	2022
Kendra Holland	Active Member to PTO/School Site Council	2022

SCHEDULE OF FINDINGS
AND
RECOMMENDATIONS

CABRILLO UNIFIED SCHOOL DISTRICT
Measure M Bond Building Fund
Schedule of Findings and Recommendations
For the Fiscal Year Ended June 30, 2021

This section identifies the deficiencies, significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*.

Our tests resulted in no findings and recommendations.

CABRILLO UNIFIED SCHOOL DISTRICT
Measure M Bond Building Fund
Schedule of Prior Year Findings and Recommendations
For the Fiscal Year Ended June 30, 2021

There were no prior year findings and recommendations to be reported.

OTHER INDEPENDENT AUDITOR'S REPORTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Measure M Facilities Bond Citizens' Oversight Committee and
Governing Board Members
Cabrillo Unified School District

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Measure M Bond Building Fund of the Cabrillo Unified School District as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise Cabrillo Unified School District's Measure M Bond Building Fund financial statements, and have issued our report thereon dated October 26, 2021.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Cabrillo Unified School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Cabrillo Unified School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the Cabrillo Unified School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Cabrillo Unified School District's financial statements are free from material misstatement, we performed tests of its compliance with

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certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts.

However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



October 26, 2021
San Jose, California

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INDEPENDENT AUDITOR'S REPORT ON PERFORMANCE AND COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON THE MEASURE M BOND PROGRAM

Measure M Facilities Bond Citizens' Oversight Committee and
Governing Board Members
Cabrillo Unified School District

Compliance

We have audited the Cabrillo Unified School District's (the District) compliance with Measure M Bond of the June 2018 election, as approved under Proposition 39, and with the performance requirements referred to in Proposition 39 and outlined in Article XIIIA, Section 1(b)(3)(C) of the California Constitution and the enactment of AB 1908 (Chapter 44, Statutes of 2000).

Management's Responsibility

Compliance with the requirements referred to above is the responsibility of the District's management.

Auditor's Responsibility

Our responsibility is to express an opinion on the District's compliance with the laws and regulations identified above based on our audit. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on compliance with the laws and regulations have occurred. An audit includes examining, on a test basis, evidence supporting the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

Audit Objectives

Our audit included the following objectives:

1. To obtain reasonable assurance that the proceeds of the sale of the Measure M Bonds were only used for the purposes set forth in the ballot measure and not for any other purpose, such as teacher and administrative salaries.

2. To obtain reasonable assurance that the Governing Board of the District, in establishing the approved projects set forth in the ballot measure, evaluated the remodeling, new construction and renovations of items which will relieve overcrowding, repair local schools and improve student safety conditions of the District.

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3. To obtain reasonable assurance that the District complied with the performance requirements as referred to in Proposition 39 and outlined in Article XIIIA, Section 1(b)(3)(C) of the California Constitution and the enactment of AB 1908 (Chapter 44, Statutes of 2000). Management is responsible for the District's compliance with these requirements.

Scope and Methodology

To meet the objectives of our performance audit, procedures we performed included, but were not limited to, the following:

1. We documented and tested controls over financial reporting and compliance specific to the Measure M Bond Program, which included inquiries about, separation of duties, account coding, and procurement.

2. We verified that bond proceeds were deposited in the District's name and invested in accordance with applicable legal requirements.

3. We tested payments made to the architectural service companies and reviewed the terms of the contract.

4. We tested approximately 82% of the 2020-21 expenditures to ensure they were valid, allowable and accurate.

5. We verified that the funds were generally expended for the construction, renovation, furnishing, and equipping of school facilities constituting authorized bond projects.

6. We verified that the funds used to pay the salaries of district employees were allowable per Opinion 04-110 issued on November 9, 2004 by the State of California Attorney General.

7. We verified that the District was in compliance with Assembly Bill 1908 and Ed Code Section 15278, where the District is required to establish a bond oversight committee for Proposition 39 bonds that includes one active member from each of the following sectors: a business organization, senior citizens' organization, bona fide taxpayer's association, and one parent/guardian of a child enrolled in the District and one parent/guardian of a child enrolled in the District who is also a member of a parent teacher association.

8. We verified the Citizens' Oversight Committee met pursuant to Education Code Section 15280.

Results of Procedures Performed

We did not identify any exceptions to the procedures performed above, nor any exceptions to other tests that we conducted related to the Measure M Building Fund. Our audit of compliance was made for the purposes set forth in the Objectives section of this report and would not necessarily disclose all instances of noncompliance.

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Opinion

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on the Measure M Bond program for the fiscal year ended June 30, 2021.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing over compliance and the results of that testing based on the standards referred to above. Accordingly, this report is not suitable for any other purpose.



October 26, 2021
San Jose, California

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Measure M Facilities Bond Citizens' Oversight Committee

Annual Report

2020–2021

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I. EXECUTIVE SUMMARY

On February 8, 2018, the Governing Board of the Cabrillo Unified School District formally approved placing on the June ballot a bond measure to raise $99 million to improve the District's facilities and to support technology infrastructure and acquisition. In approving the formal resolution and related exhibits, the Board also stipulated that a Citizens' Oversight Committee would be established as a public accountability measure. This provision was stipulated in both the Abbreviated Text and Full Ballot Text of a bond measure that would later be named Measure M by the County of San Mateo.

Soon after Measure M was approved by a majority of over fifty-five percent on June 5, 2018, a nine-member Committee was appointed by the Board to serve in this important oversight capacity. This Committee meets on a regular basis in sessions open to the general public to verify that Measure M dollars are expended only for the school facilities projects listed in the Bond Project List.

The report that follows is the Committee's method for annually communicating the results of this comprehensive oversight process to Coastside constituents.

II. FORMATION OF THE MEASURE M CITIZENS' OVERSIGHT COMMITTEE

In the fall of 2018, The Governing Board announced its process for recruiting and selecting members to fill the various slots on the Committee.

The Governing Board met on December 13, 2018 and approved the recommended slate of candidates. The following individuals were formally appointed to the District's Measure M Facilities Bond Citizens' Oversight Committee:

1) Mike Alifano
2) Zachary Bennington
3) Breanna Lafontaine
4) Leni Liakos
5) Karl Rupilus
6) Lisa Zanette
7) Kendra Holland
8) Gary Malhiot

III. SUMMARY OF 2020-21 COMMITTEE PROCEEDINGS AND ACTIVITIES

Meetings of the Measure M Facilities Bond Citizens' Oversight Committee were held in the District Office Board Room, 498 Kelly Avenue, in Half Moon Bay, or on-line, as required during Covid-19 pandemic.

All meetings were duly posted and conducted in open session. Approved agendas and adopted minutes from all of the Committee meetings held to date are available for public review at the Cabrillo Unified School District Office, 498 Kelly Avenue, Half Moon Bay, CA 94019.

During, the 2020-2021 calendar year the Committee met on the following dates:

1) November 17, 2020
2) April 6, 2021
3) June 8, 2021

At the November meeting in 2021, the audit firm, Chavan & Associates, presented to the Committee the Annual Performance and Financial Reports. After asking clarifying questions and receiving acceptable responses from staff and the auditor, the Committee voted to accept the independent audit.

At the November meeting, Chair, Mike Alifano, acknowledged that he would present the Annual Report to the Governing Board on January 20, 2022.

IV. APPENDICES

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CABRILLO UNIFIED SCHOOL DISTRICT BOND PROPOSITION
FULL BALLOT TEXT

By approval of this measure by at least fifty-five percent (55%) of the registered voters voting thereon, the Cabrillo Unified School District shall be authorized to issue and sell bonds of up to $99 million in aggregate principal amount to provide financing for the specific school facilities projects listed below in the Bond Project List, subject to all of the accountability safeguards specified herein.

KEY FINDINGS

- The Cabrillo Unified School District is committed to continuing to provide a strong, high-quality education for all students in all its local elementary, intermediate and high schools; and

- Some Coastside schools have been updated, but others are nearly 50 years old and badly in need of improvements; and

- In 2012, local voters approved a school facilities bond, Measure S, to provide the District with the opportunity to complete basic repairs to education facilities, and a citizens' oversight committee has verified that all funds expended so far were spent in accordance with voter-approved priorities; and

- Though Measure S funding from 2012 made a significant impact, our local schools still have urgent needs that reach beyond of the scope of the District's annual operating budget such that passing this bond measure provides a guaranteed and necessary source of local funding to maintain and improve the Coastside community's local school facilities; and

- The District has conducted a project prioritization process with input from parents, teachers, staff, and members of the community to identify the upgrades needed at each school site in order to meet modern safety standards, to meet the District's goals for supporting current academic standards and to address specific priorities at individual school sites; and

- Addressing urgent needs includes completing identified repairs to replace leaky roofs, keep schools clean, well-maintained and in good condition, perform essential safety repairs and maintenance on classrooms and facilities and upgrade fire and earthquake safety; and

- Upgrades are also needed to update classrooms and science labs for a well-rounded, 21st-century education and equip schools with the learning technology needed to attract and retain the best teachers and staff; and

- Ensuring our Coastside schools provide a high-quality education keeps our property values and community strong; and

- Unlike the District's parcel tax funds, which support the District's educational programs and staffing, bond revenue is the primary means by which the District is able to keep its school buildings and classrooms in good repair, safe, designed and equipped to support changing educational standards, methods and approaches; and

- This bond measure will benefit local schools and no funds can be taken away by the State or other school districts, and by law, no money can be used for administrator salaries or pensions; and

- This bond measure requires strict fiscal accountability protections including mandatory annual audits and an independent citizens' oversight committee comprised of local residents to ensure funds are managed and spent properly.

- Specifically, as further described in the Bond Project List, the Board of Education desires to:

    - acquire, renovate, and update classrooms and other facilities to meet health & safety standards
    - perform essential safety repairs and maintenance on classrooms and facilities
    - fix leaky roofs, paint buildings, address playgrounds, athletic facilities and landscapes
    - equip classrooms with 21st-century learning technology
    - replace aging heating, plumbing, electrical, and other utility infrastructure
    - keep schools clean, well-maintained and in good condition
    - upgrade fire and earthquake safety
    - acquire sites and construct, furnish, and equip classrooms and buildings

ACCOUNTABILITY MEASURES

The provisions in this section are included in this proposition in order that the voters and taxpayers of the District may be assured that their money will be

spent to address specific facilities needs of the District, all in compliance with the requirements of Article XIII A, section 1(b)(3) of the State Constitution, and the Strict Accountability in Local School Construction Bonds Act of 2000 (codified at Section 15264 *et seq.* of the California Education Code).

Evaluation of Needs. The Board of Education has evaluated the facilities needs of the District, and has identified projects to finance from a local bond measure at this time. The Board of Education hereby certifies that it has evaluated safety, class size reduction and information technology needs in developing the Bond Project List.

Independent Citizens' Oversight Committee. The Board of Education shall establish an independent Citizens' Oversight Committee in accordance with Education Code sections 15278-15282 and applicable Board policy, to ensure bond proceeds are expended only for the school facilities projects listed in the Bond Project List. An existing Citizens' Oversight Committee may be empowered by the Board of Education to oversee the expenditure of bond proceeds from this measure. The committee shall be so empowered, or a new committee established, within sixty (60) days of the date when the Board of Education enters the results of the election in its official minutes.

Annual Performance Audit. The Board of Education shall conduct or cause to be conducted an annual, independent performance audit to ensure that the bond proceeds have been expended only on the school facilities projects described in the Bond Project List.

Annual Financial Audit. The Board of Education shall conduct or cause to be conducted an annual, independent financial audit of the bond proceeds until all of those proceeds have been spent for the school facilities projects described in the Bond Project List.

Annual Report to Board. Upon approval of this measure and the sale of any bonds approved, the Board of Education shall take actions necessary to establish an account in which proceeds of the sale of bonds will be deposited. As long as any proceeds of the bonds remain unexpended, the Superintendent shall cause a report to be filed with the Board of Education no later than January 1 of each year, commencing on the first January 1 after bonds have been issued and proceeds spent, stating (1) the amount of bond proceeds received and expended in the past fiscal year, and (2) the status of any project funded or to be funded from bond proceeds. The report may be incorporated into the annual budget, annual financial report, or other appropriate routine report to the Board.

BOND PROJECT LIST

This Bond Project List, which is an integral part of this proposition, describes the specific projects the District proposes to finance with proceeds of the bonds.

Proceeds from the sale of bonds authorized by this measure shall be used only for the construction, reconstruction, rehabilitation, or replacement of school facilities on the Bond Project List, including the furnishing and equipping of said school facilities, or the acquisition or lease of real property for said school facilities, and not for any other purpose, including teacher and administrator salaries and other school operating expenses.

In order to meet all identified facility needs, the District intends to complete projects using a combination of funding sources. These sources may include joint-use funds, development impact fees, state funds (if available), and other available funds. The District will pursue state matching funds if and when they become available, and if received, they will be used for and mainly applied to projects on the Bond Project List or other high priority capital outlay expenditures as permitted in Education Code section 17070.63(c). No project is dependent on the receipt of state funding for completion.

Specific projects to be funded by the bond measure include, without limitation, the following:

I. COMPLETE BASIC UPGRADES TO MEET CURRENT STUDENT HEALTH AND SAFETY STANDARDS

- Update aging classrooms and District facilities, or acquire and rehabilitate existing facilities, to meet current fire, seismic and safety codes
- Fix and/or replace leaking or deteriorating roofs
- Repaint school exteriors and interiors and refresh or replace landscaping
- Resurface playgrounds and asphalt areas
- Remove or replace aging portable buildings and classrooms
- Replace aging, outdated and/or deteriorating utility infrastructure, electrical, lighting, plumbing, heating and ventilation (HVAC) systems
- Acquire and install solar energy systems/equipment and upgrade any existing solar equipment for interconnection
- Repair and replace aging student restrooms and add restrooms in pre-kindergarten and kindergarten classrooms
- Create ADA-compliant access and safe pedestrian paths of travel at schools

- Improve security at schools by providing classroom intrusion alarms, video surveillance cameras, safety locks on classroom doors and exterior lighting for student safety

- Upgrade emergency communications and technology backup systems, signage and fencing

- Improve student safety and traffic circulation by upgrading or providing additional school drop-off areas and parking lots

- Install or repair shade structures on school campuses and create sheltered eating and outdoor learning areas as needed

- Repair, rebuild, equip and furnish school sites in the event of unforeseen emergency

II. IMPROVE SCHOOLS TO MEET CURRENT ACADEMIC STANDARDS AND PROVIDE ACCESS TO MODERN INSTRUCTIONAL TECHNOLOGY

- Provide updated classroom audio/visual technology for content delivery and presentation, which may include projectors and/or large format flat-screen monitors and sound and voice amplification systems

- Acquire and install centrally manageable, networked loudspeaker/bell/clock systems

- Acquire computer hardware for student use in the classroom that is current and up-to-date

- Improve school site network infrastructure in order to enhance network-based content and curriculum delivery, which may include:

    - Upgrading and improving the routing and network aggregation capabilities for each site in order to support the larger numbers of concurrent network and internet connections

    - Upgrading and improving the network access layer switching capabilities in order to support the larger numbers of devices on our school networks as well as supporting the higher speed requirements

    - Upgrading and improving classroom wiring for both wired and wireless data communication

- upgrading and improving fiber network cabling between data wiring closets

- Furnish classrooms and learning spaces with flexible furniture

- Build new or transform existing spaces to ensure functional kitchens, multi-use rooms and stages to meet District facility standards for elementary, middle and high schools

III. PROVIDE DEDICATED SPACE FOR SCIENCE, MATH, ENGINEERING, ARTS/MUSIC INSTRUCTION, SUPPORT 21ST-CENTURY LEARNING AND ADDRESS SPECIFIC PRIORITIES AT INDIVIDUAL SCHOOL SITES

- To accommodate 21st-century learning methods, acquire sites and construct, furnish and equip and/or renovate, modernize, upgrade, repair, replace, furnish and equip:

  - classrooms and buildings, including relocatable or modular buildings

  - school libraries

  - middle and high school performing arts and music spaces and venues

  - multipurpose rooms and play areas

  - food service facilities, community centers, meetings spaces, workrooms and parent/student support service areas

  - track and athletic facilities

Projects listed may be completed at any and all school sites and facilities where such project is determined by the Board to be necessary or required, and projects are authorized to be performed at each and all of the District's schools and sites, including without limitation:

- **El Granada Elementary School**,
  400 Santiago Street, El Granada

- **Farallone View Elementary School**,
  250 LeConte and Kanoff, Montara

- **Alvin S. Hatch Elementary School**,
  490 Miramontes Ave, Half Moon Bay

- **Kings Mountain Elementary School**,
  211 Swett Road, Woodside

- **Cunha Intermediate School**,
  600 Church St, Half Moon Bay

- **Half Moon Bay High School**,
  1 Lewis Foster Drive, Half Moon Bay

- **Pilarcitos High School**,
  498 Kelly Ave, Half Moon Bay

- **District Office**,
  498 Kelly Ave, Half Moon Bay

Listed projects, repairs, improvements, rehabilitation projects and upgrades will be completed only as needed, and the listing of projects does not imply a particular prioritization among such improvements. Projects may be done in phases, based on Board of Education priorities. Listed projects may be completed at any and all District schools, sites and education buildings where such project is determined necessary. Decisions regarding the scope, timing, prioritization or other facets of project implementation will be made solely by the Board of Education by subsequent action. Where terms such as "renovate," "upgrade," "repurpose" and "improve" are used in the Bond Project List, the Board of Education has the discretion to determine the best method for accomplishing the project's objective. For any listed project involving renovation or modernization of a building or the major portion of a building, the District may proceed with new replacement construction instead (including any necessary demolition), if the District determines that replacement and new construction is more practical than renovation, considering the building's age, condition, expected remaining life, comparative cost and other relevant factors. In addition, where feasible, projects may be completed in partnership with other agencies on a joint use basis using bond proceeds. Property, buildings and equipment on the bond project list may be acquired through lease, sale, lease-purchase, lease-leaseback or other project delivery or acquisition methods determined appropriate by the Board.

Each project is assumed to include its share of costs of bond issuance, architectural, engineering, legal and similar planning costs, construction management, bond project staff and consultants, staff development and training

expenses associated with learning construction techniques and approaches, new bond-funded equipment and systems and a customary contingency for unforeseen design and construction costs. In addition to the projects listed above, the Bond Project List also includes payment of the costs of preparation of all facilities planning and project implementation studies, feasibility and assessment reviews, master planning, environmental studies, permit and inspection fees and temporary housing and relocation costs for dislocated programs or activities caused or necessitated by construction projects.

The final cost of each project will be determined as plans are finalized and projects are completed. Based on the final costs of each project, certain of the projects described above may be delayed or may not be completed. Necessary site preparation, grading or restoration may occur in connection with acquisition of property, new construction, modernization, renovation or remodeling, or installation or removal of modular classrooms, including ingress and egress, removing, replacing or installing irrigation, utility lines, trees and landscaping, relocating fire access roads and acquiring any necessary easements, leases, licenses or rights of way to the property.

ADDITIONAL SPECIFICATIONS

No Administrator Salaries. Proceeds from the sale of Bonds authorized by this proposition shall be used only for the construction, reconstruction, rehabilitation or replacement of school facilities on the Bond Project List, including the furnishing and equipping of said school facilities, or the acquisition or lease of real property for said school facilities, and not for any other purpose, including teacher and administrator salaries and other school operating expenses.

Single Purpose. All of the purposes enumerated in this proposition shall be united and voted upon as one single proposition, pursuant to Section 15100 of the California Education Code, and all the enumerated purposes shall constitute the specific single purpose of the bonds and proceeds of the bonds shall be spent only for such purpose.

Other Terms of the Bonds. The bonds may be issued and sold in several series, and in accordance with a financing plan determined by the Board of Education pursuant to requirements of law. When sold, the bonds shall bear interest at an annual rate not exceeding the statutory maximum and with a maximum term not exceeding the statutory maximum, provided that the average useful life of bonds sold will not exceed one hundred twenty percent (120%) of the average life of the projects being financed or as otherwise provided by federal tax law. Bond funds may be used to reimburse the District for Bond Project list expenditures incurred prior to the election and bond issuance, in accordance with federal tax law.

Tax Rate, Estimated Annual Collection Amount, and Duration of Tax. Pursuant to California Elections Code section 13119(b), (i) the rate of the *ad valorem* tax is estimated to be the rate disclosed in the Tax Rate Statement contained in the voter pamphlet and separately provided; (ii) the estimated average amount of the *ad valorem* tax expected to be collected in each year is expected to range from $3,400,000-9,200,000 per year and will vary from year to year, depending on the amount needed to pay debt service on bonds outstanding in any year; and (iii) the duration of the collection of the *ad valorem* tax is expected to be (a) up to 30 years for each series of bonds authorized under the bond measure and (b) approximately 32 years from the date of issue of the first such series of bonds.

Attention of all voters is directed to the fact that the foregoing information is based upon the District's projections and estimates only, which are not binding upon the District, nor are the summary estimates, if any, provided in the Ballot Label. The actual tax rates, debt service and the years in which they will apply may vary from those presently estimated, due to variations from these estimates in the timing of bond sales, the amount of bonds sold and market interest rates at the time of each sale, and actual assessed valuations over the term of repayment of the bonds. The dates of sale and the amount of bonds sold at any given time will be determined by the District based on need for construction funds and other factors. The actual interest rates at which the bonds will be sold will depend on the bond market at the time of each sale. Actual future assessed valuation will depend upon the amount and value of taxable property within the District as determined by the County Assessor in the annual assessment and the equalization process.

In preparing this information, the District obtained reasonable and informed projections of assessed property valuations that took into consideration projections of assessed property valuations made by the County Assessor, if any, in accordance with Education Code Section 15100(c).

TAX RATE STATEMENT

An election will be held within the boundaries of Cabrillo Unified School District ("School District") on June 5, 2018 to authorize the sale of up to $99,000,000 in bonds to finance facilities as described in the proposition. If the bonds are approved, the School District expects to sell the bonds in multiple series. Principal and interest on the bonds will be payable from the proceeds of tax levies made upon the taxable property located within the School District. The following information is provided in compliance with Sections 9400 to 9404, inclusive, of the California Elections Code.

1. The best estimate from official sources of the average annual tax rate that would be required to be levied to fund this bond issue over the entire duration of the bond debt service, based on assessed valuations available at the time of the election or a projection based on experience within the same jurisdiction or other demonstrable factors, is estimated to be $0.0520 per $100 ($52.00 per $100,000). The final fiscal year in which the tax is anticipated to be collected is 2049-2050.

2. The best estimate from official sources of the highest tax rate that would be required to be levied to fund this bond issue, and an estimate of the year in which that rate will apply, based on assessed valuations available at the time of filing this statement or a projection based on experience within the same jurisdiction or other demonstrable factors, is estimated to be $0.0520 per $100 ($52.00 per $100,000) of assessed valuation in fiscal year 2018-2019.

3. The best estimate from official sources of the total debt service, including the principal and interest, that would be required to be repaid if all the bonds are issued and sold will be approximately $194,000,000, considering the assumptions set forth in paragraphs (1) and (2) above.

Voters should note that the estimated tax rate is based on the ASSESSED VALUE of taxable property on the San Mateo County official tax rolls, not on the property's market value. Property owners should consult their own property tax bills to determine their property's assessed value and any applicable tax exemptions.

Attention of all voters is directed to the fact that the foregoing information is based upon the District's projections and estimates only, which are not binding upon the District. The actual tax rates, debt service and the years in which they will apply may vary from those presently estimated, due to variations from these estimates in the timing of bond sales, the amount of bonds sold and market interest rates at the time of each sale, and actual assessed valuations over the term of repayment of the bonds. The dates of sale and the amount of bonds sold at any given time will be determined by the District based on need for construction funds and other factors. The actual interest rates at which the bonds will be sold

will depend on the bond market at the time of each sale. Actual future assessed valuation will depend upon the amount and value of taxable property within the District as determined by the County Assessor in the annual assessment and the equalization process.

Signed: _____
Sean McPhetridge

Dated: _____

CABRILLO UNIFIED SCHOOL DISTRICT

MEASURE S/M FACILITIES BOND CITIZENS' OVERSIGHT COMMITTEE BYLAWS

1.0 Preamble

For school bonds passed pursuant to Article XIIIA, Section 1(b)(3) of the California Constitution, which allows a 55% majority to pass the bond, the Cabrillo Unified School District's ("District") Governing Board ("Board") is required by section 15278 of the California Education Code to appoint an independent Citizens' Oversight Committee ("Committee"). Per section 15282 of the Education Code, the Committee must have at least seven (7) members and represent specific segments of the community.

2.0 Purpose and Duties

2.1 Purpose

The purpose of the Committee is to inform the public concerning the expenditure and uses of the District's bond measure ("Measure") revenues from the Measure. The Committee's legal charge is to actively review and report on the expenditure of taxpayer money for school construction in accordance with voter approved projects. The Committee shall convene to provide oversight of the following:

A. Measure revenues are to be expended only for bonded indebtedness incurred by the District for the construction, reconstruction, rehabilitation or replacement of school facilities, or the acquisition or lease of real property for school facilities. All of the following accountability requirements apply:

1. A requirement that the proceeds from the sale of the bonds be used only for the purposes specified in Article XIIIA, Section 1(b)(3), and not for any other purpose, including teacher and administrator salaries and other school operating expenses, except as provided for in Section 2.1.B below.

2. A list of the specific school facilities projects to be funded and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list.

3. A requirement that the Board conduct an annual independent performance audit to ensure that the funds have been expended only on the specific projects listed.

4. A requirement that the Board conduct an annual independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects.

B. The District may use proceeds from the Measure to pay the salaries of District employees to the extent they perform administrative oversight work on construction projects authorized by the Measure.[1]

2.2 Duties

Committee members are expected to attend its regularly scheduled meetings, diligently review all pertinent information provided to the Committee pursuant to state laws, and abide by all rules of conduct established in these Bylaws. In furtherance of its purpose the Committee shall, at its discretion, engage in the following activities:

A. Receive and review copies of the annual performance audits required by Article XIIIA, section I, subdivision (b)(3)(C) of the California Constitution.

B. Receive and review the annual financial audits required by Article XIIIA, section I, subdivision (b)(3)(D) of the California Constitution.

C. Inspect school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of Article XIIIA, section 1, subdivision (b)(3) of the California Constitution.

D. Review the District's efforts to maximize the use of bond revenues by implementing cost saving measures including, but not limited to the following, and have these efforts reviewed in the annual independent performance audit:

   a. Mechanisms designed to reduce the costs of professional fees;

   b. Mechanisms designed to reduce the cost of site preparation;

   c. Mechanisms designed to reduce costs by incorporating efficiencies in school site design;

   d. Recommendations regarding the joint use of core facilities;

   e. Recommendations regarding the use of cost-effective and efficient reusable facility plans.

3.0 Committee Composition

The Board shall have sole discretion to select and appoint Committee members and to determine its final size. The Committee shall consist of at least seven (7) members, including the following community representation:

[1] The California Court of Appeal has concluded that certain kinds of salary expenditures and other bond-related costs could permissibly be paid from bond proceeds.

A. One member shall, at the time of appointment, be active in a business organization representing the business community of the District;

B. One member shall, at the time of appointment, be active in a senior citizens organization, which may be a local, regional, statewide, or national organization;

C. One member shall, at the time of appointment, be active in a bona fide taxpayers organization, which may be a local, regional, statewide, or national organization;

D. One member shall, at the time of appointment, be the parent or guardian of a child currently enrolled in a school of the District;

E. One member shall, at the time of appointment, be both a parent or guardian of a child currently enrolled in a school of the District and be an active member in a District parent-teacher organization, such as the PTA or a school site council.

A single individual may be appointed as a representative of more than one of the above categories, if applicable.

3.1 Eligibility

A. The Committee shall be comprised of individuals who either live or work within the boundaries of the District.

B. No employee, official, vendor, contractor, or consultant of the District shall be appointed to the Committee.

C. Committee members shall be subject to prohibitions regarding incompatibility of office pursuant to Government Code sections 1125-1129 and financial interest in contracts pursuant to Government Code sections 1090-1098.

3.2 Term of Service

A. Committee members serve without compensation for a term of two (2) years, and for no more than three (3) consecutive terms.

B. Appointed Committee members shall be seated at the first meeting of each odd-numbered year, except those appointed to replace vacancies.

C. After appointment to a two-year term, Committee members who wish to be appointed for a second or third two-year term shall reapply to the Board for consideration. Members who serve three (3) two-year terms may be reappointed following a two-year absence from the Committee.

3.3 Replacing a Committee Member

A. If a Committee position becomes vacant, the Committee Chair shall request that the Board appoint a replacement. Unless failure to act results in the inability to meet a Committee quorum, if six months or less remain of the unexpired two-year term, the Board may choose to leave that position vacant for the remainder of the term.

B. Any Committee member may request that the removal of another Committee member be placed on the agenda for the Committee's next meeting and may, at that meeting, introduce a motion to remove said member from the Committee for excessive absence or for any violation of the Committee's Bylaws or Ethics Policy. Specific cause must be cited in the meeting agenda and motion for removal.

C. A replacement Committee member may be appointed by the Board if one or more of the following events occurs:

   1. The Committee member submits a written resignation to the Board, with a copy to the Committee Chair;

   2. The Committee approves a motion to remove a member for cause, including non-attendance at meetings (ref: Section 5.9 below), violating these Bylaws, and/or violating the Committee's Ethics Policy. A motion to remove a member shall be approved by an affirmative vote of not less than two-thirds of the members present at a Committee meeting, a quorum being present. The motion and its result shall be communicated in writing to the member under consideration and to the Board President within one week after the meeting that the motion was approved. Removal shall be effective immediately upon passing the motion.

D. Within sixty (60) days of being notified of a Committee vacancy, the Board shall appoint a new member to complete the term of the vacancy, following the process used to select the original Committee members.

E. Committee members appointed to fill vacant, unexpired terms may apply and shall be eligible for reappointment for up to two (2) succeeding full two-year terms.

F. A Committee member who no longer serves the group s/he was appointed to represent (e.g., ceases to be active within a taxpayers organization, or ceases to have a child enrolled in the District, etc.) shall be allowed to complete her/his current term. However, that Committee member shall not be entitled to serve a subsequent term as a representative of that group.

4.0 Committee Officers

Officers of the Committee shall be a Chair, a Vice-Chair, and a Secretary. The Committee may choose to establish other elected positions by amending these Bylaws.

4.1 Elections

At its first meeting in odd-numbered years, the Committee shall place into nomination and elect a Chair, a Vice-Chair, and a Secretary. If the Committee amends these Bylaws to establish other elected positions, their election shall take place at the same meeting as the elections of the Chair, Vice-Chair and Secretary.

4.2 Term of Office

Officers shall be elected for a two-year term and shall not be term-limited except for the limit on the terms of Committee members set forth in Section 3.2 above.

4.3 Duties of the Chair

A. The Chair shall call Committee meetings (ref: Sections 5.0 and 5.1 below).

B. The Chair shall establish the agenda for each Committee meeting.

C. The Chair shall preside over each Committee meeting, following the adopted Rules of Procedure (ref: Section 5.5 below).

D. The Chair shall, upon willing concurrence of candidates, appoint the members of each Subcommittee that the Committee chooses to form (ref: Section 7.0, 7.1, and 7.2 below).

E. The Chair, or her/his Committee-approved designee, shall serve as spokesperson for the Committee in all presentations of the Committee to the public, the Board and the media (ref: Section 6.0.A and 6.0.B below).

F. The Chair is an ex-officio member of all Subcommittees.

G. The Chair may appoint a Parliamentarian to assist in complying with Robert's Rules of Order during Committee meetings (ref: Section 5.5 below).

4.4 Duties of the Vice-Chair

The Vice-Chair shall perform each of the duties of the Chair as necessary in the absence of the Chair.

4.5 Duties of the Secretary

A. Subject to review by the Chair before publishing, the Secretary shall provide oversight in the preparation, recording, and distribution by District-provided secretarial support of the following documents in accordance with the Brown Act:

1. Committee meeting agendas;

2. All reports, materials, and meeting packets as required by or addressed to the Committee;

3. The minutes of Committee meetings (ref: Section 5.8 below);

4. All written material submitted by the public during Committee meetings;

5. All official correspondence addressed to the Committee;

6. Reports adopted by the Committee:

7. Committee attendance records (ref: Section 5.9.B, below).

B. The Secretary shall take and record roll at the beginning of each Committee meeting to determine the existence of a quorum. If a quorum ceases to exist during a meeting, the Secretary shall immediately inform the Chair.

4.6 Succession

The Vice-Chair shall accede to Chair when a vacancy occurs in that office. In the event of a vacancy in the office of Vice-Chair or Secretary, the position shall be filled by election, placed on the agenda at the next regular Committee meeting.

5.0 Meetings

All Committee meetings subject to the Brown Act shall be held in a handicapped-accessible facility at a District facility. The Committee shall meet at least four times each year.

5.1 Calling Meetings

Committee meetings may be scheduled on a regular basis by majority vote of the Committee. In addition, special meetings may be called by the Chair or Vice Chair, or by any group of Committee members whose number represents a quorum. All Committee meetings shall be arranged through the District-appointed Secretary and be noticed in accordance with the Brown Act.

5.2 Agendas

A. Agendas for regular Committee meetings shall be prepared by its Chair (ref: Section 4.3.B above).

B. Any member of the Committee may submit a request for placing an item on a future agenda.

5.3 Quorum

Actions may be undertaken at a meeting only if a quorum of seated members is present. A quorum is established when greater than half of the seated members are present. "Seated members" means the number of members set by the Board, less any who have resigned or been removed.

5.4 Committee Voting

Unless otherwise specified in these Bylaws (ref: 3.3.C.2 and 6.0.B), an action item on the agenda may be approved by a simple majority of Committee members in attendance, a quorum being present (ref: 5.3).

5.5 Rules of Procedure

Meetings shall be conducted with courtesy and decorum and in accordance with Robert's Rules of Order.

5.6 California's Open Meeting Law

All meetings of the Committee shall be open to the public and shall be noticed and conducted in strict compliance with the Ralph M. Brown Act.

5.7 Public Participation

Members of the audience will be given an opportunity to address the Committee. The Chair will recognize those members of the audience who wish to address the Committee. The Committee reserves the right to limit the time of presentations by individuals (three minutes) and to limit cumulative time (twenty minutes) when there are multiple speakers addressing the same issue. No action may be taken on matters not on the agenda.

5.8 Minutes

Minutes of Committee proceedings and reports issued shall be a matter of public record and, upon Committee approval, the District shall make them available on the Committee's page of the District's internet website. Minutes of Committee meetings and annual reports shall be kept for seven years from the conclusion of the work authorized by the Measure, and once they have been removed from the website shall

be available for inspection at the District office upon the request of a member of the public.

The District shall provide secretarial services to assist the Committee Secretary in preparation, distribution, and posting of minutes for all Committee meetings (ref: Section 4.5 above). Minutes distributed before adoption by the Committee shall always be labeled "Unadopted Minutes."

5.9 Attendance

Regular attendance at Committee and applicable Subcommittee meetings is a fundamental obligation of every member of the Committee. Absences are disruptive to Committee activity and representation. Failure to attend two consecutive meetings without acceptable reason announced in advance shall constitute due cause for member removal (ref: Section 3.3.C).

A. Members anticipating an absence must call or email the Committee Chair or Secretary no later than 24 hours before the scheduled meeting.

B. Committee attendance reports shall be distributed upon request by the Chair.

6.0 Committee Reports

A. The Committee shall prepare regular reports on its activities. A report shall be issued at least once each year. Upon completion of all projects authorized by the Measure, the Committee Chair shall prepare or cause to be prepared a final written report summarizing its activities and conclusions.

B. The Committee's legal charge is to actively review and report on the expenditure of taxpayer money for school construction (Section 1.1, above). All such reports, written and/or oral, that represent the Committee's position must proceed from Committee review, be duly approved as to substance by an affirmative roll call vote of not less than two-thirds of the members present at a Committee meeting, a quorum being present, and be faithfully articulated to the public only by the Committee Chair or an approved designee (ref: Section 4.3.E, above).

C. Reports of minority viewpoints shall be allowed. All such reports, written and/or oral, that represent the minority position must be reviewed, be duly approved as to substance without prejudice by a vote of the Committee, and be faithfully articulated to the public only by a designated minority spokesperson. To avoid the need for minority reports, and to maximize the working relationships on and public confidence in the Committee, all due diligence should be pursued to resolve divisive issues during the review process, thereby attaining fullest possible Committee support for the content of public reports.

D. Any member of the Committee may speak as an individual on Measure issues, but must clearly state for the record that such statements are their own personal views which do not necessarily represent those of the Committee or the District.

7.0 Subcommittees

The Committee may, on majority vote, form or disband Subcommittees (standing or ad hoc) to perform specific parts of its purpose and duties, such as performing audits and issuing reports. The Chair shall appoint all Subcommittee members. Subcommittees shall elect their own chairs. Subcommittee meetings may proceed only when a quorum is present, a quorum being defined as a simple majority of the seated Subcommittee members. Subcommittee chairs shall be responsible for calling its meetings, preparing its agendas, noticing its members, and delivering timely reports of Subcommittee actions to the Committee. Subcommittee meetings shall be conducted in accordance with the adopted Rules of Procedure (ref: Section 5.5 above).

7.1 Standing Subcommittees

A standing Subcommittee undertakes ongoing duties in preparation for deliberation by the Committee. All standing Subcommittees must fully comply with the Brown Act, irrespective of their number of members. Membership can include any number up to the full membership of the Committee.

7.2 Ad Hoc Subcommittees

Ad hoc Subcommittees are temporary in nature. They may be formed to undertake specific, one-time duties in preparation for deliberation by the Committee. An ad hoc Subcommittee shall be automatically disbanded upon acceptance of its final report to the Committee. Membership on an ad hoc Subcommittee shall normally be limited to less than a quorum of the Committee. If thus limited, an ad hoc Subcommittee meeting need not comply with Brown Act noticing.

8.0 Amendment

These Bylaws may be amended by majority vote of the Committee at any regular meeting at which said amendment is placed on the agenda and a quorum is present.

9.0 Liability Insurance

In acting within its official capacity as defined in these Bylaws, Committee members shall be covered by the District's liability insurance. In no event shall anything herein contained be construed as authorizing the District to insure any such officers or Committee members against any liability or expense by reason of willful malfeasance, bad faith, gross negligence or reckless disregard of the duties involved in the conduct of their office.

ATTACHMENT A

MEASURE M FACILITIES BOND CITIZENS' OVERSIGHT COMMITTEE ETHICS POLICY STATEMENT

This Ethics Policy Statement provides general guidelines for Committee members to follow while carrying out their roles. Not all ethical issues that Committee members face are covered in this Statement. However, this Statement captures some of the critical areas that help define ethical and professional conduct for Committee members. The provisions of this Statement were developed from existing laws, rules, policies and procedures as well as from concepts that define generally accepted good business practices. Committee members are expected to strictly adhere to the provisions of this Ethics Policy.

CONFLICT OF INTEREST. A Committee member shall not make or influence a District decision related to expending any bond monies in a manner which will benefit the Committee member's outside employment, business, or personal finance, or benefit an immediate family member, such as a spouse, child or parent.

COMMITMENT TO UPHOLD LAW. A Committee member shall uphold the federal and California Constitutions, the laws and regulations of the United States, the State of California (particularly the Education Code) and all other applicable government entities, and the policies, procedures, rules and regulations of the Cabrillo Unified School District.

COMMITMENT TO DISTRICT. A Committee member shall place the interests of the District above any personal or business interest of the member.

I have read the above Ethics Policy Statement and agree to abide by all of the conditions contained therein.

_____ _____

(Signature of Committee Member) (Date)

Printed Name of Committee Member: _____

COMMITTEE ROSTER

The Committee shall consist of at least seven (7) members appointed by the Board of Trustees based on the following criteria: (a) one member active in a business organization representing the local business community; (b) one member active in a senior citizens' organization; (c) one member active in a bona fide taxpayers organization; (d) one member shall be a parent or guardian of a student enrolled in the District; (e) one member shall be both a parent or guardian of a student enrolled in the District and active in a District parent-teacher organization; (f) two at-large members. [*From Education Code Section 15282(a) and Citizens' Oversight Committee Bylaws*]

Member Active in Senior Citizens" Organization:	Gary Malhiot
Parent of an Enrolled Student:	Lisa Zanette
	Karl Rupilius
Parent of an Enrolled Student and Active in a Parent Group:	Mike Alifano Kendra Holland Breanna Lafontaine
At-Large Members (5):	Zachary Bennington Leni Liakos

INDEPENDENT AUDITOR'S REPORT, 2020-2021

Attached please find a copy of the Measure M Bond Building Fund Audited Financial Statements and Independent Auditor's Report.

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: January 20, 2022
TO: Members of the Governing Board
FROM: J Jesús Contreras
CATEGORY: Action
ITEM TITLE: Approval of Independent Audit Report for Year Ending June 30, 2021

BACKGROUND INFORMATION

Education Code Section 41020 requires that each district provide an audit of the accounts and funds of the district in each fiscal year. The 2020-21 audit report must be received, accepted, and approved no later than January 31, 2022. For the fiscal year ending June 30, 2021, the firm of Chavan & Associates, LLP conducted the independent audit of the district's funds, accounts, and operations. The audit was conducted in accordance with Government Auditing Standards.

FISCAL ANALYSIS

The independent audit had no impact on the general fund.

RECOMMENDATION

Approve the 2020-21 Independent Audit Report as presented and submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

COUNTY OF SAN MATEO
HALF MOON BAY, CALIFORNIA

AUDIT REPORT

JUNE 30, 2021

Chavan & Associates, LLP
Certified Public Accountants
15105 Concord Circle, Ste. 130
Morgan Hill, CA 95037

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CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY

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CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY

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FINANCIAL SECTION

Chavan and Associates, llp
Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT

The Honorable Board of Trustees
Cabrillo Unified School District
Half Moon Bay, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Cabrillo Unified School District (the "District"), as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

The District's management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

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Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District, as of June 30, 2021, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of a Matter

New Accounting Standards

During the year, the District implemented Governmental Accounting Standards Board Statement No. 84, *GASB Statement No. 84, "Fiduciary Activities."* This statement establishes criteria for identifying fiduciary activities for accounting and financial reporting purposes and describes four fiduciary funds that should be reported, if applicable. As a result, the District restated its General Fund beginning fund balance by $137,664 to account for student body activities previously reported as agency funds that do not meet the fiduciary activity definition per GASB 84.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, schedule of pension contributions, and schedule of proportionate share of net pension liability, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The combining and individual nonmajor fund financial statements, as required by the Governmental Accounting Standards Board, organization schedule, schedule of instructional time offered, schedule of charter schools, schedule of financial trends and analysis, and the reconciliation of the Annual Financial and Budget report to the audited financial statements, as required by the *2020-21 Guide for Annual Audits of K-12 Local*

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Education Agencies and State Compliance Reporting, and schedule of expenditures of federal awards, as required by *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Regulations, Cost Principles, and Audit Requirements for Federal Awards,* are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining and individual nonmajor fund financial statements, schedule of instructional time offered, the reconciliation of the Annual Financial and Budget report to the audited financial statement, and schedule of expenditures of federal awards are the responsibility of management and were derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements, schedule of average daily attendance, schedule of instructional time offered, the reconciliation of the Annual Financial and Budget report to the audited financial statement, and schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The organization schedule, schedule of charter schools, and schedule of financial trends and analysis included have not been subjected to the auditing procedures applied in the audit of the basic financial statement and, accordingly, we do not express an opinion or provide any assurance on them.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 5, 2022 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

C & A LLP

January 5, 2022
San Jose, California

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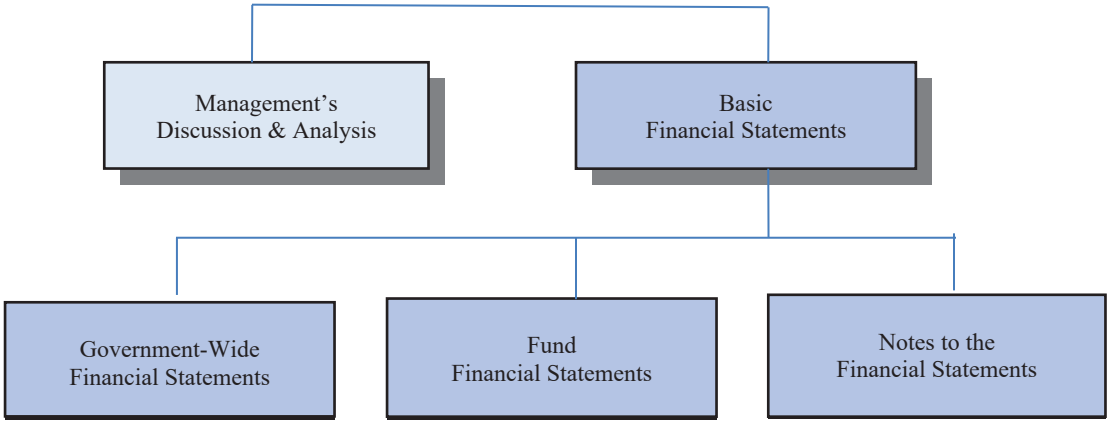
Management's Discussion and Analysis

INTRODUCTION

The Management's Discussion and Analysis (MD&A) is a required section of the District's annual financial report, as shown in the overview below. The purpose of the MD&A is to presents discussion and analysis of the District's financial performance during the fiscal year that ended on June 30, 2021. This report will (1) focus on significant financial issues, (2) provide an overview of the District's financial activity, (3) identify changes in the District's financial position, (4) identify any individual fund issues or concerns, and (5) provide descriptions of significant asset and debt activity.

This information, presented in conjunction with the annual Basic Financial Statements, is intended to provide a comprehensive understanding of the District's operations and financial standing.

Required Components of the Annual Financial Report



FINANCIAL HIGHLIGHTS

Key financial highlights for the fiscal year ended June 30, 2021 were as follows:

- Total net position decreased by $19,089 from June 30, 2020 to June 30, 2021.
- General revenues accounted for $45,928,101 which is 81% of all revenues. Program specific revenues in the form of operating grants and contributions and charges for services accounted for $10,637,278 or 19% of total revenues of $56,565,379.
- The District had $56,722,132 in expenses, which was directly supported by program specific revenues as noted above.
- Total fund balances of governmental funds (i.e. General Fund, Building Fund, and Bond Fund) decreased by $10,195,480, or 14%, from June 30, 2020 to June 30, 2021.
- Among major funds, the General Fund reported $43,801,366 in revenues and $40,540,814 in expenditures. The General Fund's fund balance increased by $3,025,552 from June 30, 2020 to June 30, 2021.

USING THE ANNUAL REPORT

This annual report consists of a series of basic financial statements and notes to those statements. These statements are organized so the reader can understand the District as an entire operating entity. The statements provide an increasingly detailed look at specific financial activities.

The Statement of Net Position and Statement of Activities comprise the government-wide financial statements and provide information about the activities of the whole District, presenting both an aggregate view of the District's finances and a longer-term view of those finances. Fund financial statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. The fund financial statements also look at the District's most significant funds with all other non-major funds presented in total in one column. In the case of the District, the General Fund is by far the most significant fund. The basic financial statements also include notes that explain some of the information in the financial statements and provide more detailed data.

OVERVIEW OF THE FINANCIAL STATEMENTS

The full annual financial report is a product of three separate parts: the basic financial statements, supplementary information, and this section, the Management's Discussion and Analysis. The three sections together provide a comprehensive financial overview of the District. The basic financials are comprised of two kinds of statements that present financial information from different perspectives, government-wide and fund statements.

- Government-wide financial statements, which comprise the first two statements, provide both short-term and long-term information about the District's overall financial position.

- Individual parts of the District, which are reported as fund financial statements, focus on reporting the District's operations in more detail. These fund financial statements comprise the remaining statements.

- Notes to the financials, which are included in the financial statements, provide more detailed data and explain some of the information in the statements. The required supplementary information section provides further explanations and provides additional support for the financial statements.

GOVERNMENT-WIDE FINANCIAL STATEMENTS - STATEMENT OF NET POSITION AND THE STATEMENT OF ACTIVITIES

While this document contains the large number of funds used by the District to provide programs and activities, the view of the District as a whole looks at all financial transactions and asks the question, "How did we do financially during the fiscal year 2020 - 2021?" The Statement of Net Position and the Statement of Activities answer this question. These statements include all assets and liabilities using the accrual basis of accounting similar to the accounting practices used by most private-sector companies. This basis of accounting takes into account all of the current year revenues and expenses regardless of when cash is received or paid.

These two statements report the District's net position and changes in net position. This change in net position is important because it tells the reader that, for the District as a whole, the financial position of the District has improved or diminished. The causes of this change may be the result of many factors, some financial, and some not. Non-financial factors include the District's property tax base, current

property tax laws in California restricting revenue growth, facility conditions, required educational programs and other factors.

In the Statement of Net Position and the Statement of Activities, the District reports governmental activities. Governmental activities are the activities where most of the District's programs and services are reported including, but not limited to, instruction, support services, operation and maintenance of plant, pupil transportation and extracurricular activities. The District does not have any business type activities.

REPORTING THE DISTRICT'S MOST SIGNIFICANT FUNDS

Fund Financial Statements

The analysis of the District's major funds begins with the balance sheet. Fund financial reports provide detailed information about the District's major funds. The District uses many funds to account for a multitude of financial transactions. These fund financial statements focus on each of the District's most significant funds. The District's major governmental funds are the General Fund, Building Fund, and Bond Interest and Redemption Fund.

Governmental Funds

Most of the District's activities are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end available for spending in the future periods. These funds are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's general government operations and the basic services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the future to finance educational programs. The relationship (or differences) between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and governmental funds is reconciled in the financial statements.

Fiduciary funds

The District is the trustee, or fiduciary, for an expendable trust fund. All of the District's fiduciary activities are reported in a separate Statement of Fiduciary Net Position. We exclude these activities from the District's fund and government-wide financial statements because the District cannot use these assets to finance its operations.

THE DISTRICT AS A WHOLE

Recall that the Statement of Net Position provides the perspective of the District as a whole. Total assets of governmental activities decreased by $23,038,548 and net capital assets increased by $1,394,152 while long-term liabilities decreased by $9,673,006. Unrestricted net position of the District, which does not have constraints from grantors, legal requirements, or legislation, decreased by $3,330,253.

Table 1 provides a summary of the District's net position for the last two fiscal years:

Table 1 - Summary of Net Position

	2021	2020	Change	Percent
Assets				
Current Assets	$ 67,121,546	$ 91,554,246	$(24,432,700)	-26.7%
Capital Assets	124,502,723	123,108,571	1,394,152	1.1%
Total Assets	$ 191,624,269	$ 214,662,817	$(23,038,548)	-10.7%
Deferred Outflows of Resources	$ 8,151,339	$ 8,770,446	$ (619,107)	-7.1%
Liabilities				
Current and Other Liabilities	8,311,724	21,966,942	(13,655,218)	-62.2%
Long-Term Liabilities	168,934,399	178,607,405	(9,673,006)	-5.4%
Total Liabilities	$ 177,246,123	$ 200,574,347	$(23,328,224)	-11.6%
Deferred Inflows of Resources	$ 3,169,718	$ 3,480,060	$ (310,342)	-8.9%
Net Position				
Net Investment in Capital Assets	48,050,809	40,818,746	7,232,063	17.7%
Restricted	4,340,223	8,261,122	(3,920,899)	-47.5%
Unrestricted	(33,031,265)	(29,701,012)	(3,330,253)	11.2%
Total Net Position	$ 19,359,767	$ 19,378,856	$ (19,089)	-0.1%

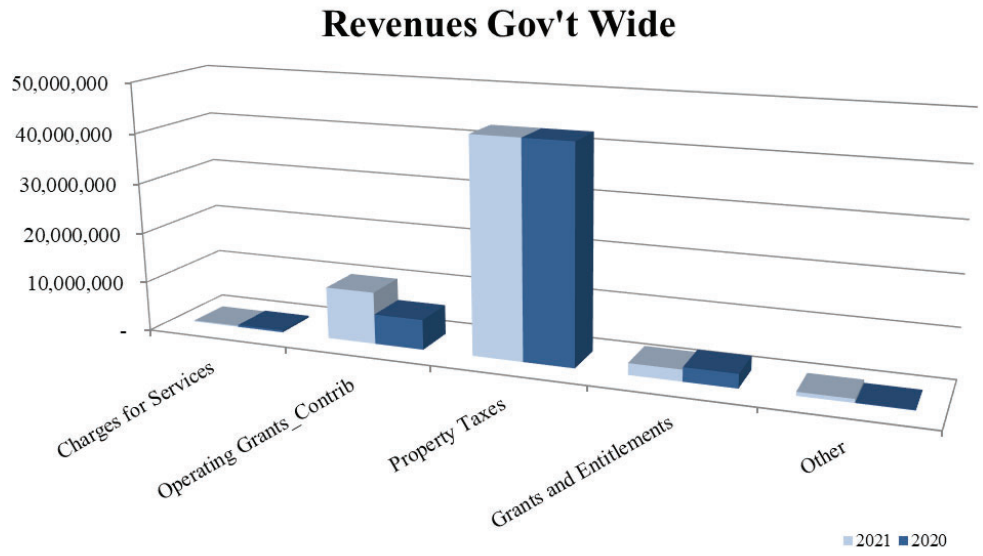
Table 2 shows the changes in net position as compared to the previous fiscal year:

Table 2 - Change in Net Position

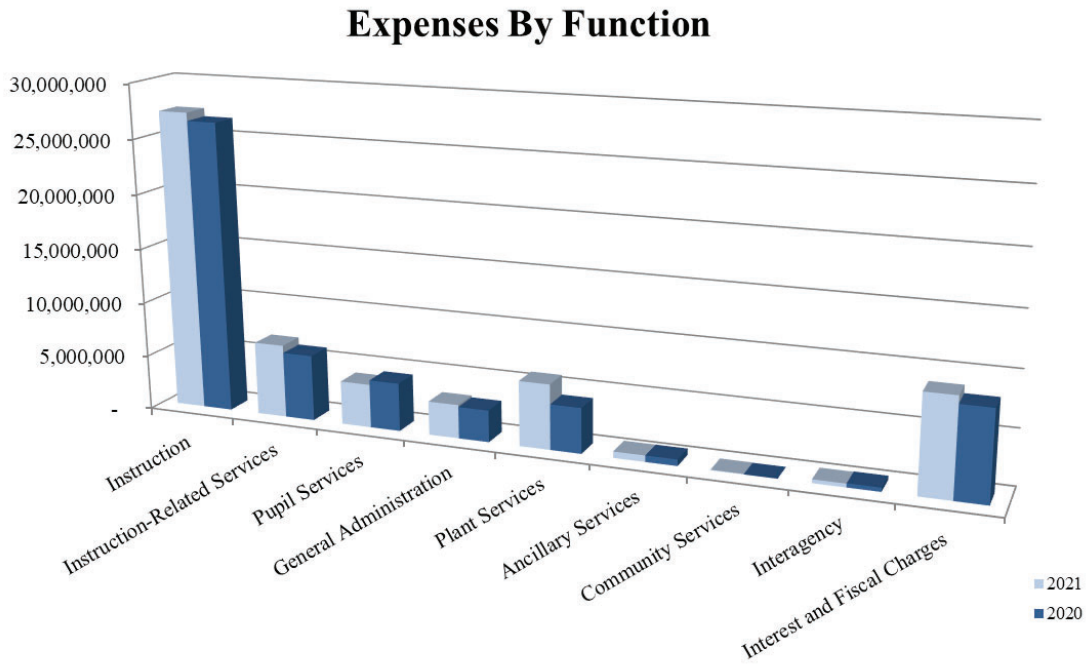
	2021	2020	Change	Percent
Revenues				
Program Revenues:				
Charges for Services	$ 224,015	$ 383,677	$ (159,662)	-41.6%
Operating Grants and Contributions	10,413,263	5,993,630	4,419,633	73.7%
General Revenues:				
Property Taxes	42,862,664	42,838,847	23,817	0.1%
Grants and Entitlements - Unrestricted	2,312,547	2,798,294	(485,747)	-17.4%
Other	752,890	142,758	610,132	427.4%
Total Revenues	56,565,379	52,157,206	4,408,173	8.5%
Program Expenses				
Instruction	27,311,015	26,579,541	731,474	2.8%
Instruction-Related Services	6,692,252	6,021,185	671,067	11.1%
Pupil Services	3,964,258	4,386,886	(422,628)	-9.6%
General Administration	3,063,726	2,893,663	170,063	5.9%
Plant Services	5,900,830	4,123,023	1,777,807	43.1%
Ancillary Services	581,802	583,820	(2,018)	-0.3%
Community Services	49,830	28,811	21,019	73.0%
Payments to Other Agencies	334,302	368,576	(34,274)	-9.3%
Interest and Fiscal Charges	8,824,117	8,123,637	700,480	8.6%
Total Expenses	56,722,132	53,109,142	3,612,990	6.8%
Change in Net Position	$ (156,753)	$ (951,936)	$ 795,183	-83.5%

Property taxes comprised 82% of District revenues versus 82% in the prior year. Direct instruction costs comprised 48% of District expenses for fiscal year 2020-21 which was consistent with the prior year. Total revenues increased by 8.5% and total expenses increased by 6.8% as compared to the prior fiscal year.

The following is a summary of government-wide revenues for the fiscal years ended June 30, 2020 and 2021:



The following is a summary of expenses by function for the fiscal years ended June 30, 2020 and 2021:



GOVERNMENTAL ACTIVITIES

The Statement of Activities shows the cost of program services and the charges for services and grants offsetting those services. Table 3 shows the net cost of services as compared to the prior fiscal year. That is, it identifies the cost of these services supported by general revenues for the government-wide statements (not the General Fund).

Table 3 - Net Cost of Services

Function	2021	2020	Change	Percent
Instruction	$ 22,777,950	$ 23,637,571	$ (859,621)	-3.6%
Instruction-Related Services	4,848,858	5,165,548	(316,690)	-6.1%
Pupil Services	2,369,832	3,064,735	(694,903)	-22.7%
General Administration	2,966,362	2,836,444	129,918	4.6%
Plant Services	4,784,017	4,019,665	764,352	19.0%
Ancillary Services	406,847	402,458	4,389	1.1%
Community Services	37,137	22,706	14,431	63.6%
Payments to Other Agencies	(930,266)	(540,929)	(389,337)	72.0%
Interest and Fiscal Charges	8,824,117	8,123,637	700,480	8.6%
Total Net Cost of Services	$ 46,084,854	$ 46,731,835	$ (646,981)	-1.4%

Direct Instruction expenses include activities directly dealing with the teaching of pupils and the interaction between teacher and pupil.

Pupil Services and Instruction-Related Services include the activities involved with assisting staff with the content and process of teaching to pupils.

General Administration includes the costs for the Board of Trustees, administration, fiscal and business services and other expenses associated with administrative and financial supervision of the District.

Plant Services include the operation and maintenance of plant activities, which involve keeping the school grounds, buildings, and equipment in an effective working condition.

Ancillary Services include school-sponsored activities during or after the school day that are not essential to the delivery of instructional services.

Community Services include activities concerned with providing services to community participants other than students.

Interest and Fiscal Charges involve the transactions associated with the payment of interest and other related charges to debt of the District.

The dependence upon tax and local revenues is apparent, 81% of the District's activities are supported through taxes, grants and entitlements, and other general revenues. The community, as a whole, is the primary support for the District.

THE DISTRICT'S FUNDS

Table 4 provides a summary of the changes in the District's fund balances:

Table 4 - Change in Fund Balances

Funds	2021	2020	Change
General Fund	$ 9,267,673	$ 6,104,457	$ 3,163,216
Building Fund	41,654,477	46,781,714	(5,127,237)
Bond Interest & Redemption Fund	9,896,550	18,416,603	(8,520,053)
Nonmajor Funds	1,884,122	1,595,528	288,594
Total Governmental Fund Balances	$ 62,702,822	$ 72,898,302	$ (10,195,480)

GENERAL FUND BUDGETING HIGHLIGHTS

The District's budget is prepared according to California law and in the modified accrual basis of accounting.

During the course of the 2020-21 fiscal year, the District revised its General Fund budget twice, at 1st Interim and 2nd Interim, which resulted in an increase in budgeted expenditures of $2,282,696 from the original to final budget.

For the General Fund, the final budget basis revenue and other financing sources estimate was $44,249,852. The original budgeted estimate was $36,565,405.

CAPITAL ASSETS

Table 5 shows the changes in the District's capital assets, net of depreciation:

Table 5 - Summary of Capital Assets Net of Depreciation

Capital Asset	2021 Net Capital Asset	2020 Net Capital Asset	Percentage Change
Land	$ 1,456,448	$ 1,456,448	0.0%
Work-in-Progress	31,687,772	59,249,920	-46.5%
Site Improvements	9,708,106	9,269,077	4.7%
Buildings and Improvements	80,839,930	52,460,420	54.1%
Furniture and Equipment	810,467	672,706	20.5%
Totals	$ 124,502,723	$ 123,108,571	1.1%

LONG TERM LIABILITIES

Table 5 shows the changes in the District's long-term liabilities:

Table 6 - Long-term Liabilities

Type	2021	2020	Percentage Change
General obligation bonds	$ 118,106,391	$ 129,071,539	-8.5%
Unamortized bond premiums - net	11,874,459	12,385,598	-4.1%
Net Pension Liability	38,457,565	36,777,456	4.6%
Compensated absences	495,984	372,812	33.0%
Total Debt	$ 168,934,399	$ 178,607,405	-5.4%

FACTORS BEARING ON THE DISTRICT'S FUTURE

In 2020-21, the district's revenue reached the status of "Basic Aid." The 2021-22 budget and its multi-year projection assumptions indicate that the district will continue to be a Basic Aid district with reserves above the mandated 3%. The district is mindful of the funding vulnerability to which Basic Aid districts may be subjected. In 2022 and 2023, the District will pay particular attention to the size of its staffing to match its declining enrollment and optimize its Basic Aid status.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, parents, investors, and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions regarding this report or need additional financial information, contact J Jesus Contreras, Chief Business Official, Cabrillo Unified School District, 498 Kelly Avenue, Half Moon Bay, CA 94019, (650) 712-7123.

Basic Financial Statements

CABRILLO UNIFIED SCHOOL DISTRICT
STATEMENT OF NET POSITION
JUNE 30, 2021

	Governmental Activities
Assets	
Current assets:	
Cash in county treasury	$ 61,999,506
Cash in revolving fund	25,000
Cash with fiscal agent	46,655
Accounts receivable	5,030,767
Inventories	19,618
Total current assets	67,121,546
Capital assets - net	124,502,723
Total Assets	$ 191,624,269
Deferred Outflows of Resources	
Pension adjustments	$ 8,151,339
Liabilities	
Accounts payable	$ 2,907,167
Unearned revenue	1,511,557
Accrued interest	3,893,000
Total current liabilities	8,311,724
Long-term liabilities:	
Due within one year	2,431,391
Due after one year	166,503,008
Total long-term liabilities	168,934,399
Total Liabilities	$ 177,246,123
Deferred Inflows of Resources	
Pension adjustments	$ 3,169,718
Net Position	
Net investment in capital assets	$ 48,050,809
Restricted for:	
Capital projects	1,726,469
Educational programs	2,461,315
Adult education	148,415
Cafeteria programs	4,024
Total restricted net position	4,340,223
Unrestricted	(33,031,265)
Total Net Position	$ 19,359,767

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE FISCAL YEAR ENDED JUNE 30, 2021

	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities				
Instruction	$ 27,311,015	$ 53,627	$ 4,479,438	$ (22,777,950)
Instruction-related services:				
Supervision of instruction	2,193,435	1,302	1,405,982	(786,151)
Instruction library, media and technology	1,421,983	2,000	77,851	(1,342,132)
School site administration	3,076,834	1,705	354,554	(2,720,575)
Pupil services:				
Home-to-school transportation	550,003	1,854	186,516	(361,633)
Food services	709,110	1,537	434,009	(273,564)
All other pupil services	2,705,145	3,458	967,052	(1,734,635)
General administration:				
All other general administration	3,063,726	338	97,026	(2,966,362)
Plant services	5,900,830	663	1,116,150	(4,784,017)
Ancillary services	581,802	11,423	163,532	(406,847)
Community services	49,830	298	12,395	(37,137)
Payments to other agencies	334,302	145,810	1,118,758	930,266
Interest on long-term debt	8,824,117	-	-	(8,824,117)
Total governmental activities	$ 56,722,132	$ 224,015	$ 10,413,263	(46,084,854)
General revenues:				
Taxes and subventions:				
Taxes levied for general purposes				30,407,877
Taxes levied for debt service				10,844,627
Taxes levied for other specific purpose				1,610,160
Federal and state aid non restricted to specific purposes				2,312,547
Interest and investment earnings				558,548
Miscellaneous				194,342
Total general revenues and special item				45,928,101
Change in net position				(156,753)
Net position beginning				19,378,856
Prior period adjustment - GASB 84				137,664
Net assets beginning - adjusted				19,516,520
Net position ending				$ 19,359,767

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
GOVERNMENTAL FUNDS
BALANCE SHEET
JUNE 30, 2021

	General Fund	Building Fund	Bond Interest and Redemption Fund	Other Nonmajor Governmental Funds	Total Governmental Funds
Assets					
Cash and investments	$ 6,793,562	$ 43,436,802	$ 9,875,534	$ 1,893,608	$ 61,999,506
Cash in revolving fund	25,000	-	-	-	25,000
Cash with fiscal agent	46,655	-	-	-	46,655
Accounts receivable	4,795,992	109,868	21,016	103,891	5,030,767
Due from other funds	89,962	-	-	-	89,962
Prepaid items and stores inventories	15,599	-	-	4,019	19,618
Total Assets	$ 11,766,770	$ 43,546,670	$ 9,896,550	$ 2,001,518	$ 67,211,508
Liabilities and Fund Balances					
Liabilities:					
Accounts payable	$ 987,540	$ 1,890,229	$ -	$ 29,398	$ 2,907,167
Due to other funds	-	1,964	-	87,998	89,962
Unearned revenue	1,511,557	-	-	-	1,511,557
Total Liabilities	2,499,097	1,892,193	-	117,396	4,508,686
Fund balances:					
Nonspendable:					
Revolving fund	25,000	-	-	-	25,000
Stores inventories	15,599	-	-	4,019	19,618
Restricted for:					
Educational programs	2,461,315	-	-	-	2,461,315
Debt service	-	-	9,896,550	-	9,896,550
Adult education	-	-	-	148,415	148,415
Cafeteria programs	-	-	-	4,024	4,024
Capital projects	-	41,654,477	-	1,726,469	43,380,946
Assigned for:					
Site repairs	-	-	-	236	236
Child development	-	-	-	959	959
Educational programs	74,400	-	-	-	74,400
Unassigned:					
Unappropriated	6,691,359	-	-	-	6,691,359
Total Fund Balances	9,267,673	41,654,477	9,896,550	1,884,122	62,702,822
Total Liabilities and Fund Balances	$ 11,766,770	$ 43,546,670	$ 9,896,550	$ 2,001,518	$ 67,211,508

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS
BALANCE SHEET TO THE STATEMENT OF NET POSITION
JUNE 30, 2021

Total fund balances - governmental funds		$ 62,702,822
Amounts reported in the Statement of Net Position are different because:		
Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in the governmental funds.		
Capital assets at cost	$ 158,311,216	
Accumulated depreciation	(33,808,493)	124,502,723
Interest payable on long-term debt does not require the use of current financial resources and, therefore, is not reported in the governmental funds.		(3,893,000)
Deferred outflows of resources include amounts that will not be included in the calculation of the District's net pension liability of the plan year included in this report such as current fiscal year contributions as recorded in the fund statements.		8,151,339
The difference from pension plan assumptions in actuarial valuations are not included in the plan's actuarial study until the next fiscal year and are reported as deferred inflows of resources in the Statement of Net Position.		(3,169,718)
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental funds. Long-term liabilities at year-end consist of:		
General obligation bonds	$ 118,106,391	
Unamortized bond premium	11,874,459	
Net pension liabilities	38,457,565	
Compensated absences (vacation)	495,984	(168,934,399)
Total net position - governmental activities		$ 19,359,767

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
FOR THE FISCAL YEAR ENDED JUNE 30, 2021

	General Fund	Building Fund	Bond Interest and Redemption Fund	Other Nonmajor Governmental Funds	Total Governmental Funds
Revenues:					
LCFF sources	$ 32,022,050	$ -	$ -	$ -	$ 32,022,050
Federal revenue	3,102,460	-	-	372,126	3,474,586
Other state	5,309,427	-	34,296	630,497	5,974,220
Other local	3,367,429	551,499	10,901,677	273,918	15,094,523
Total revenues	43,801,366	551,499	10,935,973	1,276,541	56,565,379
Expenditures:					
Current					
Instruction	23,191,464	-	-	162,821	23,354,285
Instruction-related services:					
Supervision of instruction	2,003,190	-	-	87,622	2,090,812
Instruction library, media and technology	1,314,784	-	-	-	1,314,784
School site administration	2,642,974	-	-	275,541	2,918,515
Pupil services:					
Home-to-school transportation	419,678	-	-	-	419,678
Food services	7,927	-	-	668,006	675,933
All other pupil services	2,578,581	-	-	-	2,578,581
General administration:					
All other general administration	2,883,149	-	-	11,350	2,894,499
Plant services	4,238,017	18,121	-	17,607	4,273,745
Facilities acquisition and construction	32,738	5,660,615	-	-	5,693,353
Ancillary Services	581,802	-	-	-	581,802
Community services	49,830	-	-	-	49,830
Payments to other agencies	334,302	-	-	-	334,302
Debt service:					
Principal	-	-	10,965,148	-	10,965,148
Interest and fees	262,378	-	8,490,878	-	8,753,256
Total expenditures	40,540,814	5,678,736	19,456,026	1,222,947	66,898,523
Excess (deficiency) of revenues over (under) expenditures	3,260,552	(5,127,237)	(8,520,053)	53,594	(10,333,144)
Other financing sources (uses):					
Transfers in	-	-	-	235,000	235,000
Transfers out	(235,000)	-	-	-	(235,000)
Total other financing sources (uses)	(235,000)	-	-	235,000	-
Net changes in fund balances	3,025,552	(5,127,237)	(8,520,053)	288,594	(10,333,144)
Fund balances beginning	6,104,457	46,781,714	18,416,603	1,595,528	72,898,302
Prior period adjustment - GASB 84	137,664	-	-	-	137,664
Fund balances beginning - restated	6,242,121	46,781,714	18,416,603	1,595,528	73,035,966
Fund balances ending	$ 9,267,673	$ 41,654,477	$ 9,896,550	$ 1,884,122	$ 62,702,822

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES
FOR THE FISCAL YEAR ENDED JUNE 30, 2021

Total net change in fund balances - governmental funds		$ (10,333,144)
Capital outlays are reported in the governmental funds as expenditures. However, in the Statement of Activities, the costs of those assets are allocated over their estimated useful lives as depreciation expense.		
Capital asset additions from capital outlay	$ 4,287,965	
Depreciation expense	(2,893,813)	1,394,152
The governmental funds report bond proceeds as an other financing source, while repayment of bond principal is reported as an expenditure. Interest is recognized as an expenditure in the governmental funds when it is due. The net effect of these differences in the treatment of general obligation bonds and related items are as follows:		
Repayment of bond principal	$ 10,965,148	10,965,148
In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an other financing source or other financing use in the period it is incurred. In the government-wide statements, the premium or discount is amortized as interest over the life of the debt. The difference between premiums or discounts recognized in the current period and amortized over future periods is:		511,139
In governmental funds, actual contributions to pension plans are reported as expenditures in the year incurred. However, in the government-wide Statement of Activities, only the current year pension expense as noted in the plans' valuation reports is reported as an expense, as adjusted for deferred inflows and outflows of resources.		(1,988,874)
In the Statement of Activities, compensated absences are measured by the amount earned during the year. In the governmental funds, however, expenditures for those items are measured by the amount of financial resources used (essentially the amounts paid). This year vacation used exceeded the amounts earned, resulting in a current year change in compensated absences in the amount of:		(123,174)
Interest on long-term debt in the Statement of Activities differs from the amount reported in the governmental funds because interest is recognized as an expenditure in the funds when it is due and thus requires the use of current financial resources. In the Statement of Activities, however, interest expense is recognized as the interest accrues, regardless of when it is due.		(582,000)
Changes in net position of governmental activities		$ (156,753)

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
FIDUCIARY FUNDS
STATEMENT OF FIDUCIARY NET POSITION
JUNE 30, 2021

	School Scholarship Fund
Assets:	
Cash on hand and in banks	$ 104,738
Total Assets	$ 104,738
Net Position:	
Restricted	$ 104,738
Total Net Position	$ 104,738

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
FIDUCIARY FUNDS
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
FOR THE FISCAL YEAR ENDED JUNE 30, 2021

	School Scholarship Fund
Additions	
Other Local	$ 127,817
Deductions	
Scholarships	141,194
Changes in net position	(13,377)
Net position beginning	118,115
Net position ending	$ 104,738

The notes to the financial statements are an integral part of this statement.

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Notes to the Basic Financial Statements

1. SIGNIFICANT ACCOUNTING POLICIES

A. Accounting Principles

Cabrillo Unified School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

B. Reporting Entity

The District is the level of government primarily accountable for activities related to public education. The governing authority consists of five elected officials who, together, constitute the Board of Trustees. The District's combined financial statements include the accounts of all its operations. The District evaluated whether any other entity should be included in these financial statements using the criteria established by GASB.

Component Units:

The District evaluated whether any other entity should be included in these financial statements. The basic, but not the only, criterion for including a governmental department, agency, institution, commission, public authority, or other governmental organization in a governmental unit's reporting entity for financial reports is the ability of the governmental unit's elected officials to exercise oversight responsibility over such agencies. Oversight responsibility implies that one governmental unit is dependent on another and that the dependent unit should be reported as part of the other. Oversight responsibility is derived from the governmental unit's power and includes, but is not limited to:

- Financial interdependency
- Selection of governing authority
- Designation of management
- Ability to significantly influence operations
- Accountability for fiscal matters

Accordingly, for the year ended June 30, 2021, the District does not have any component units and is not a component unit of any other reporting entity.

C. Basis of Presentation

Government-wide Financial Statements:

The government-wide financial statements (i.e., the Statement of Net Position and the Statement of Activities) report information on all of the non-fiduciary activities of the District. Eliminations have been made to minimize the effect of interfund of activities.

The government-wide statements are prepared using the economic resources measurement focus. This is the same approach used in the preparation of the proprietary fund and fiduciary fund financial statements but differs from the manner in which governmental fund financial statements are prepared. Governmental fund financial statements, therefore, includes a reconciliation with brief explanations to

better identify the relationship between the government-wide statements and the statements for the governmental funds.

The government-wide statement of activities presents a comparison between direct expenses and program revenues for each function or program of the District's governmental activities. Direct expenses are those that are specifically associated with a service, program, or department and are therefore clearly identifiable to a particular function. The District does not allocate indirect expenses to functions in the statement of activities. Program revenues include charges paid by the recipients of goods or services offered by a program, as well as grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues of the District, with certain exceptions. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the District.

Fund Financial Statements:

Fund financial statements report detailed information about the District. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major governmental fund is presented in a separate column, and all non-major funds are aggregated into one column. Fiduciary funds are reported by fund type.

The accounting and financial treatment applied to a fund is determined by its measurement focus. All governmental funds are accounted for using a flow of current financial resources measurement focus. With this measurement focus, only current assets, deferred outflows of resources, current liabilities and deferred inflows of resources are generally included on the balance sheet. The Statement of Revenues, Expenditures, and Changes in Fund Balances for these funds present increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

Fiduciary funds are reported using the economic resources measurement focus.

D. Basis of Accounting

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Government-wide financial statements are prepared using the accrual basis of accounting. Governmental funds use the modified accrual basis of accounting. Fiduciary funds use the accrual basis of accounting.

Revenues - Exchange and Non-exchange Transactions:

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded under the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the District, "available" means collectible within the current period or within 365 days after year-end.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants and entitlements is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted; matching requirements, in which the District must provide local resources to be used for a specific purpose; and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Deferred Outflows/Deferred Inflows:

In addition to assets, the Statement of Net Position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s), and as such will not be recognized as an outflow of resources (expense/expenditures) until then. The District has recognized a deferred outflow of resources related to the recognition of the net pension liability reported in the Statement of Net Position.

In addition to liabilities, the statement of net position reports a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and as such, will not be recognized as an inflow of resources (revenue) until that time. The District has recognized a deferred inflow of resources related to the recognition of the pension liability reported which is in the Statement of Net Position.

Unearned Revenue:

Unearned revenue arises when assets are received before revenue recognition criteria have been satisfied. Grants and entitlements received before eligibility requirements are met are recorded as deferred inflows of resources from unearned revenue. In the governmental fund financial statements, receivables associated with non-exchange transactions that will not be collected within the availability period have been recorded as deferred inflows of resources from unavailable resources.

Expenses/Expenditures:

On the accrual basis of accounting, expenses are recognized at the time a liability is incurred. On the modified accrual basis of accounting, expenditures are generally recognized in the accounting period in which the related fund liability is incurred, as under the accrual basis of accounting. However, under the modified accrual basis of accounting, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds. When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

E. Fund Accounting

The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, fund equity or retained earnings, revenues, and expenditures or expenses, as appropriate. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled. The District's accounts are organized into major, nonmajor, and fiduciary funds as follows:

Major Governmental Funds:

The *General Fund* is the general operating fund of the District. It is used to account for all financial resources except those required to be accounted for in another fund and includes transactions accounted for in the Special Reserve Fund for Other Than Capital Outlay and Special Reserve Fund for Postemployment Benefits.

The *Building Fund* is used to account for proceeds from the sale of real property and account for the acquisition of major governmental capital facilities and buildings from the sale of bond proceeds.

The *Bond Interest and Redemption Fund* is used to account for the interest and redemption of principal of general obligation bonds.

Non-major Governmental Funds:

Special Revenue Funds are used to account for the proceeds of specific revenue sources that are restricted or committed for purposes other than debt service or capital projects. The restricted or committed resources need to comprise a substantial portion of the inflows reported in the special revenue fund. The District maintains the following nonmajor special revenue funds:

- The *Adult Education Fund* is used to account for resources committed to adult education programs maintained by the District.

- The *Child Development Fund* is used to account for resources committed child development programs maintained by the District.

- The *Cafeteria Fund* is used to account for revenues received and expenditures made to operate the District's food service programs.

- The *Deferred Maintenance Fund* is used for the purpose of major repair or replacement of District property.

Capital Projects Funds are used to account for resources restricted, committed or assigned for capital outlays. The District maintains the following nonmajor capital projects fund:

- The *Capital Facilities Fund* is used to account for resources received from developer impact fees assessed under provisions of the California Environmental Quality Act ("CEQA").

Fiduciary Funds:

- *Private-Purpose Trust Funds* are used to account for assets held by the District as trustee. The District maintains one trust fund, the Scholarship fund, which is used to provide financial assistance to students of the District.

In order to comply with the requirements of GASB 54, the District has combined transactions in the Special Reserve fund for Other than Capital Outlay (Special Reserve Fund) with the General Fund because it does not meet the definition of a special revenue fund as defined by GASB 54.

F. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all governmental funds. By state law, the District's governing board must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements.

These budgets are revised by the District's governing board during the year to give consideration to unanticipated income and expenditures. The original and final revised budgets for the General Fund are presented as Required Supplementary Information.

Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

G. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated on June 30.

H. Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the District's California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System plans (STRS) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalPERS and STRS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

GASB 68 requires that the reported results must pertain to liability and asset information within certain defined time frames. For this period, the following time frames were used:

Valuation Date	June 30, 2019
Measurement Date	June 30, 2020
Measurement Period	July 1, 2019 to June 30, 2020

The following summarizes the pension plan balances for the fiscal year:

	PERS	STRS	Total
Deferred outflows of resources	$ 2,517,511	$ 5,633,828	$ 8,151,339
Deferred inflows of resources	$ 458,273	$ 2,711,445	$ 3,169,718
Pension expense	$ 2,521,335	$ 3,289,793	$ 5,811,128
Net pension liabilities	$ 13,261,225	$ 25,196,340	$ 38,457,565

I. Assets, Liabilities, and Equity

a) Cash and Investments

Cash balances held in banks and in revolving funds are insured to $250,000 by the Federal Deposit Insurance Corporation.

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the County Treasury. The county pools these funds with those of other districts in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

All District-directed investments are governed by Government Code Section 53601 and Treasury investment guidelines. The guidelines limit specific investments to government securities, domestic chartered financial securities, domestic corporate issues, and California municipal securities. The District's securities portfolio is held by the County Treasurer. Interest earned on investments is recorded as revenue of the fund from which the investment was made.

b) Fair Value Measurements

Investments are recorded at fair value in accordance with GASB Statement No. 72, *Fair Value Measurement and Application*. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment income.

Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction. In determining this amount, three valuation techniques are available:

- Market approach - This approach uses prices generated for identical or similar assets or liabilities. The most common example is an investment in a public security traded in an active exchange such as the NYSE.

- Cost approach - This technique determines the amount required to replace the current asset. This approach may be ideal for valuing donations of capital assets or historical treasures.

- Income approach - This approach converts future amounts (such as cash flows) into a current discounted amount.

Each of these valuation techniques requires inputs to calculate a fair value. Observable inputs have been maximized in fair value measures, and unobservable inputs have been minimized.

c) Inventories and Prepaid Expenditures

Inventories

Inventories are recorded using the purchases method, in that inventory acquisitions are initially recorded as expenditures. Reported inventories are equally offset by a fund balance reserve, which indicates that these amounts are not "available for appropriation and expenditure" even though they are a component of net current assets. The District's central warehouse inventory is valued at cost and consists of expendable supplies held for consumption.

Prepaid expenditures

The District has the option of reporting expenditures in governmental funds for prepaid items either when purchased or during the benefiting period. The District has chosen to report the expenditure during the benefiting period, thus recording a prepaid expenditure in the Statement of Net Position.

d) Capital Assets

Capital assets are those purchased or acquired with an original cost of $15,000 or more and are reported at historical cost or estimated historical cost. Donated capital assets, donated works of art and similar items, and capital assets received in a service concession arrangement are reported at acquisition value rather than fair value. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the value of the assets or materially extend the asset's lives are not capitalized but are expensed as incurred.

Depreciation on all capital assets is computed using a straight-line basis over the following estimated useful lives:

Assets	Years
Improvement of sites	20
Buildings	50
Portable buildings	20
Building improvements	20
Furniture and fixtures	20
Playground equipment	20
Food services equipment	15
Transportation equipment	15
Telephone system	10
Vehicles	8
Computer and office equipment	5

e) Compensated Absences

All vacation pay is accrued when incurred in the government-wide financial statements. A liability for these amounts is reported in the governmental funds only if they have matured, for example, as a result of employee resignations and retirements.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken, since such benefits do not vest, nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

f) Long-Term Liabilities

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the Statement of Net Position. Bond premiums and discounts are deferred and amortized over the life of the bonds. Bonds payable are reported net of applicable bond premium or discount. Issuance costs are expensed in the period incurred.

In the fund financial statements, governmental funds recognize bond premiums and discounts as well as bond issuance costs, during the current period. The face amount of the debt issued, premiums, or discounts are reported as other financing sources/uses.

g) Fund Balance Reserves and Designations

The District maintains a minimum unassigned fund balance of not less than 3 percent of budgeted general fund expenditures and other financing uses as a reserve for economic uncertainties. The District believes a reserve of this level is prudent to maintain a high bond rating and to protect the District from the effects of fluctuations in property tax revenues to which basic aide districts are vulnerable. Because amounts in the nonspendable, restricted, committed, and assigned categories are subject to varying constraints on their use, the reserve for economic uncertainties consists of balances that are otherwise unassigned.

In accordance with Government Accounting Standards Board 54*, Fund Balance Reporting and Governmental Fund Type Definitions*, the District classifies governmental fund balances as follows:

- *Nonspendable* fund balance includes amounts that cannot be spent either because it is not in spendable form or because of legal or contractual constraints.

- *Restricted* fund balance includes amounts that are constrained for specific purposes which are externally imposed by providers, such as creditors or amounts constrained due to constitutional provisions or enabling legislation.

- *Committed* fund balances includes amounts that are constrained for specific purposes that are internally imposed by the government through formal action of the highest level of decision making authority and does not lapse at year-end. Committed fund balances are imposed by the District's board of education.

- *Assigned* fund balance includes amounts that are intended to be used for specific purposes that are neither considered restricted or committed. Fund balance may be assigned by the Superintendent and the Chief Business Official.

- *Unassigned* fund balance includes positive amounts within the general fund which has not been classified within the above mentioned categories and negative fund balances in other governmental funds.

The District uses restricted/committed amounts to be spent first when both restricted and unrestricted fund balance is available unless there are legal documents/contracts that prohibit doing this, such as a grant agreement requiring dollar for dollar spending. Additionally, the District would first use committed, then assigned, and lastly unassigned amounts of unrestricted fund balance when expenditures are made.

h) Net Position

Net position represents the difference between assets, deferred outflows of resources, liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. In addition, deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or

improvement of those assets or related debt also are included in the net investment in capital assets component of net position. Net position is reported as restricted when there are limitations imposed on its use either through the enabling legislation adopted by the District or through external restrictions imposed by creditors, grantors, laws or regulations of other governments. The District applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available.

Capital Projects restrictions will be used for the acquisition and construction of capital facilities.

Debt Service restrictions reflect the cash balances in the debt service funds that are restricted for debt service payments by debt covenants.

Educational Program restrictions reflect the amounts to be expended for federal and state funded educational programs.

Child Development restrictions reflect the amounts to be expended for federal, state, or local revenues to operate child development programs.

Adult Education restrictions reflect the amounts to be expended for federal and state funded adult education programs.

Cafeteria Programs restrictions reflect the amounts to be expended for federal, state, or local revenues to operate cafeteria programs.

Unrestricted net position reflects amounts that are not subject to any donor-imposed restrictions. This class also includes restricted gifts whose donor-imposed restrictions were met during the fiscal year. A deficit unrestricted net position may result when significant cash balances restricted for capital projects exist. Once the projects are completed, the restriction on these assets are released and converted to capital assets.

i) Local Control Funding Formula and Property Taxes

The Local Control Funding Formula (LCFF) creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs.

The county is responsible for assessing, collecting, and apportioning property taxes. Taxes are levied for each fiscal year on taxable real and personal property in the county. The levy is based on the assessed values as of the preceding March 1, which is also the lien date. Property taxes on the secured roll are due on August 31 and February 1, and taxes become delinquent after December 10 and April 10, respectively. Property taxes on the unsecured roll are due on the lien date (March 1) and become delinquent if unpaid by August 31.

Secured property taxes are recorded as revenue when apportioned, in the fiscal year of the levy. The county apportions secured property tax revenue in accordance with the alternate method of distribution prescribed by Section 4705 of the California *Revenue and Taxation Code*. This alternate method provides for crediting each applicable fund with its total secured taxes upon completion of the secured tax roll - approximately October 1 of each year.

The County Auditor reports the amount of the District's allocated property tax revenue to the California Department of Education. Property taxes are recorded as local revenue limit sources by the District.

j) Risk management

The District is exposed to various risks of loss related to torts, theft of, damage to, and destruction of assets, errors and omissions, injuries to employees, and natural disasters. The District has joined together with other school districts in the County to form the San Mateo County Schools Insurance Group ("SMCSIG") public entity risk pool. The District pays an annual premium for its property and casualty, workers' compensation, and liability insurance coverage. The Joint Powers Agreements provide that SMCSIG will be self-sustaining through member premiums and will reinsure through commercial companies for claims in excess of self-insured levels.

There were no significant reductions in insurance coverage from coverage in the prior year and no insurance settlement exceeding insurance coverage.

k) Accounting Estimates

The presentation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

J. Implemented Accounting Pronouncements

GASB Statement No. 84, "Fiduciary Activities." Issued in January 2017, this statement establishes criteria for identifying fiduciary activities for accounting and financial reporting purposes and describes four fiduciary funds that should be reported, if applicable. The statement is effective beginning fiscal year 2021. Items previously reported as part of the agency fund classification of the Fiduciary Funds statements were reviewed to evaluate if they met the new custodial funds criteria. The District restated its general fund's beginning fund balance by $137,664 to reclassify student body funds previously reported as Agency funds. The student body funds were evaluated to determine if they were custodial funds as identified by GASB 84, but did not meet the definition of custodial funds and were identified as non-fiduciary

K. Upcoming Accounting and Reporting Changes

The District is currently analyzing its accounting practices to determine the potential impact on the financial statements of the following recent GASB Statements:

GASB Statement No. 87, "Leases." Issued in June 2017, this statement establishes standards of accounting and financial reporting for leases by lessees and lessors. It provides guidance on accounting treatment of lease assets, lease liability, short-term leases, certain regulated leases, measurement for leases other than short-term leases and contracts that transfer ownership, subleases, lease-leaseback transactions, intra-entity leases, and leases between related parties. The statement will be effective beginning fiscal year 2022.

GASB Statement No. 91, "Conduit Debt Obligations." Issued in May 2019, this statement provides a single method of reporting conduit debt obligations by issuers and eliminates diversity in practice

associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. The statement will be effective beginning fiscal year 2023. GASB Statement No. 92, "Omnibus 2020." Issued in January 2020, this statement was issued for clarity and consistency by addressing practice issues identified from the implementation and application of certain GASB statements. The statement will be effective beginning fiscal year 2022.

GASB Statement No. 93, "Replacement of Interbank Offered Rates." Issued in March 2020, this statement is to address accounting and financial reporting implications that result from the replacement of an interbank offered rate (IBOR) such as the London Interbank Offered Rate (LIBOR). As a result of global reference rate reform, LIBOR is expected to cease to exist in its current form at the end of 2021. The statement will be effective beginning fiscal year 2022.

GASB Statement No. 94, "Public-Private and Public-Public Partnerships and Availability Payment Arrangements." Issued in March 2020, this statement is to improve financial reporting by establishing the definitions of public-private and public-public partnership arrangements (PPPs) and available payment arrangement (APAs) and providing uniform guidance on accounting and financial reporting for transactions that meet those definitions. The statement will be effective beginning fiscal year 2023.

GASB Statement No. 96, "Subscription-Based Information Technology Arrangements." Issued in May 2020, the statement provides guidance on the accounting and financial reporting for subscription based information technology arrangements (SBITAs) for governments by (1) defining a SBITA, (2) establishing that a SBITA results in a right-to-use subscription asset-an intangible asset-and a corresponding subscription liability, (3) providing the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA, and (4) requiring note disclosures regarding a SBITA. The statement will be effective beginning fiscal year 2023.

GASB Statement No. 97, "Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457 Deferred Compensation Plans—an amendment of GASB Statements No. 14 and No. 84, and a supersession of GASB Statement No. 32." Issued in June 2020, the statement will result in more consistent financial reporting of defined contribution pension plans, defined contribution OPEB plans, and other employee benefit plans (e.g., certain Section 457 plans), while mitigating the costs associated with reporting those plans. The statement will be effective beginning fiscal year 2022.

2. CASH AND INVESTMENTS

A summary of cash and investments as of June 30, 2021 is as follows:

Description	Carrying Amount	Fair Value
Government-Wide Statements:		
Cash in county treasury investment pool	$ 61,848,904	$ 62,077,745
Cash in revolving fund	25,000	25,000
Cash with fiscal agent	46,655	46,828
Total Government-Wide Cash and Investments	62,071,161	62,300,175
Fiduciary Funds:		
Cash in banks	104,738	104,738
Total Cash and Investments	$ 62,175,899	$ 62,404,913

Cash in Banks and in Revolving Funds

Cash balances in banks and revolving funds are insured up to $250,000 per bank by the Federal Deposit Insurance Corporation ("FDIC"). These accounts are held within various financial institutions. As of June 30, 2021, the bank balance of the District's accounts with banks was $304,286. As of June 30, 2021, the bank balances of the District's accounts were fully insured by FDIC.

Cash in County Treasury

The District is considered to be an involuntary participant in an external investment pool as the District is required to maintain substantially all of its cash with the County Treasurer in accordance with Education Code Section 41001. The fair value of the District's investment in the pool is reported in the accounting financial statements at amounts based upon the District's pro rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Fair Value Measurements

GASB 72 established a hierarchy of inputs to the valuation techniques above. This hierarchy has three levels:

- Level 1 inputs are quoted prices in active markets for identical assets or liabilities.
- Level 2 inputs are quoted market prices for similar assets or liabilities, quoted prices for identical or similar assets or liabilities in markets that are not active, or other than quoted prices that are not observable.
- Level 3 inputs are unobservable inputs, such as a property valuation or an appraisal.

Investments in the San Mateo County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at $1.00 net asset value per share.

Policies and Practices

The District is authorized under California Government Code Section 53635 to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

Limitations as they relate to interest rate risk, credit risk, custodial credit risk, and concentration of credit risk are described below:

A. Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to the changes in market interest rates. The District manages its exposure to interest rate risk by

investing in the County Treasury. The District maintains cash with the San Mateo County Investment Pool. The pool has a fair value of approximately $1.626 billion and an amortized book value of $1.595 billion.

B. Credit Risk

Credit risk is the risk of loss due to the failure of the security issuer. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The investment with the San Mateo County Investment Pool is governed by the County's general investment policy. The investment with the San Mateo County Investment Pool is rated at least Aa1 by Moody's Investor Service.

C. Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California Government code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits.

D. Concentration of Credit Risk

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond the amount stipulated by the California Government code. District investments that are greater than 5 percent of total investments are in either an external investment pool or mutual funds and are therefore exempt.

3. ACCOUNTS RECEIVABLE

Accounts receivable consisted of the following as of June 30, 2021:

Description	General Fund	Building Fund	Bond Interest & Redemption Fund	Nonmajor Funds	Total
Federal Government	$ 1,654,774	$ -	$ -	$ 79,178	$ 1,733,952
State Government	2,141,526	-	-	4,256	2,145,782
Local and Other Resources	999,692	109,868	21,016	20,457	1,151,033
Total Accounts Receivable	$ 4,795,992	$ 109,868	$ 21,016	$ 103,891	$ 5,030,767

4. CAPITAL ASSETS AND DEPRECIATION

Capital asset activities for the year ended June 30, 2021 were as follows:

Capital Assets	Balance July 01, 2020	Additions	Adjustments & Deletions	Balance June 30, 2021
Land - not depreciable	$ 1,456,448	$ -	$ -	$ 1,456,448
Work-in-progress - not depreciable	59,249,920	1,654,039	(29,216,187)	31,687,772
Site improvements	12,095,809	1,071,057	-	13,166,866
Buildings and improvements	79,267,961	30,532,921	-	109,800,882
Furniture and equipment	1,953,113	246,135	-	2,199,248
Total capital assets	154,023,251	33,504,152	(29,216,187)	158,311,216
Less accumulated depreciation for:				
Site improvements	2,826,732	632,028	-	3,458,760
Buildings and improvements	26,807,541	2,153,411	-	28,960,952
Furniture and equipment	1,280,407	108,374	-	1,388,781
Total accumulated depreciation	30,914,680	2,893,813	-	33,808,493
Total capital assets - net depreciation	$ 123,108,571	$ 30,610,339	$ 29,216,187	$ 124,502,723

Depreciation expense was charged to governmental activities as follows:

Instruction	$ 2,687,263
Instruction library, media and technology	42,666
School site administration	15,070
Home-to-school transportation	109,726
All other general administration	27,157
Plant services	11,930
Total depreciation expense	$ 2,893,812

5. TAX AND REVENUE ANTICIPATIONS NOTES

The District issued $14,805,000 in tax and revenue anticipation notes dated August 11, 2020. The notes matured on June 30, 2021 and yielded 2% interest. The notes were sold to supplement cash flow and were repaid from the General Fund.

6. INTERFUND TRANSACTIONS

Interfund transactions are reported as either loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables (Due From/To), as appropriate, and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers among governmental funds are netted as part of the reconciliation to the government-wide financial statements.

Interfund Transfers

Interfund transfers consist of operating transfers from funds receiving revenue to funds through which the resources are to be expended as follows:

Fund	Due From	Due To
General Fund	$ 89,962	$ -
Building Fund	-	1,964
Nonmajor Funds	-	87,998
Totals	$ 89,962	$ 89,962

Interfund Receivables/Payables (Due From/Due To)

Interfund receivables and payables consisted of the following as of June 30, 2021:

Fund	Transfers In	Transfers Out
General Fund	$ -	$ 235,000
Nonmajor Funds	235,000	-
Totals	$ 235,000	$ 235,000

7. LONG-TERM LIABILITIES

Schedule of Changes in Long-term Liabilities

The following is the schedule of changes in long-term liabilities for the fiscal year ended June 30, 2021:

Long Term Liabilities	Balance July 01, 2020	Additions	Deductions	Balance June 30, 2021	Due Within One Year
General Obligation Bonds	$ 129,071,539	$ -	$ 10,965,148	$ 118,106,391	$ 2,431,391
Unamortized Bond Premium	12,385,598	-	511,139	11,874,459	-
Net Pension Liabilities	36,777,456	12,744,562	11,064,453	38,457,565	-
Compensated Absences	372,812	227,425	104,253	495,984	-
Total Long-Term Liabilities	$ 178,607,405	$ 12,971,987	$ 22,644,993	$ 168,934,399	$ 2,431,391

Payments on the general obligation bonds are made from the Bond Interest and Redemption Fund using local revenues.

General Obligation Bonds Payable

On August 1, 1996, the District issued $34,996,263 in General Obligation Bonds (GO Bonds). The County Treasurer levies annual ad valorem taxes for required debt service payments. Bond proceeds have been and will be used for improvements and construction at the District's school sites.

On October 25, 2012, the District issued $19,715,860 in Election 2012, Series A GO Bonds. This included principal of $18,000,000, with a premium of $1,715,860. The bonds mature on August 1, 2037. Total debt service for the bonds is $27,843,608. Bond proceeds will be used for improvements and construction at the District's school sites. In August 2017, the District issued 2017 GO Refunding Bonds for the purpose of refunding certain maturities of the outstanding Election 2012 Series A GO Bonds.

On January 14, 2015, the District issued $21,067,416 in Election 2012, Series B GO Bonds. This included principal of $20,000,000, with a premium of $1,067,416. The bonds mature on August 1, 2044. Total debt service for the bonds is $35,591,991. Bond proceeds will be used for improvements and construction at the District's school sites.

On January 18, 2017, the District issued $20,571,771 in Election 2012, Series C GO Bonds. This included principal of $20,000,000 with a premium of $571,771. The bonds mature on August 1, 2046. Total debt service for the bonds is $39,133,222. Bond proceeds will be used for improvements and construction at the District's school sites.

On August 31, 2017, the District issued $4,610,000 in 2017 GO Refunding Bonds for the purpose of partially refunding its outstanding obligation under Election 2012, Series A GO Bonds. The proceeds of the 2017 GO Refunding Bonds were used to defease and redeem $4,700,000 principal amount of the District's outstanding Election 2012, Series A GO Bonds. The amounts defeased have been removed from the government-wide financial statement of net position. The District completed the refunding to obtain an economic gain (difference between the present value of the old and the new debt service payments) of $269,940.

On September 25, 2018, the District issued $35,000,000 in 2018 Series A General Obligation Bonds through Measure M for improvements and construction at District's school sites. The bonds were issued at a premium of $2,509,804 and secured by property taxes. Issuance costs of $313,500 were paid with bond proceeds on issuance. The net deposit into the Building Fund was $34,830,000 and $2,366,304 was deposited into the Bond Interest and Redemption Fund to meet the required debt service reserve.

On June 3, 2020, the District issued $40,000,000 in 2018 Series B General Obligation Bonds through Measure M for improvements and construction at District's school sites. The bonds were issued at a premium of $7,423,745 and secured by property taxes. Issuance costs of $305,000 were paid with bond proceeds on issuance. The net deposit into the Building Fund was $39,825,000 and $7,293,745 was deposited into the Bond Interest and Redemption Fund to meet the required debt service reserve.

The following summarizes the bonds outstanding as of June 30, 2021:

Bond	Issue Date	Maturity Date	Interest Rate	Original Issue	Outstanding July 01, 2020	Issued	Redeemed	Outstanding June 30, 2021
1996	8/1/96	8/1/21	3.75-6%	$ 34,996,263	$ 2,566,539	$ -	$ 1,285,148	$ 1,281,391
2012A	10/25/12	8/1/37	2-5%	18,000,000	9,040,000	-	540,000	8,500,000
2012B	1/14/2015	8/1/44	2-5%	20,000,000	17,960,000	-	75,000	17,885,000
2012C	1/18/2017	8/1/46	3.38-5%	20,000,000	19,960,000	-	-	19,960,000
2017	8/31/2017	8/1/28	2-5%	4,610,000	4,545,000	-	20,000	4,525,000
2018A	9/25/2018	8/1/48	3.5-5%	35,000,000	35,000,000	-	3,065,000	31,935,000
2018B	6/3/2020	8/1/50	4%	40,000,000	40,000,000	-	5,980,000	34,020,000
Total General Obligation Bonds				$172,606,263	$ 129,071,539	$ -	$ 10,965,148	$118,106,391

As of June 30, 2021, the annual debt service requirements of the general obligation bonds were as follows:

Fiscal Year	Principal	Interest	Total
2022	$ 2,431,391	$ 9,324,034	$ 11,755,425
2023	1,300,000	4,980,225	6,280,225
2024	1,490,000	4,923,850	6,413,850
2025	940,000	4,873,275	5,813,275
2026	1,085,000	4,830,425	5,915,425
2027-2031	7,790,000	23,216,044	31,006,044
2032-2036	14,320,000	21,224,378	35,544,378
2037-2041	22,335,000	17,646,914	39,981,914
2042-2046	33,240,000	12,045,250	45,285,250
2043-2047	33,175,000	4,183,777	37,358,777
Total	$ 118,106,391	$ 107,248,172	$ 225,354,563

8. JOINT POWERS AGREEMENTS

The District participates in a joint powers agreement ("JPA") with the San Mateo County Schools Insurance Group ("SMCSIG"). A board consisting of a representative from each member district governs the JPA. The governing board controls the operation of the JPA independent of any influence by the District beyond the District's representation on the governing board. The JPA is independently accountable for its fiscal matters. Budgets are not subject to any approval other than that of the governing board. Member districts share surpluses and deficits proportionately to their participation. The relationship between the District and the JPA is such that the JPA is not a component unit of the District for financial reporting purposes.

The following is a summary of coverage provided by SMCSIG JPA and its most recent financial statement information:

	SMCSIG June 30, 2020
Total Assets and Deferred Outflows	$ 26,765,380
Total Liabilities and Deferred Inflows	11,162,290
Total Equity	15,603,090
Total Revenues	45,275,439
Total Expenditures	45,026,058

9. COMMITMENTS AND CONTINGENCIES

Litigation

Various claims involving the District are currently outstanding. However, management believes, based on consultation with legal counsel, that the ultimate resolution of these matters will not have a material adverse effect on the District's financial position or results of operations.

Federal and State Allowances, Award, and Grants

The District has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

10. CALPERS PENSION PLAN

General Information about the PERS Pension Plan

Plan Description - All qualified permanent and probationary employees are eligible to participate in the District's CalPERS Employee Pension Plan (the Plan), a cost-sharing multiple employer defined benefit pension plans administered by the California Public Employees' Retirement System (CalPERS). Benefit provisions under the Plans are established by State statute and District resolution. CalPERS issues publicly available reports that include a full description of the pension plans regarding benefit provisions, assumptions and membership information that can be found on the CalPERS website.

Benefits Provided - CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of credited service, equal to one year of full-time employment. Members with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after 10 years of service. The death benefit is one of the following: the Basic Death Benefit, the 1957 Survivor Benefit, or the Optional Settlement 2W Death Benefit. The cost-of-living adjustments for the Plan are applied as specified by the Public Employees' Retirement Law. The Plans' provisions and benefits in effect at June 30, 2021, are summarized as follows:

	CalPERS	
	Classic	PEPRA
Benefit formula	2% @ 55	2% @ 62
Benefit vesting schedule	5 Years	5 Years
Benefit payments	Monthly for Life	Monthly for Life
Retirement age: minimum	50	52
Monthly benefits as a % of eligible compensation	(1)	(1)
Required employee contribution rates	7.000%	7.000%
Required employer contribution rates	20.700%	20.700%

(1) Monthly benefit is a product of benefit factor, years of service, and final compensation

Contributions - Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Funding contributions for the Plan are determined annually on an actuarial basis as of June 30 by CalPERS. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability.

For the year ended June 30, 2021, the District's contributions were as follows:

	CalPERS
Employer Contributions	$ 1,343,866

Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to PERS

As of June 30, 2021, the District reported net pension liabilities for its proportionate shares of the net pension liability of the Plan as follows:

	Proportionate Share of Net Pension Liability/(Asset)
CalPERS	$ 13,261,225

The District's net pension liability for the Plan is measured as the proportionate share of the net pension liability. The net pension liability of the Plan is measured as of June 30, 2020, and the total pension liability for the Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2019 rolled forward to June 30, 2020 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined.

The District's proportionate share of the net pension liability for the Plan as of June 30, 2020 and 2021 was as follows:

	CalPERS
Proportion - June 30, 2020	0.04252%
Proportion - June 30, 2021	0.04322%
Change - Increase/(Decrease)	0.00070%

For the year ended June 30, 2021, the District recognized pension expense of $2,521,335 for the Plan.

At June 30, 2021, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	CalPERS	
	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes of Assumptions	$ 48,629	$ -
Differences between Expected and Actual Experience	657,716	-
Differences between Projected and Actual Investment Earnings	276,057	-
Differences between Employer's Contributions and Proportionate Share of Contributions	-	282,213
Change in Employer's Proportion	191,243	176,059
Pension Contributions Made Subsequent to Measurement Date	1,343,866	-
Total	$ 2,517,511	$ 458,272

The District reported $1,343,866 as deferred outflows of resources related to contributions subsequent to the measurement date that will be recognized as a reduction of the net pension liability in the year ended June 30, 2022.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Fiscal Year Ending June 30:	Deferred Outflows/ (Inflows) of Resources CalPERS
2022	$ 262,722
2023	157,070
2024	168,340
2025	127,241
2026	-
Thereafter	-
Total	$ 715,373

Actuarial Assumptions - The total pension liabilities in the June 30, 2019 actuarial valuations were determined using the following actuarial assumptions:

Valuation Date	June 30, 2019
Measurement Date	June 30, 2020
Actuarial Cost Method	Entry-Age Normal Cost Method
Actuarial Assumptions:	
Discount Rate	7.15%
Inflation	2.50%
Payroll Growth	2.75%
Projected Salary Increase	(1)
Investment Rate of Return	7.15% (2)
Mortality	(3)

(1) Varies by entry age and service
(2) Net of pension plan investment expenses, including inflation
(3) Derived using CalPERS' membership data for all funds

Discount Rate - The discount rate used to measure the total pension liability was 7.15%. To determine whether the municipal bond rate should be used in the calculation of a discount rate for the Plan, CalPERS stress tested employer rate plans within the Plan that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing, none of the tested employer rate plans run out of assets. Therefore, the current 7.15% discount rate is adequate and the use of the municipal bond rate calculation is not necessary. The stress test results are presented in a detailed report, GASB Statements 67 and 68 Crossover Testing Report for Measurement Date June 30, 2018 based on June 30, 2017 Valuations, that can be obtained from the CalPERS website.

According to Paragraph 30 of GASB 68, the long-term discount rate should be determined without reduction for pension plan administrative expense. For the CalPERS Plan, the 7.00% investment return assumption used in this accounting valuation is net of administrative expenses. Administrative expenses are assumed to be 15 basis points. An investment return excluding administrative expenses would have been

7.15%. Using this lower discount rate has resulted in a slightly higher total pension liability and net pension liability. CalPERS checked the materiality threshold for the difference in calculation and did not find it to be a material difference.

In the December 2016 and April 2017 meetings, the Board voted to lower the funding discount rates used for the PERF. In making its decision, the Board reviewed recommendations from CalPERS team members, external pension and investment consultants, and input from employer and employee stakeholder groups. A lowered funding discount rate for the PERF will be phased in over a three-year period beginning July 1, 2018 for public agencies and school districts. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalPERS took into account both short- term and long-term market return expectations as well as the expected pension fund cash flows. Such cash flows were developed assuming that both members and employers will make their required contributions on time and as scheduled in all future years. Using historical returns of all the Plan's asset classes, expected compound (geometric) returns were calculated over the short-term (first 11 years) and the long-term (60 years) using a building-block approach. Using the expected nominal returns for both short-term and long- term, the present value of benefits was calculated for the Plan. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest one quarter of one percent.

The table below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

Asset Class (a)	Assumed Asset Allocation	Real Return Years 1 - 10 (b)	Real Return Years 11+ (c)
Global Equity	50.00%	4.80%	5.98%
Fixed Income	28.00%	1.00%	2.62%
Inflation Sensitive	0.00%	0.77%	1.81%
Private Equity	8.00%	6.30%	7.23%
Real Estate	13.00%	3.75%	4.93%
Liquidity	1.00%	0.00%	-0.92%
Total	100.00%		

(a) In the System's CAFR, Fixed Income is included in Global Debt Securities; Liquidity Liquidity is included in Short-term Investments; Inflation Assets are included in both Global Equity Securities and Global Debt Securities.
(b) An expected inflation of 2.00% used for this period.
(c) An expected inflation of 2.92% used for this period.

Sensitivity of the Proportionate Share of the Net Pension Liability to Changes in the Discount Rate - The following presents the District's proportionate share of the net pension liability for the Plan, calculated using the discount rate for the Plan, as well as what the District's proportionate share of the net pension

liability would be if it were calculated using a discount rate that is 1-percentage point lower or 1-percentage point higher than the current rate:

	CalPERS
1% Decrease	6.15%
Net Pension Liability	$ 19,065,430
Current	7.15%
Net Pension Liability	$ 13,261,225
1% Increase	8.15%
Net Pension Liability	$ 8,444,027

Pension Plan Fiduciary Net Position - Detailed information about each pension plan's fiduciary net position is available in the separately issued CalPERS financial reports.

11. CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM (STRS) PENSION PLAN

General Information about the STRS Pension Plan

Plan Description - The District contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information.

Benefits Provided - STRS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of credited service, equal to one year of full-time employment. The cost-of-living adjustments for the Plan are applied as specified by the retirement Law. The Plan's provisions and benefits in effect at June 30, 2021, are summarized as follows:

	CalSTRS	
	Tier 1	Tier 2
Benefit formula	2% @ 60	2% @ 62
Benefit vesting schedule	5 Years	5 Years
Benefit payments	Monthly for Life	Monthly for Life
Retirement age:	60	62
Monthly benefits as a % of eligible compensation	2%	2%
Required employee contribution rates	10.250%	10.205%
Required employer contribution rates	16.150%	16.150%
Required State contribution rates	10.328%	10.328%

Contributions - As part of the annual valuation process, the Normal Cost rate is determined as the basis for setting the base member contribution rate for the following fiscal year. Generally, the base member contribution rate is one-half of the Normal Cost rate within certain parameters. Required member, employer and state contribution rates are set by the California Legislature and Governor and detailed in Teachers'

Retirement Law. Contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial cost method.

For the year ended June 30, 2021, the District's contributions were as follows:

	CalSTRS
Employer Contributions	$ 2,480,499
State Contributions	1,490,753
Total	$ 3,971,252

Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to STRS

As of June 30, 2021, the District reported net pension liabilities for its proportionate shares of the net pension liability of the Plan as follows:

	Proportionate Share of Net Pension Liability/(Asset)
District	$ 25,196,340
State	12,988,713
Total	**$ 38,185,053**

The District's net pension liability for the Plan is measured as the proportionate share of the net pension liability. The net pension liability of the Plan is measured as of June 30, 2020, and the total pension liability for the Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2019 rolled forward to June 30, 2020 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined. The state contributed 10.47 percent of the members' creditable earnings from the fiscal year ending in the prior calendar year. Also, as a result of AB 1469, the additional state appropriation required to fully fund the benefits in effect as of 1990 by 2046 is specific in subdivision (b) of Education Code Section 22955.1. The increased contributions end as of fiscal year 2045-2046.

The District's proportionate share of the net pension liability for the Plan as of June 30, 2020 and 2021 was as follows:

	CalSTRS
Proportion - June 30, 2020	0.02700%
Proportion - June 30, 2021	0.02600%
Change - Increase/(Decrease)	-0.00100%

For the year ended June 30, 2021, the District recognized pension expense of $4,738,100 for the Plan which included an on-behalf amount of $1,490,753 from the state.

At June 30, 2021, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	CalSTRS	
	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes of Assumptions	$ 2,457,000	$ -
Differences between Expected and Actual Experience	44,460	710,580
Differences between Projected and Actual Investment Earnings	598,520	-
Differences between Employer's Contributions and Proportionate Share of Contributions	53,349	619,896
Change in Employer's Proportion	-	1,380,969
Pension Contributions Made Subsequent to Measurement Date	2,480,499	-
Total	$ 5,633,828	$ 2,711,445

The District reported $2,480,499 as deferred outflows of resources related to contributions subsequent to the measurement date that will be recognized as a reduction of the net pension liability in the year ended June 30, 2022.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Fiscal Year Ending June 30:	Deferred Outflows/ (Inflows) of Resources CalSTRS
2022	$ (215,215)
2023	402,285
2024	652,763
2025	58,679
2026	(303,560)
Thereafter	(153,068)
Total	$ 441,884

Actuarial Assumptions - The total pension liabilities in the June 30, 2019 actuarial valuations were determined using the following actuarial assumptions:

Valuation Date	June 30, 2019
Measurement Date	June 30, 2020
Actuarial Cost Method	Entry-Age Normal Cost Method
Actuarial Assumptions:	
Discount Rate	7.10%
Inflation	2.75%
Wage Growth	3.50%
Postretirement Benefit Increases	(1)
Investment Rate of Return	7.10% (2)
Mortality	(3)

(1) 2% simple for DB (annually), maintain 85% purchasing power level for DB. Not applicable for DBS/CBB
(2) Net of investment expense but gross of administrative expenses.
(3) Based on 110% of the MP-2016 Ultimate Projection

Discount Rate - The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increases per AB 1469. Projected inflows from investment earnings were calculated using the long term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability. The table below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return (a) (b)
Global Equity	42.00%	4.75%
Private Equity	13.00%	6.25%
Real Estate	15.00%	3.55%
Inflation Sensitive	6.00%	3.25%
Fixed Income	12.00%	1.25%
Risk Mitigation Strategies	10.00%	1.75%
Liquidity	2.00%	-0.35%
Total	100.00%	

(a) Real return is net of assumed 2.75% inflation.
(b) 20-year geometric average.

Sensitivity of the Proportionate Share of the Net Pension Liability to Changes in the Discount Rate - The following presents the District's proportionate share of the net pension liability for the Plan, calculated

using the discount rate for the Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower or 1-percentage point higher than the current rate:

	CalSTRS
1% Decrease	6.10%
Net Pension Liability	$ 38,068,160
Current	7.10%
Net Pension Liability	$ 25,196,340
1% Increase	8.10%
Net Pension Liability	$ 14,568,840

Pension Plan Fiduciary Net Position - Detailed information about each pension plan's fiduciary net position is available in the separately issued STRS financial reports.

12. COVID 19

In December 2019, a novel strain of coronavirus surfaced (COVID-19) and spread around the world, with resulting business and social disruption. The operations and business results of the District could be materially and adversely affected in the future, including a reduction in the level of funding and potential impacts from the timing of cash flows. In addition, significant estimates may be materially and adversely impacted by national, state and local events designed to contain the coronavirus. Debt ratings for outstanding issuances may further be impacted. Throughout the pandemic the District has put into practice a number of safety measures to protect students and employees and will continue to revise them as needed.

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REQUIRED SUPPLEMENTARY INFORMATION

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL (GAAP)
GENERAL FUND
FOR THE FISCAL YEAR ENDED JUNE 30, 2021

	Budgeted Amounts			Variance with Final Budget Positive - (Negative)
	Original	Final	Actual (GAAP Basis)	
Revenues:				
LCFF sources	$ 30,176,046	$ 32,035,887	$ 32,022,050	$ (13,837)
Federal revenues	1,196,130	3,548,867	3,102,460	(446,407)
Other state	2,522,267	5,288,331	5,309,427	21,096
Other local	2,670,962	3,376,767	3,367,429	(9,338)
Total revenues	36,565,405	44,249,852	43,801,366	(448,486)
Expenditures:				
Certificated salaries	15,591,081	16,133,968	16,044,301	89,667
Classified salaries	6,386,211	6,383,727	6,383,728	(1)
Employee benefits	9,719,643	9,884,086	9,884,086	-
Books and supplies	1,166,362	2,473,194	2,289,802	183,392
Services and other operating expenditures	5,551,685	5,518,201	5,520,175	(1,974)
Capital outlay	26,500	170,723	95,775	74,948
Other outgo	311,334	471,613	322,947	148,666
Total expenditures	38,752,816	41,035,512	40,540,814	494,698
Excess (deficiency) of revenues over (under) expenditures	(2,187,411)	3,214,340	3,260,552	46,212
Other financing sources (uses):				
Transfers in	-	-	-	-
Transfers out	(332,544)	(400,000)	(235,000)	165,000
Total other financing sources (uses)	(332,544)	(400,000)	(235,000)	165,000
Change in fund balance	(2,519,955)	2,814,340	3,025,552	211,212
Fund balances beginning	6,104,457	6,104,457	6,104,457	-
Prior period restatement	137,664	137,664	137,664	-
Fund balances beginning - restated	6,242,121	6,242,121	6,242,121	-
Fund balances ending	$ 3,722,166	$ 9,056,461	$ 9,267,673	$ 211,212

The budgetary control level is by object on the modified accrual basis per U.S. GAAP. Expenditures can not legally exceed appropriations by major object. Any excesses were not in accordance with Education Code 42600.

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF PENSION PLAN CONTRIBUTIONS
FOR THE FISCAL YEAR ENDED JUNE 30, 2021

CalPERS	2015	2016	2017	2018	2019	2020	2021
Contractually Required Contributions	$ 542,031	$ 647,624	$ 760,509	$ 905,457	$ 1,072,486	$ 1,260,202	$ 1,343,866
Contributions in Relation to Contractually Required Contributions	542,031	647,624	760,509	905,457	1,072,486	1,260,202	1,343,866
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Covered Payroll	**$ 4,604,800**	**$ 5,466,565**	**$ 5,476,015**	**$ 5,829,998**	**$ 5,937,803**	**$ 6,390,153**	**$ 6,504,046**
Contributions as a % of Covered Payroll	**11.77%**	**11.85%**	**13.89%**	**15.53%**	**18.06%**	**19.72%**	**20.66%**

Notes to Schedule:

Valuation Date: June 30, 2019

Assumptions Used: Entry Age Method used for Actuarial Cost Method
Level Percentage of Payroll and Direct Rate Smoothing
4.1 Years Remaining Amortization Period
Inflation Assumed at 2.5%
Investment Rate of Returns set at 7.15%
CalPERS mortality table based on CalPERS' experience and include 15 years of projected ongoing mortality improvement using 90 percent of Scale MP 2016 published by the Society of Actuaries.

Fiscal year 2015 was the first year of implementation, therefore only seven years are shown.
The CalPERS discount rate was increased from 7.5% to 7.65% in the District's fiscal year 2016 and then decreased from 7.65% to 7.15% in the District's fiscal year 2018.
The CalPERS inflation assumption was decreased from 2.75% to 2.50% during the District's fiscal year 2019.
The CalPERS mortality assumptions were adjusted in the District's fiscal year 2019.

CalSTRS	2015	2016	2017	2018	2019	2020	2021
Contractually Required Contributions	$ 1,192,438	$ 1,534,386	$ 1,800,800	$ 2,158,869	$ 2,396,832	$ 2,490,591	$ 2,480,499
Contributions in Relation to Contractually Required Contributions	1,192,438	1,534,386	1,800,800	2,158,869	2,396,832	2,490,591	2,480,499
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Covered Payroll	**$ 13,428,356**	**$ 14,299,963**	**$ 14,314,785**	**$ 14,960,977**	**$ 14,722,555**	**$ 14,564,860**	**$ 15,329,739**
Contributions as a % of Covered Payroll	**8.88%**	**10.73%**	**12.58%**	**14.43%**	**16.28%**	**17.10%**	**16.18%**

Notes to Schedule:

Valuation Date: June 30, 2019

Assumptions Used: Entry Age Method used for Actuarial Cost Method
Level Percentage of Payroll Basis
7 Years Remaining Amortization Period
Inflation Assumed at 2.75%
Investment Rate of Returns set at 7.10%
Mortality tables are based on 110% of the MP-2019 Ultimate Projection Scale table issued by the Society of Actuaries.

Fiscal year 2015 was the first year of implementation, therefore only seven years are shown.
The CalSTRS discount rate was decreased from 7.6% to 7.1% in the District's fiscal year 2017.
The CalSTRS investment rate of return was decreased from 7.6% to 7.1% during the District's fiscal year 2017.
The CalSTRS inflation rate was decreased from 3% to 2.75% during the District's fiscal year 2017.
The CalSTRS wage growth was decreased from 3.75% to 3.5% during the District's fiscal year 2017.

This schedule provides information about the District’s required and actual contributions to PERS & STRS during the year.

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF PROPORTIONATE SHARE OF NET PENSION LIABILITIES
FOR THE FISCAL YEAR ENDED JUNE 30, 2021

CalPERS	2015	2016	2017	2018	2019	2020	2021
District's Proportion of Net Pension Liability	0.04170%	0.03972%	0.04121%	0.04294%	0.04408%	0.04252%	0.04322%
District's Proportionate Share of Net Pension Liability	$ 4,733,965	$ 5,855,010	$ 8,139,553	$ 10,250,911	$ 11,753,116	$ 12,392,136	$ 13,261,225
District's Covered Payroll	$ 4,379,400	$ 4,604,800	$ 5,466,565	$ 5,476,015	$ 5,829,998	$ 5,937,803	$ 6,390,153
District's Proportionate Share of NPL as a % of Covered Payroll	**108.10%**	**127.15%**	**148.90%**	**187.20%**	**201.60%**	**208.70%**	**207.53%**
Plan's Fiduciary Net Position as a % of the TPL	**83.38%**	**79.43%**	**73.90%**	**71.87%**	**70.85%**	**70.05%**	**70.00%**

Fiscal year 2015 was the first year of implementation, therefore only seven years are shown.
The CalPERS discount rate was increased from 7.5% to 7.65% in the District's fiscal year 2016 and then decreased from
The CalPERS inflation assumption was decreased from 2.75% to 2.50% during the District's fiscal year 2019.
The CalPERS mortality assumptions was adjusted in the District's fiscal year 2019.
In 2019, the amortization period for actuarial gains and losses was shortened from 30 years to 20 years.

CalSTRS	2015	2016	2017	2018	2019	2020	2021
District's Proportion of Net Pension Liability	0.02800%	0.02490%	0.02559%	0.02700%	0.02700%	0.02700%	0.02600%
District's Proportionate Share of Net Pension Liability	$ 16,362,360	$ 16,763,831	$ 20,695,361	$ 24,969,330	$ 24,814,890	$ 24,385,320	$ 25,196,340
State's Proportionate Share of Net Pension Liability Associated with the District	9,880,247	8,866,223	11,781,455	14,771,606	14,207,765	13,303,899	12,988,713
Total	$ 26,242,607	$ 25,630,054	$ 32,476,816	$ 39,740,936	$ 39,022,655	$ 37,689,219	$ 38,185,053
District's Covered Payroll	$ 12,630,436	$ 13,428,356	$ 14,299,963	$ 14,314,785	$ 14,960,977	$ 14,722,555	$ 14,564,860
District's Proportionate Share of NPL as a % of Covered Payroll	**129.55%**	**124.84%**	**144.72%**	**174.43%**	**165.86%**	**165.63%**	**172.99%**
Plan's Fiduciary Net Position as a % of the TPL	**76.52%**	**74.02%**	**70.04%**	**69.46%**	**70.99%**	**72.56%**	**71.82%**

Fiscal year 2015 was the first year of implementation, therefore only seven years are shown.
The CalSTRS discount rate was decreased from 7.6% to 7.1% in the District's fiscal year 2017.
The CalSTRS investment rate of return was decreased from 7.6% to 7.1% during the District's fiscal year 2017.
The CalSTRS inflation rate was decreased from 3% to 2.75% during the District's fiscal year 2017.
The CalSTRS wage growth was decreased from 3.75% to 3.5% during the District's fiscal year 2017.

This schedule presents information on the District’s portion of the net pension liability of PERS & STRS in compliance with GASB 68.

SUPPLEMENTARY INFORMATION

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Nonmajor Governmental Funds
Combining Schedules

CABRILLO UNIFIED SCHOOL DISTRICT
NONMAJOR GOVERNMENTAL FUNDS
COMBINING BALANCE SHEET
JUNE 30, 2021

	Special Revenue Funds				Capital Projects Fund	
	Adult Education Fund	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund	Capital Facilities Fund	Total Nonmajor Governmental Funds
Assets						
Cash and investments	$ 155,705	$ 2,789	$ 11,478	$ 236	$ 1,723,400	$ 1,893,608
Accounts receivable	13,254	20,118	66,264	-	4,255	103,891
Prepaid items and inventory	-	-	4,019	-	-	4,019
Total Assets	$ 168,959	$ 22,907	$ 81,761	$ 236	$ 1,727,655	$ 2,001,518
Liabilities and Fund Balances						
Liabilities:						
Accounts payable	$ 310	$ 4,793	$ 23,109	$ -	$ 1,186	$ 29,398
Due to other funds	20,234	17,155	50,609	-	-	87,998
Total Liabilities	20,544	21,948	73,718	-	1,186	117,396
Fund Balances:						
Nonspendable stores inventories	-	-	4,019	-	-	4,019
Restricted for adult education	148,415	-	-	-	-	148,415
Restricted for cafeteria programs	-	-	4,024	-	-	4,024
Restricted for capital projects	-	-	-	-	1,726,469	1,726,469
Assigned for site repairs	-	-	-	236	-	236
Assigned for child development	-	959	-	-	-	959
Total Fund Balances	148,415	959	8,043	236	1,726,469	1,884,122
Total Liabilities and Fund Balances	$ 168,959	$ 22,907	$ 81,761	$ 236	$ 1,727,655	$ 2,001,518

CABRILLO UNIFIED SCHOOL DISTRICT
NONMAJOR GOVERNMENTAL FUNDS
COMBINING SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
FOR THE FISCAL YEAR ENDED JUNE 30, 2021

	Special Revenue Funds				Capital Projects Fund	
	Adult Education Fund	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund	Capital Facilities Fund	Total Nonmajor Governmental Funds
Revenues:						
Federal revenue	$ 43,346	$ -	$ 328,780	$ -	$ -	$ 372,126
Other state	348,935	218,633	62,929	-	-	630,497
Other local	1,710	(315)	40,688	3	231,832	273,918
Total revenues	393,991	218,318	432,397	3	231,832	1,276,541
Expenditures:						
Current						
Instruction	2,104	160,717	-	-	-	162,821
Instruction-related services:						
Supervision of instruction	29,706	57,916	-	-	-	87,622
School site administration	275,541	-	-	-	-	275,541
Pupil services:						
Food services	-	-	668,006	-	-	668,006
General administration:						
All other general administration	11,350	-	-	-	-	11,350
Plant services	-	-	1,498	-	16,109	17,607
Total expenditures	318,701	218,633	669,504	-	16,109	1,222,947
Excess (deficiency) of revenues over (under) expenditures	75,290	(315)	(237,107)	3	215,723	53,594
Other financing sources (uses):						
Transfers in	-	-	235,000	-	-	235,000
Transfers out	-	-	-	-	-	-
Total other financing sources (uses)	-	-	235,000	-	-	235,000
Change in fund balances	75,290	(315)	(2,107)	3	215,723	288,594
Fund balances beginning	73,125	1,274	10,150	233	1,510,746	1,595,528
Fund balances ending	$ 148,415	$ 959	$ 8,043	$ 236	$ 1,726,469	$ 1,884,122

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STATE AND FEDERAL AWARD COMPLIANCE SECTION

CABRILLO UNIFIED SCHOOL DISTRICT
ORGANIZATION (UNAUDITED)
FOR THE FISCAL YEAR ENDED JUNE 30, 2021

The Cabrillo Unified School District was established in 1965 and is located in San Mateo County. There were no changes in the boundaries of the District during the current fiscal year. The District has five schools providing kindergarten through twelfth grade education.

Governing Board

Name	Office	Term Expires
Lizet Cortes	President	2022
May Beth Alexander	Vice President	2022
Freya McCamant	Clerk	2022
Sophia Layne	Member	2024
Kimberly Hines	Member	2024

Administration

Sean McPhetridge, Ed.D.
Superintendent

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME OFFERED
FOR THE FISCAL YEAR ENDED JUNE 30, 2021

Grade Level	Minutes Requirements	2021 Actual Minutes	Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
Kindergarten	36,000	n/a	180	0	In compliance
Grade 1	50,400	n/a	180	0	In compliance
Grade 2	50,400	n/a	180	0	In compliance
Grade 3	50,400	n/a	180	0	In compliance
Grade 4	54,000	n/a	180	0	In compliance
Grade 5	54,000	n/a	180	0	In compliance
Grade 6	54,000	n/a	180	0	In compliance
Grade 7	54,000	n/a	180	0	In compliance
Grade 8	54,000	n/a	180	0	In compliance
Grade 9	64,800	n/a	180	0	In compliance
Grade 10	64,800	n/a	180	0	In compliance
Grade 11	64,800	n/a	180	0	In compliance
Grade 12	64,800	n/a	180	0	In compliance

School districts and charter schools must maintain their instructional minutes as defined in Education Code Section 46207. This schedule is required of all districts and charter schools, including basic aid districts. However, for fiscal year 2021, districts are only required to offer a minimum number of days based on Education Code Section 46200, chapter 2, part 26. This schedule reports the District's compliance with this Ed. Code Section.

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS (UNAUDITED)
FOR THE FISCAL YEAR ENDED JUNE 30, 2021

	(Budget [1]) 2022	2021	2020	2019
General Fund				
Revenues and other financial sources	$ 39,124,691	$ 43,801,366	$ 39,267,904	$ 39,429,924
Expenditures	38,232,861	40,540,814	38,058,854	38,803,855
Other uses and transfers (out)	400,000	235,000	325,000	138,419
Total outgo	38,632,861	40,775,814	38,383,854	38,942,274
Change in fund balance	$ 491,830	$ 3,025,552	$ 884,050	$ 487,650
Ending fund balance	$ 9,759,503	$ 9,267,673	$ 6,104,457	$ 5,220,407
Available reserves [2]	$ 7,222,892	$ 6,691,359	$ 5,409,409	$ 4,611,913
Designated for economic uncertainty	$ -	$ -	$ 1,225,028	$ 1,240,418
Unassigned fund balance	$ 7,222,892	$ 6,691,359	$ 4,184,381	$ 3,371,495
Available reserves as a percentage of total outgo	19%	16%	14%	12%
Total long-term liabilities	$ 166,503,008	$ 168,934,399	$ 178,607,405	$ 133,166,002
Average daily attendance (ADA) at P-2	2,964	2,961	2,961	3,021

ADA has decreased by 60 since 2019. The district anticipates an increase of 3 ADA in 2021/22.

The general fund balance has increased by $4,047,266 since 2019. For a district this size, the state recommends available reserves of at least 3% of total general fund expenditures, transfers out, other uses (total outgo).

The district operated at a surplus in each of the past three years. Total long-term debt has increased by $35,768,397 over the past three years.

[1] Budget numbers are based on the first adopted budget of the fiscal year 2021/22.

[2] Available reserves consists of all unassigned fund balances in the general fund, which includes the reserve for economic uncertainties.

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2021

PROGRAM NAME	Federal Catalog Number		Pass Through Number	Program Expenditures
U. S. DEPARTMENT OF AGRICULTURE				
Passed Through California Department of Education				
Child Nutrition Cluster				
National School Lunch Program	10.555		13391	$ 250,392
School Breakfast Program	10.553		13391	78,388
Total Child Nutrition Cluster				328,780
Forest Reserve Funds	10.665		10044	51,376
TOTAL U.S. DEPARTMENT OF AGRICULTURE				380,156
U. S. DEPARTMENT OF EDUCATION				
Passed Through California Department of Education				
Special Education Cluster				
Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027		13379	408,145
Special Ed: IDEA Preschool Grants, Part B, Sec 619	84.173		13430	10,346
Special Education: IDEA Local Assistance, Part B, Sec 611	84.027		10119	866
Special Ed: IDEA Preschool Staff Development, Part B, Sec 619	84.173		13431	139
Special Ed: IDEA Local Assistance, Part B, Sec 611, Private School ISPs	84.027		10115	13,416
Total Special Education Cluster				432,912
Title I, Part C				
NCLB: Title I, Part C, Migrant Ed (Regular and Summer Program)	84.011		14326	107,184
NCLB: Title I, Migrant Education Summer Program	84.011		10005	41,039
NCLB: Title I, Part C, Even Start Migrant Education (MEES)	84.011		14768	14,845
Total Title I, Part C				163,068
Adult Education				
Adult Education: Adult Basic Education & ELA (Section 231)	84.002A		14508	27,308
Adult Education: Adult Secondary Education (Section 231)	84.002		13978	1,674
Adult Education: English Literacy & Civics Education	84.002		14750	14,364
Total Adult Education				43,346
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	84.010		14329	119,794
Department of Rehab: Workability II, Transition Partnership	84.126		10006	73,643
Carl D. Perkins Career and Technical Education: Secondary, Section 131	84.048		14894	14,917
ESEA (ESSA): Title II, Part A, Teacher Quality Local Grants	84.367		14341	14,397
Education Stabilization Fund (ESF)				
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D		15536	96,882
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D		15547	382,922
Total Education Stabilization Fund (ESF)				479,804
Governor's Emergency Education Relief (GEER) Fund: Learning LossMitigation	84.424C		15517	182,425
ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants	84.424		15396	13,742
ESEA (ESSA) : Title III, Immigrant Student Program	84.365		15146	4,719
NCLB: Title III, English Learner Student Program	84.365		14346	60,775
TOTAL U. S. DEPARTMENT OF EDUCATION				1,603,542
U. S. DEPARTMENT OF TREASURY				
Passed Through California Department of Education				
Coronavirus Relief Fund (CRF): Learning Loss Mitigation	21.019	(1)	25516	1,477,611
TOTAL U. S. DEPARTMENT OF TREASURY				1,477,611
U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES				
Passed Through California Department of Education				
Medi-Cal Billing Option	93.778		10013	13,277
TOTAL U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES				13,277
TOTAL FEDERAL PROGRAMS				$ 3,474,586

(1) Audited as major program

CABRILLO UNIFIED SCHOOL DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT (SACS)
WITH AUDITED FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2021

	General Fund	Building Fund	Bond Interest and Redemption Fund	Other Nonmajor Governmental Funds
June 30, 2021 Annual Financial and Budget Report (SACS) Fund Balances	$ 9,046,726	$ 41,654,477	$ 9,896,550	$ 2,105,069
Adjustments & Reclassifications:				
Special Reserve Fund for Other Than Capital Outlay:				
Cash with County Treasury	74,215	-	-	(74,215)
Accounts receivable	185	-	-	(185)
Student Activity Special Revenue Fund				
Cash with County Treasury	150,602	-	-	(150,602)
Accouts payable	(4,055)	-	-	4,055
June 30, 2021 Audited Financial Statements Fund Balances	$ 9,267,673	$ 41,654,477	$ 9,896,550	$ 1,884,122

1. PURPOSE OF SCHEDULES

A. Schedule of Instructional Time

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day and Longer Instructional Year. This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of Education Code Sections 46200 through 46206.

B. Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

C. Schedule of Expenditures of Federal Awards

Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Regulations, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requires a disclosure of the financial activities of all federally funded programs. This schedule was prepared to comply with Uniform Guidance requirements.

D. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balances of all funds reported on the SACS report to the audited financial statements.

2. RESULTS OF RECONCILIATIONS OF EXPENDITURES PER SCHEDULE OF GRANT ACTIVITY WITH THE DISTRICT'S ACCOUNTING SYSTEM

There were no material unreconciled differences between the District's records and the Schedule of Federal Grant Activity as shown on the Schedule of Expenditures of Federal Awards.

3. BASIS OF PRESENTATION - SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Regulations, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore,

some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

4. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Expenditures reported on the schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowed or are limited as to reimbursement. Negative amounts shown on the schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years. The District has elected not to use the 10 percent de minimis indirect cost rate as allowed under Uniform Guidance.

OTHER INDEPENDENT AUDITOR'S REPORTS

Chavan and Associates, llp
Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

The Honorable Board of Trustees
Cabrillo Unified School District
Half Moon Bay, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated January 5, 2022.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion

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on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed an instance of noncompliance or other matter that is required to be reported under Government Auditing Standards, which is described in the accompanying schedule of findings and questioned costs as finding 2021-001.

District's Responses to Findings

The District's responses to the findings identified in our audit are described in the accompanying schedule of findings and questioned costs. The District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

C & A LLP

January 5, 2022
San Jose, California

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Chavan and Associates, llp
Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH UNIFORM GUIDANCE

The Honorable Board of Trustees
Cabrillo Unified School District
Half Moon Bay, California

Report on Compliance for Each Major Federal Program

We have audited Cabrillo Unified School District's compliance with the types of compliance requirements described in *OMB Compliance Supplement* that could have a direct and material effect on each of Cabrillo Unified School District's major federal programs for the year ended June 30, 2021. Cabrillo Unified School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States; and the audit requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Regulations, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Cabrillo Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the District's compliance.

Opinion on Each Major Federal Program

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

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Report on Internal Control over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

C & A LLP

January 5, 2022
San Jose, California

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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON STATE PROGRAMS

The Honorable Board of Trustees
Cabrillo Unified School District
Half Moon Bay, California

Compliance

We have audited the Cabrillo Unified School District (the District)'s compliance with the types of compliance requirements described in the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, that could have a direct and material effect on each of the District's state programs identified below for the year ended June 30, 2021.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's audit guide, *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards, and state audit, guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above, that could have a material effect on compliance with the state laws and regulations described in the schedule below, occurred. An audit includes examining, on a test basis, evidence supporting the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

In connection with the compliance audit referred to above, we selected and tested transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

Description	Procedures Performed
Local Education Agencies Other than Charter Schools:	
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	N/A
Continuation Education	N/A

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Description	Procedures Performed
Instructional Time	Yes
Instructional Materials	Yes
Ratios of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	N/A
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	N/A
Middle or Early College High Schools	N/A
K-3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	N/A
Apprenticeship: Related and Supplemental Instruction	N/A
Comprehensive School Safety Plan	Yes
District of Choice	N/A
School Districts, County Offices of Education, and Charter Schools	
California Clean Energy Job Acts	Yes
After/Before School Education and Safety Program:	
General Requirements	N/A
After School	N/A
Before School	N/A
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	N/A
Independent Study-Course Based	N/A
Charter Schools:	
Attendance	N/A
Mode of Instruction	N/A
Nonclassroom-Based Instruction/Independent Study for Charter Schools	N/A
Determination of Funding for Nonclassroom - Based Instruction	N/A
Annual Instructional Minutes - Classroom Based	N/A
Charter School Facility Grant Program	N/A

Opinion

In our opinion, Cabrillo Unified School District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on State Programs for the fiscal year ended June 30, 2021.

Other Matter

The results of our auditing procedures disclosed instances of noncompliance with the compliance requirements referred to above, which are required to be reported in accordance with *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, and which are described in the accompanying schedule of findings and questioned costs as finding 2021-001.

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District's Response to Findings

The District's response to the compliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The District's response was not subjected to the auditing procedures in the audit of compliance and, accordingly, we express no opinion on the response

C & A LLP

January 5, 2022
San Jose, California

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FINDINGS AND RECOMMENDATIONS

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued	**Unmodified**
Internal control over financial reporting:	
Material weaknesses?	____ Yes **x** No
Significant deficiencies identified not considered to be material weaknesses?	____ Yes **x** No
Non-compliance material to financial statements noted?	____ Yes **x** No

Federal Awards

Internal control over major programs:	
Material weaknesses?	____ Yes **x** No
Significant deficiencies identified not considered to be material weaknesses?	____ Yes **x** No
Type of auditor's report issued on compliance over major programs	**Unmodified**
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)	____ Yes **x** No

Identification of Major Programs:

CFDA Numbers	Name of Federal Program
21.019	Coronavirus Relief Fund (CRF): Learning Loss Mitigation

Dollar threshold used to distinguish between type A and type B programs:	$ 750,000
Auditee qualified as low risk auditee?	____ Yes **x** No

State Awards

Internal control over state programs:	
Material weaknesses?	____ Yes **x** No
Significant deficiencies identified not considered to be material weaknesses?	**x** Yes ____ No
Type of auditor's report issued on compliance over state programs:	**Unmodified**

Section II - Financial Statement Findings

None

Section III - Federal Award Findings and Questioned Costs

None

Section IV - State Award Findings and Questioned Costs

Finding 2021-001; Instructional Materials (70000)

***Criteria or Specific Requirements**:*

EDUCATION CODE
TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 65001]
(Title 2 enacted by Stats. 1976, Ch. 1010.)

DIVISION 4. INSTRUCTION AND SERVICES [46000 - 65001]
(Division 4 enacted by Stats. 1976, Ch. 1010.)

PART 33. INSTRUCTIONAL MATERIALS AND TESTING [60000 - 60901]
(Part 33 enacted by Stats. 1976, Ch. 1010.)

CHAPTER 1. Instructional Materials [60000 - 60119]
(Chapter 1 enacted by Stats. 1976, Ch. 1010.)

ARTICLE 7. Public Hearings, Instructional Materials [60119- 60119.]
(Heading of Article 7 amended by Stats. 2015, Ch. 19, Sec. 117.)

California Education Code section 60119(a)(1)(A) requires the governing board to hold a public hearing or hearings at which the governing board shall encourage participation by parents, teachers, members of the community interest in the affairs of the school district, and bargaining unit leaders for the purpose of making a determination of the sufficiency of the District's textbooks or instructional materials or both.

California Education Code section 60119(a)(1)(B) requires the public hearing to take place on or before the end of the eighth week from the first day pupils attend school for that year.

Condition: The District held its public hearing in April of 2021, which did not meet the end of the eight weeks from the first day pupils attend school requirement of Ed. Code section 60119(a)(1)(B).

Questioned Costs: None

Effect: The District was non-compliant with this Ed. Code, did not determine the sufficiency of textbooks and/or instructional materials in the required timeframe, and did not provide parents, teachers, members of the community, and bargaining unit leaders an opportunity to comment at a public hearing held within the required time frame.

Cause: This was caused by a management oversight related to COVID-19.

Recommendation: We recommend the District create a recurring shared calendar item that notifies management responsible of the instructional materials when the public hearings and related public notices are due in relation to the first day of the school year.

Corrective Action Plan: The District has set-up a system to ensure the public hearing for sufficient instructional materials is scheduled and conducted as required within the first eight (8) weeks of instruction of every school year.

Section II - Financial Statement Findings

None

Section III - Federal Award Findings and Questioned Costs

None

Section IV - State Award Findings and Questioned Costs

Finding 2020-001: Instructional Materials (70000)

***Criteria or Specific Requirements**:* California Education Code section 60119(b) requires the governing board to hold a public hearing or hearings at which the governing board shall encourage participation by parents, teachers, members of the community interest in the affairs of the school district, and bargaining unit leaders for the purpose of making a determination of the sufficiency of the District's textbooks or instructional materials or both. The governing board shall provide a 10 days' notice of the public hearing or hearings.

Condition: The District only provided 3 days' notice of the public hearing.

Questioned Costs: None

Effect: The District did not provide sufficient time, according to California Education Code noted above, to ensure participation by all parties.

Cause: The District is not in compliance with California Education Code section 60119(b).

Recommendation: The District should ensure all public hears for California Education Code section 60119(b) requirements are adhered to.

Corrective Action Plan: The District will create a policy to ensure the 10-day requirement is met.

***Status*:** The corrective action plan was not implemented. See finding 2021-001.

* * *

C&A wishes to express our thanks and appreciation for the help and cooperation of the District office staff during the course of our audit.

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: January 20, 2022
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Presentation
ITEM TITLE: Trustee Area Report – Follow up Presentation

BACKGROUND INFORMATION

The current Board of Education trustee areas in CUSD have population differences according to the 2020 Census that exceed the maximum allowed. Demographer Tom Williams presented to the CUSD governing Board his preliminary findings at the December 14, 2021 CUSD Board meeting. Mr. Williams will present and discuss with the CUSD Board a detailed and final report of findings and his proposed alternatives.

FISCAL ANALYSIS

None.

RECOMMENDATION

Receive the Current and Potential Trustee Area Report as presented.

Current and Potential Alternative Trustee Areas

January 20, 2022, Board Presentation

by Thomas Williams of

Enrollment Projection Consultants

The current CUSD Board of Education trustee areas have population differences in the 2020 Census that exceed the maximum allowed. To continue using the current areas, the difference between the largest and smallest populations in those areas must be less than 10%. That difference in the April 2020 Census "block statistics" is instead 16.3%.

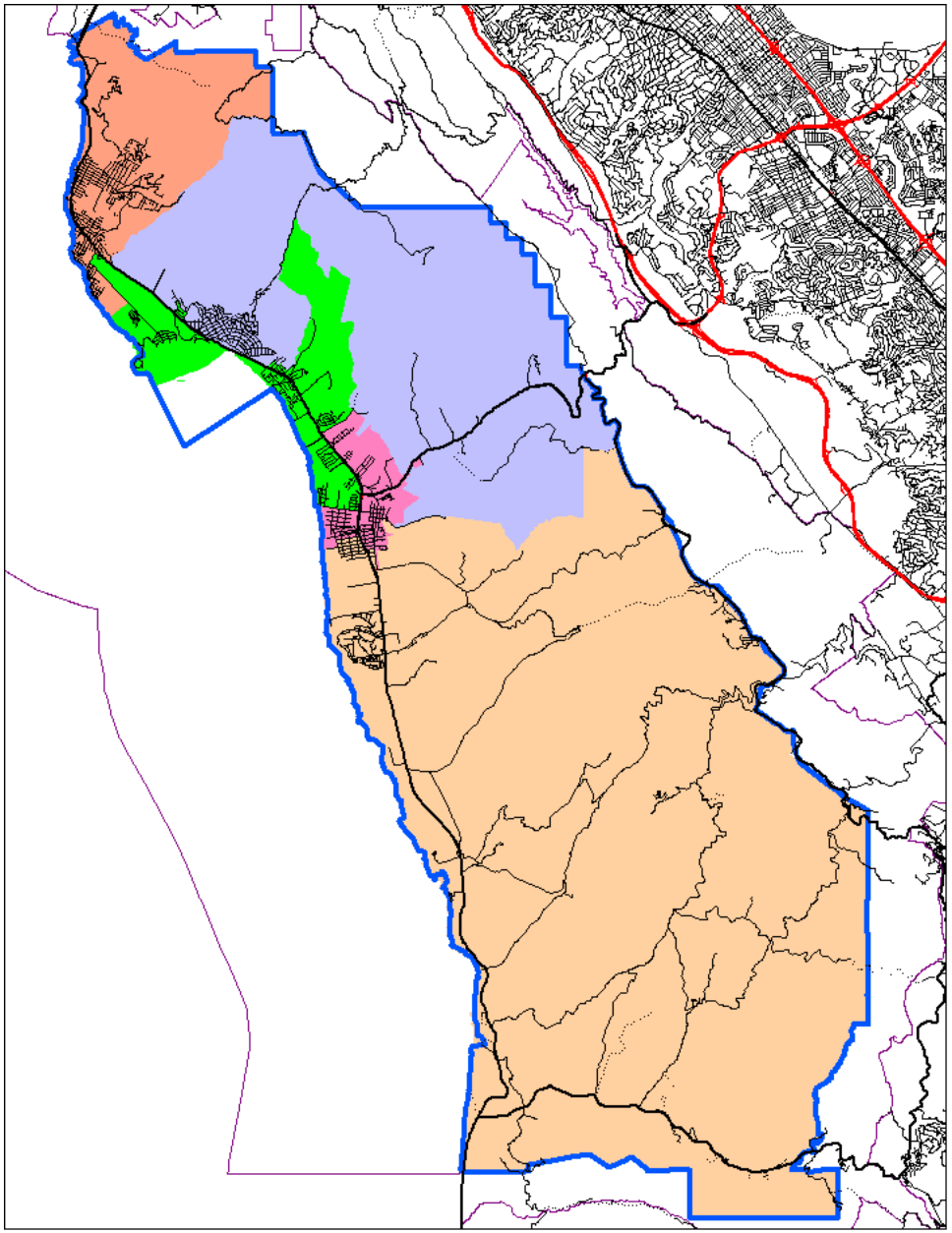
Six potential alternatives have been identified. The criteria for setting the boundaries to these alternative areas included (1) locations of the current areas, (2) trying to follow major streets or other neighborhood or rural jurisdictional separators when making changes to the current areas and (3), for alternatives 1, 5 and 6, being aware of the home locations of trustees for each of the current areas, so that those communities could have the option of retaining their current trustees. Limiting the divisions of local neighborhoods, to the extent feasible, was given higher priority than having a difference of less than 7% between the largest and smallest population totals.

The following PowerPoint slides have maps showing the current trustee areas and the potential alternatives, along with a table (after the maps of the current trustee areas) showing the population totals for each. There are three maps for the current trustee areas, with one for the entire district and the other two for the area boundaries in the northwest and central parts of the CUSD. Only the latter is included for alternative 1, since that shows the sole change from the current areas. Only the latter two maps are included for alternatives 2-to-6, since all alternatives keep the large southern part of the CUSD in trustee area E.

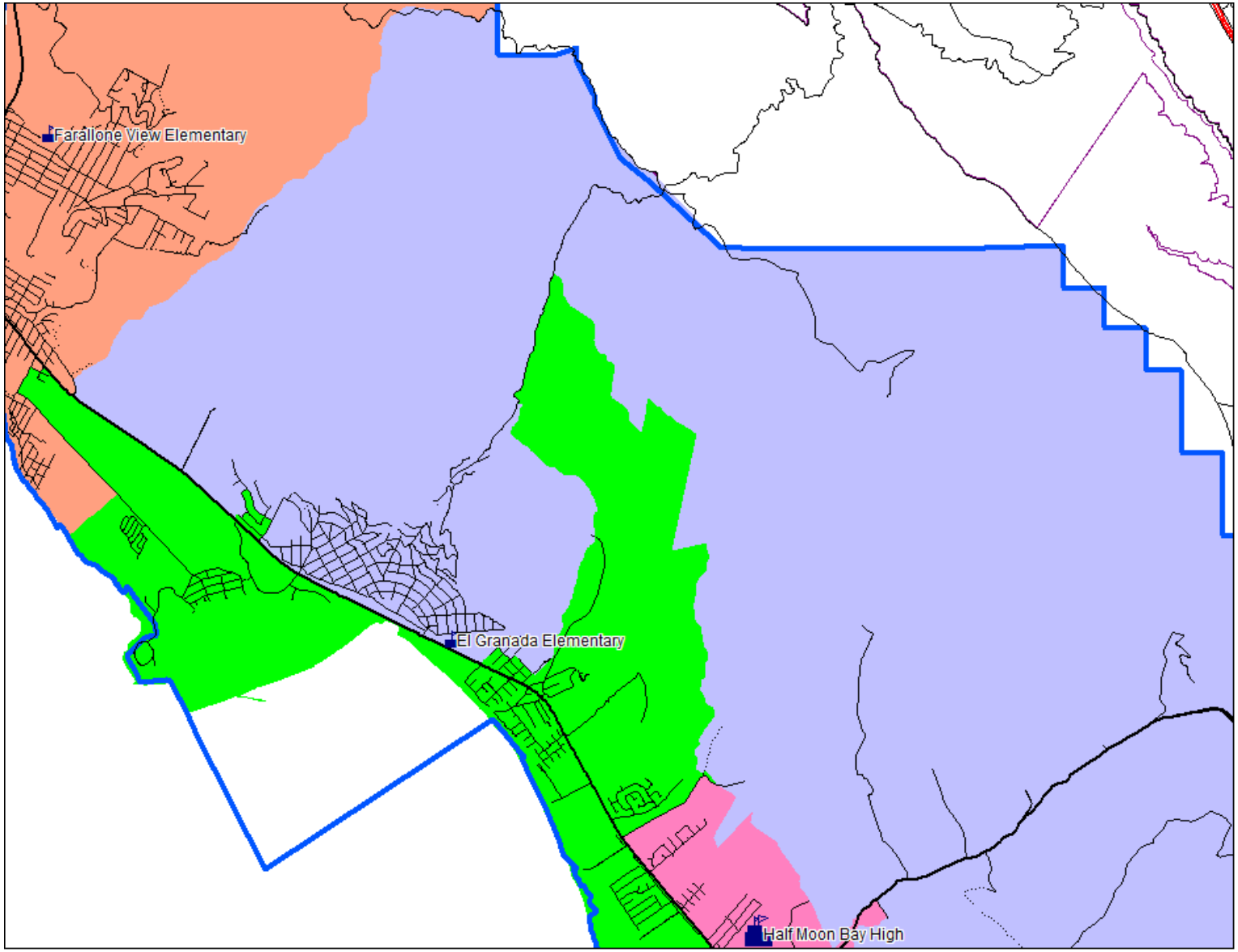
Alternative 1 revises the current areas only where needed to create populations within 10% of each other. The sole change necessary to do this is to shift from area E to area B streets on the west side of Highway 35 down to, and including, west of the Kings Mountain fire station. The result is a 9.8% difference between areas with the largest and smallest populations.

Alternatives 2 through 6 have larger revisions to the current areas. The main differences between these three alternatives are in trustee areas C, D and E, with those differences shown in the corresponding maps. Only small differences occur between areas A and B within these alternatives. Alternatives 2 through 6 have all of the El Granada vicinity east of Highway 1 in trustee area B, with a southeast edge of Miramar Drive between Highway 1 and Purisima Way and then Purisima Way into the hills. Descriptions of the key differences between alternatives 2 through 6 are provided on the final slides of this PowerPoint show. Additional explanations of these areas are provided in the report.

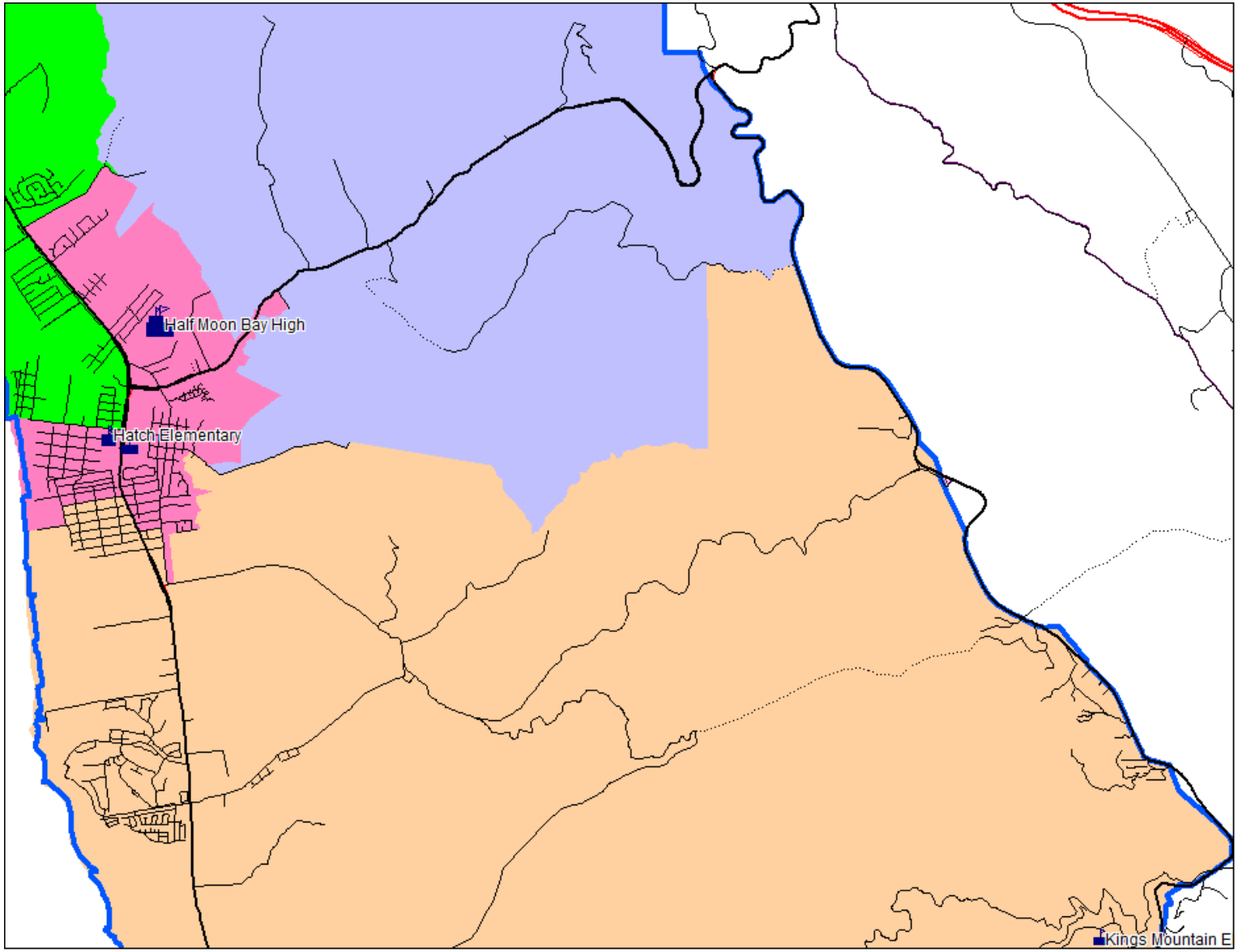
Current Trustee Areas: District Region



Current Trustee Areas: Northwest Part of CUSD



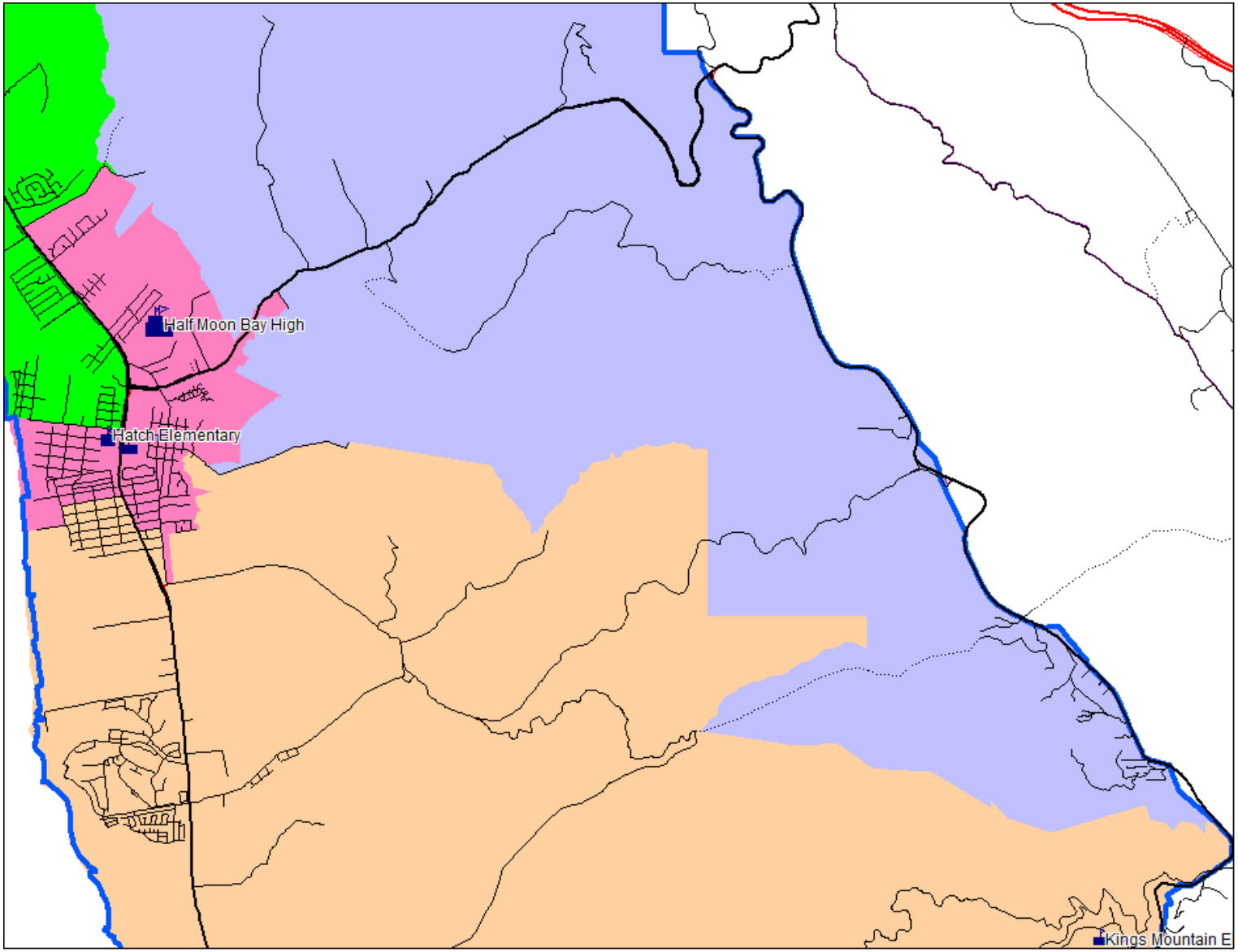
Current Trustee Areas: Central Part of CUSD



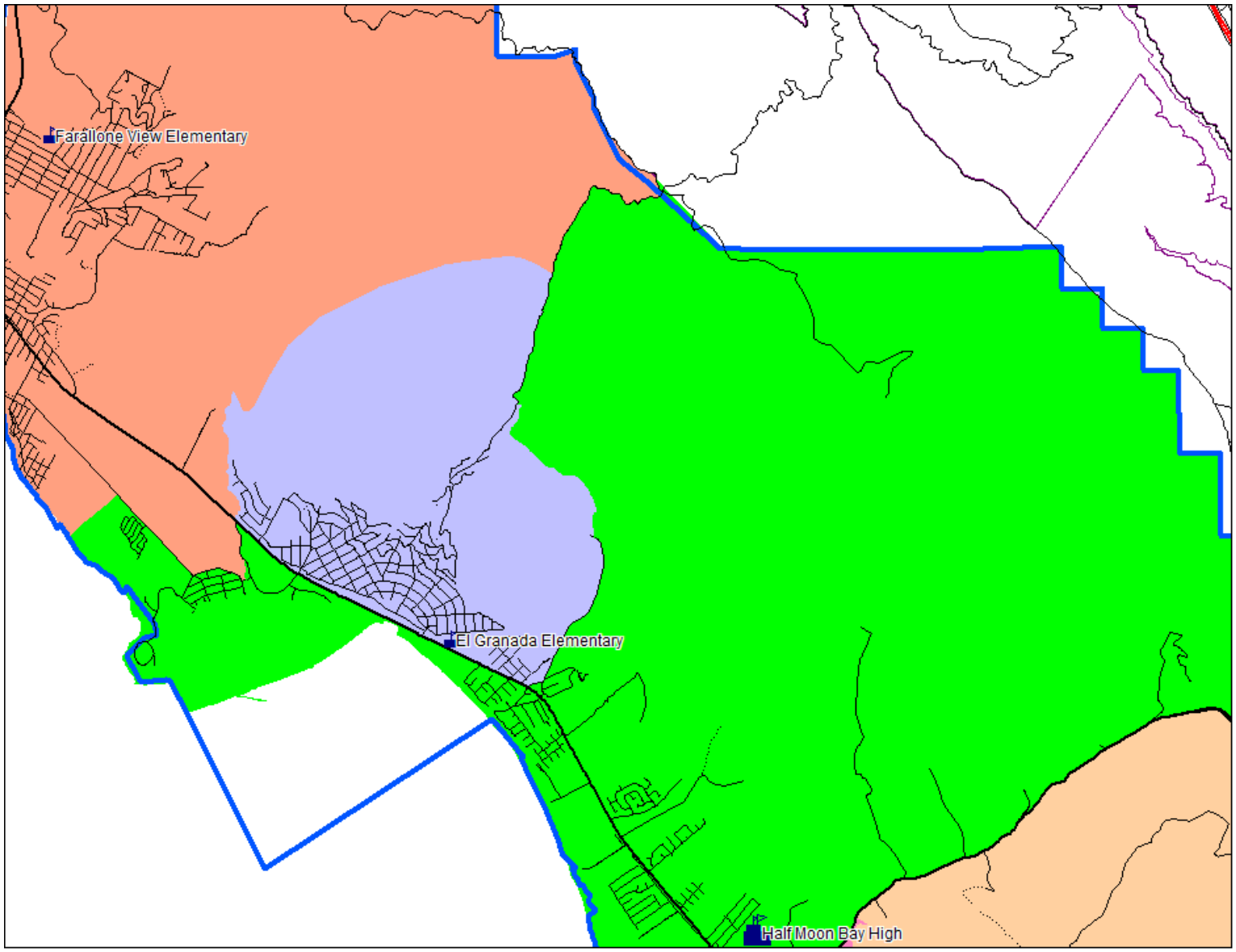
Current and Potential Alternatives 1 through 6 Trustee Areas

Subject	2020 Census Block Statistics Population Totals by Trustee Area (largest in blue and smallest in grey) A (rust)	B (lavender)	C (green)	D (rose)	E (beige)	Largest to Smallest Difference
Current Trustee Areas	5,043	4,914	5,030	5,422	5,715	16.3%
Alternative 1 Trustee Areas	5,043	5,521	5,030	5,422	5,108	9.8%
Alternative 2 Trustee Areas	5,081	5,040	5,102	5,466	5,435	8.5%
Alternative 3 Trustee Areas	5,050	5,071	5,362	5,409	5,232	7.1%
Alternative 4 Trustee Areas	5,057	5,071	5,433	5,151	5,412	7.4%
Alternative 5 Trustee Areas	5,057	5,071	5,068	5,427	5,501	8.8%
Alternative 6 Trustee Areas	5,057	5,071	5,234	5,511	5,251	9.0%

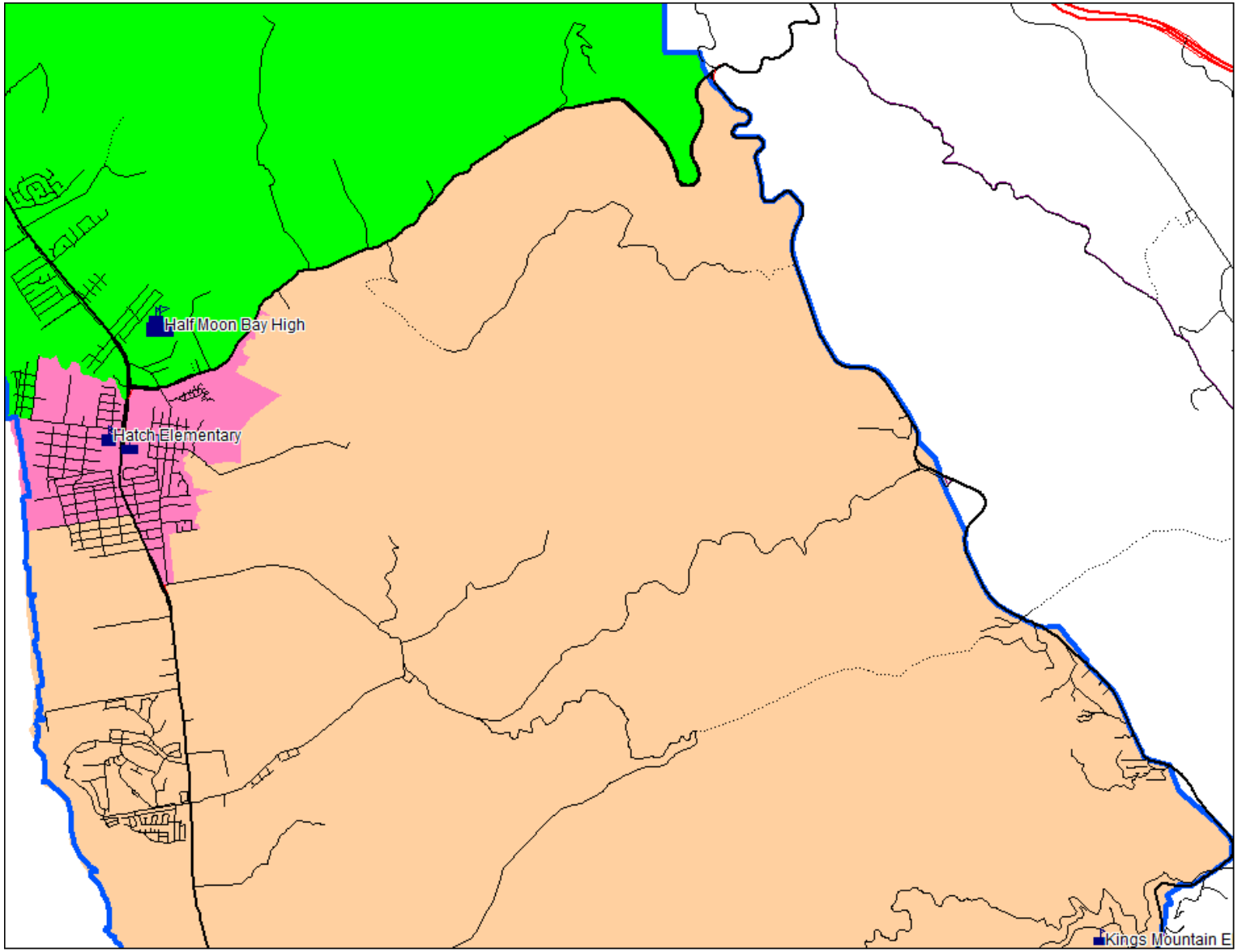
Alternative 1 Trustee Areas: Central Part of CUSD



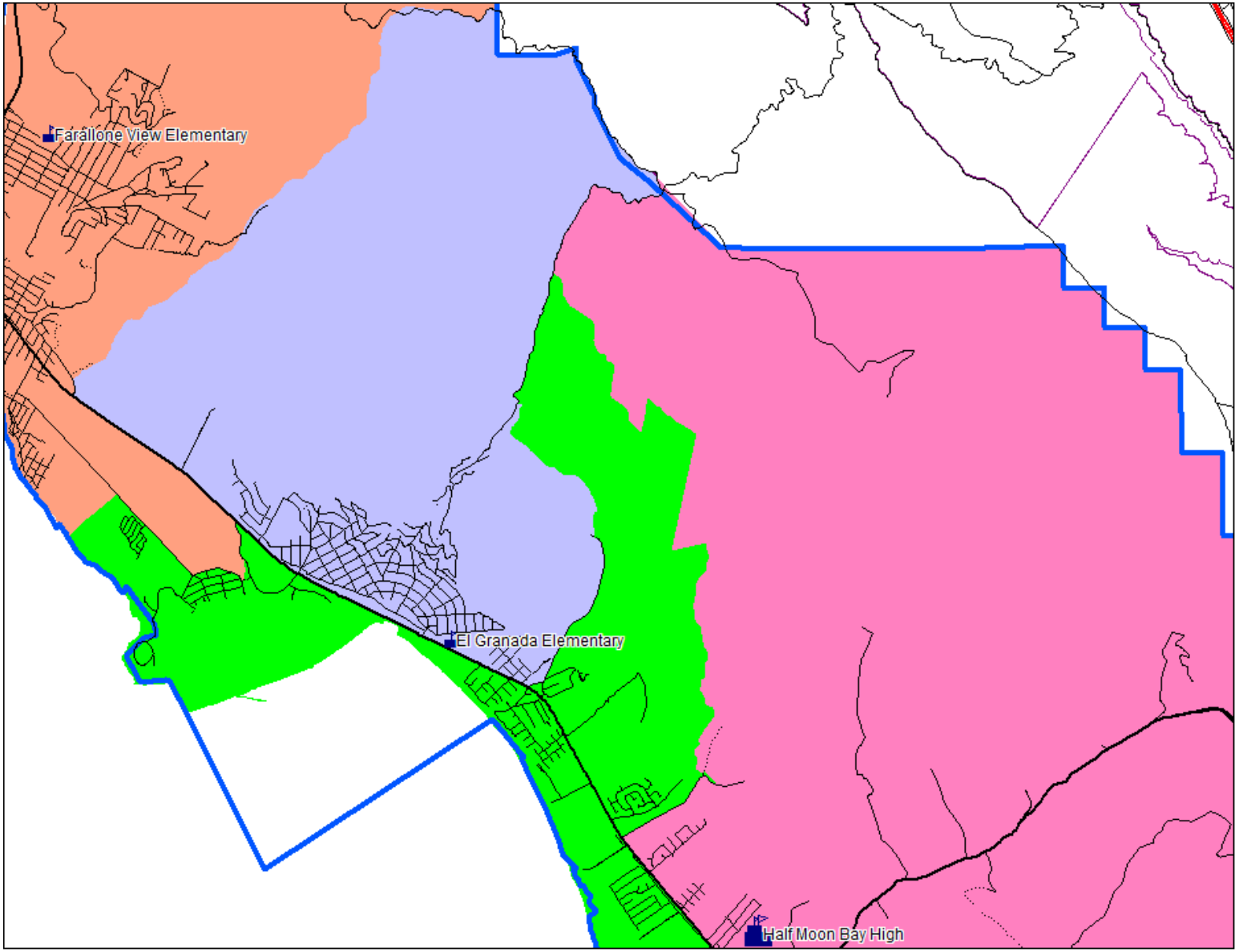
Alternative 2 Trustee Areas: Northwest Part of CUSD



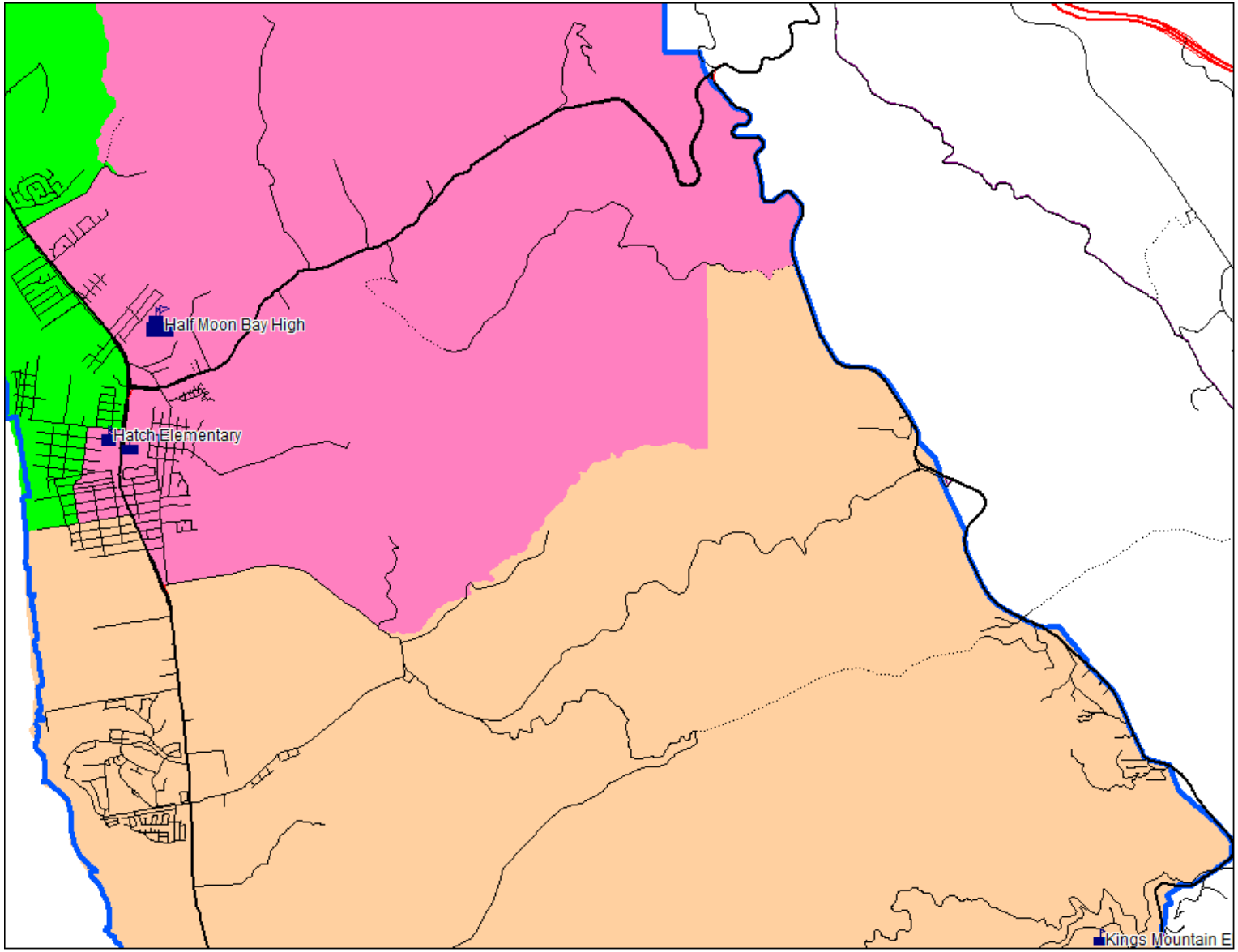
Alternative 2 Trustee Areas: Central Part of CUSD



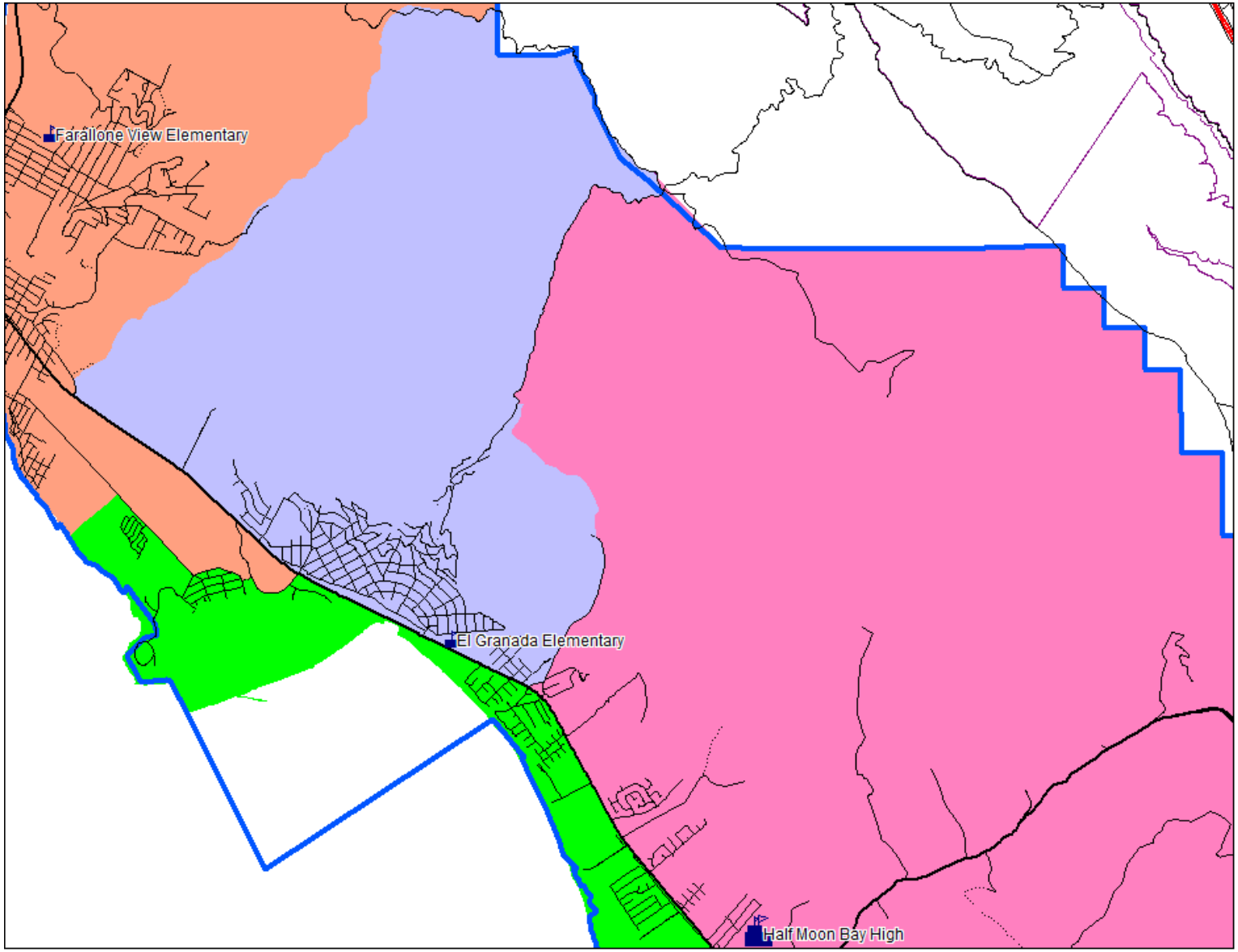
Alternative 3 Trustee Areas: Northwest Part of CUSD



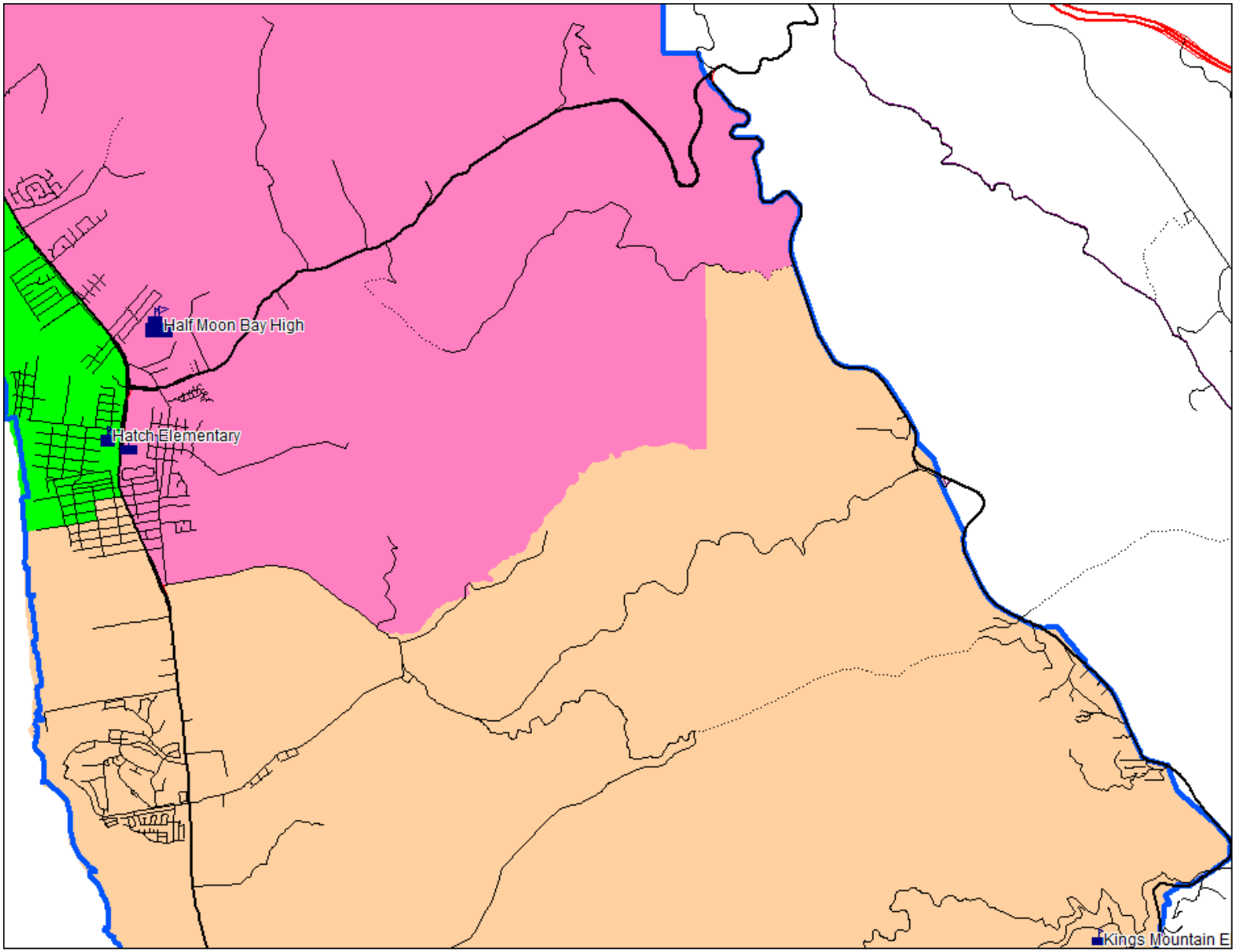
Alternative 3 Trustee Areas: Central Part of CUSD



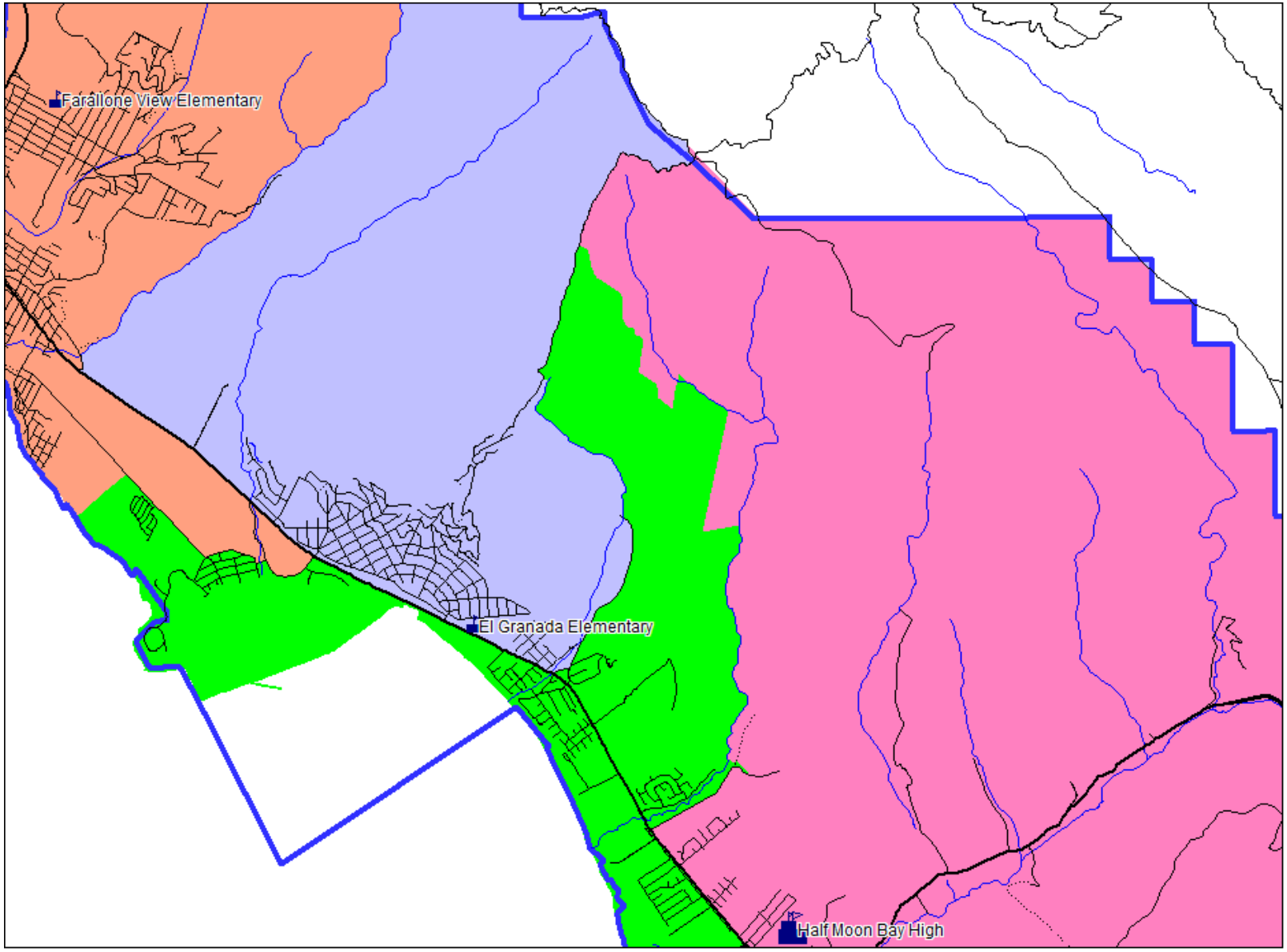
Alternative 4 Trustee Areas: Northwest Part of CUSD



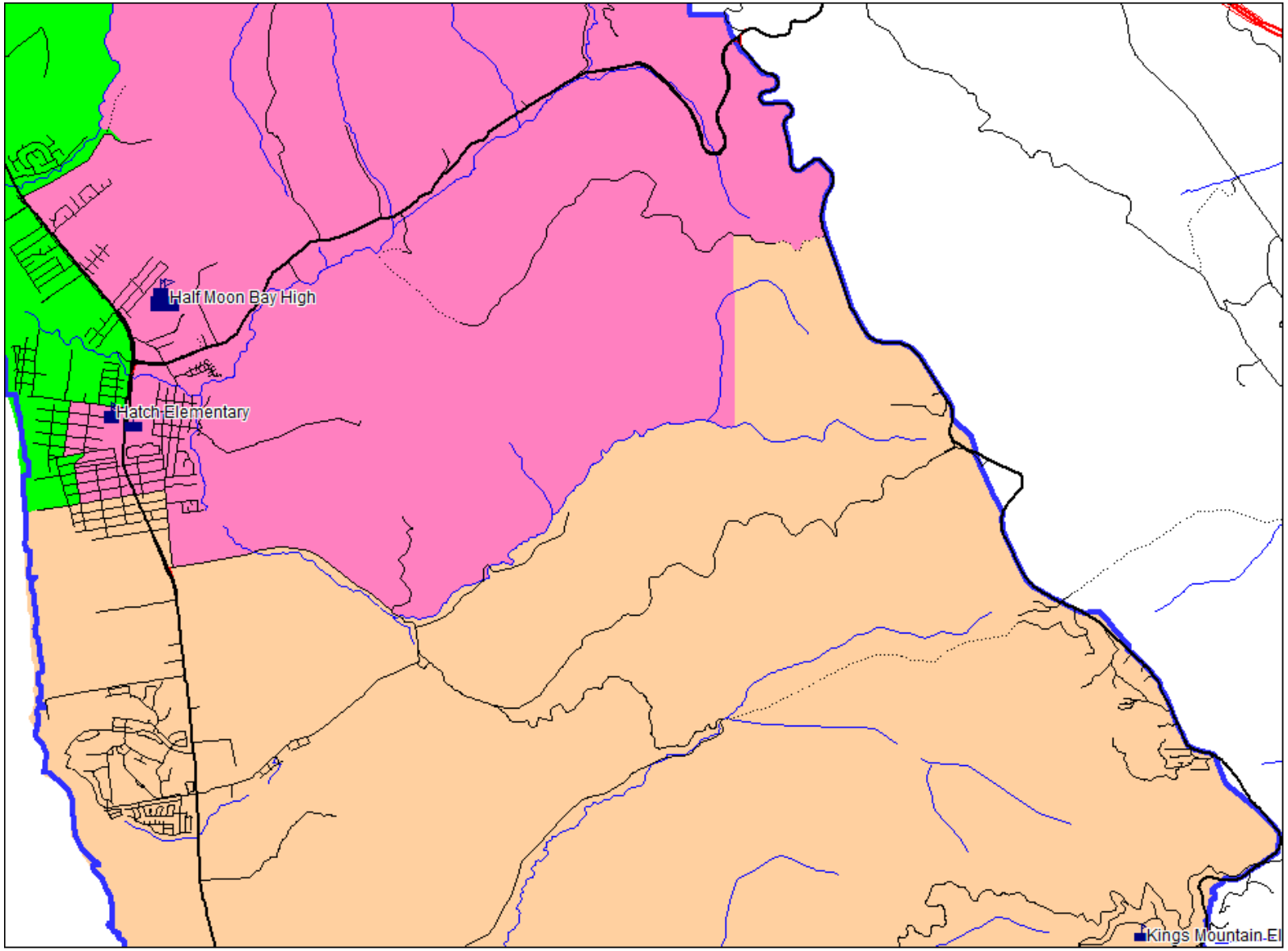
Alternative 4 Trustee Areas: Central Part of CUSD



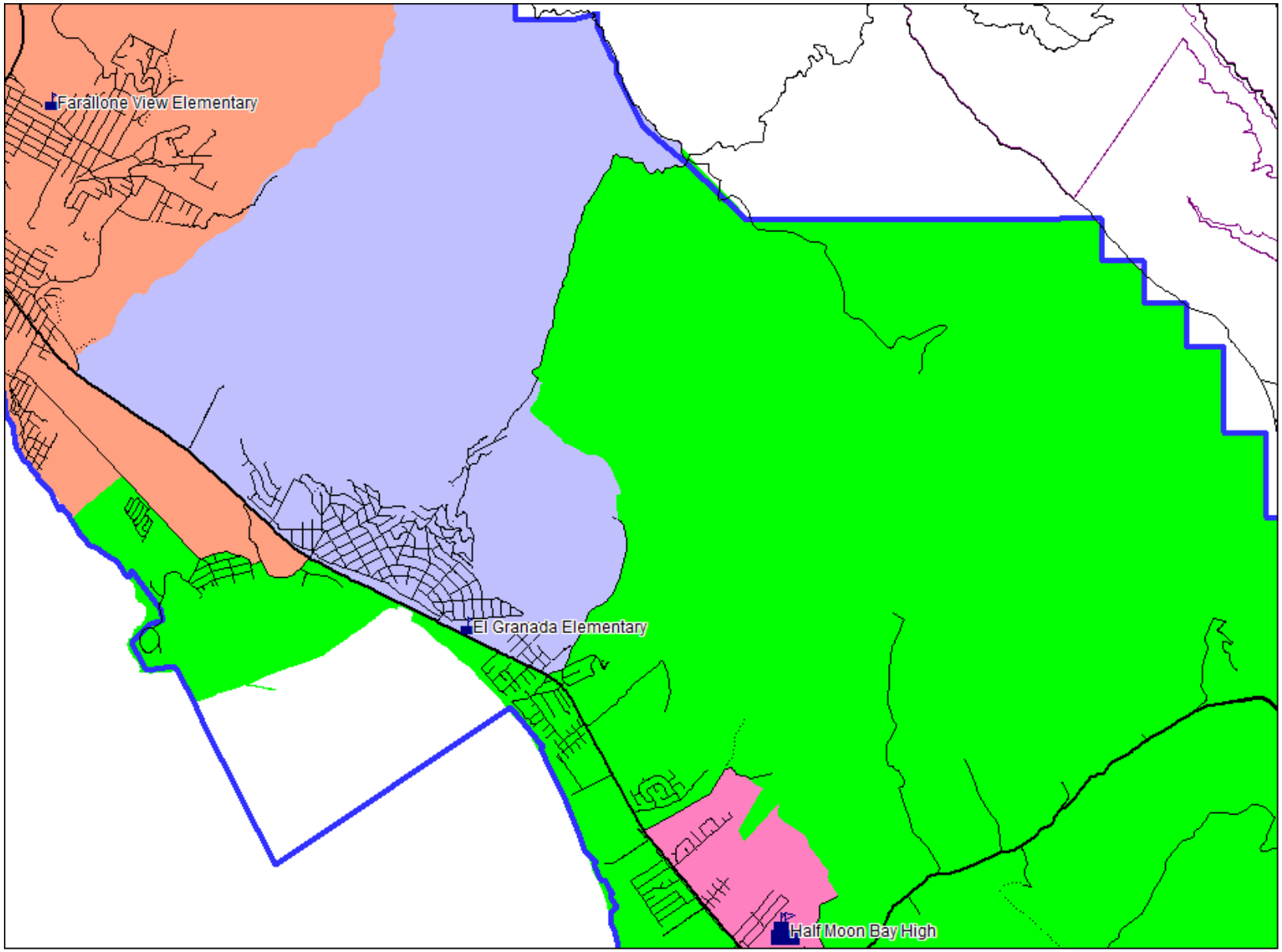
Alternative 5 Trustee Areas: Northwest Part of CUSD



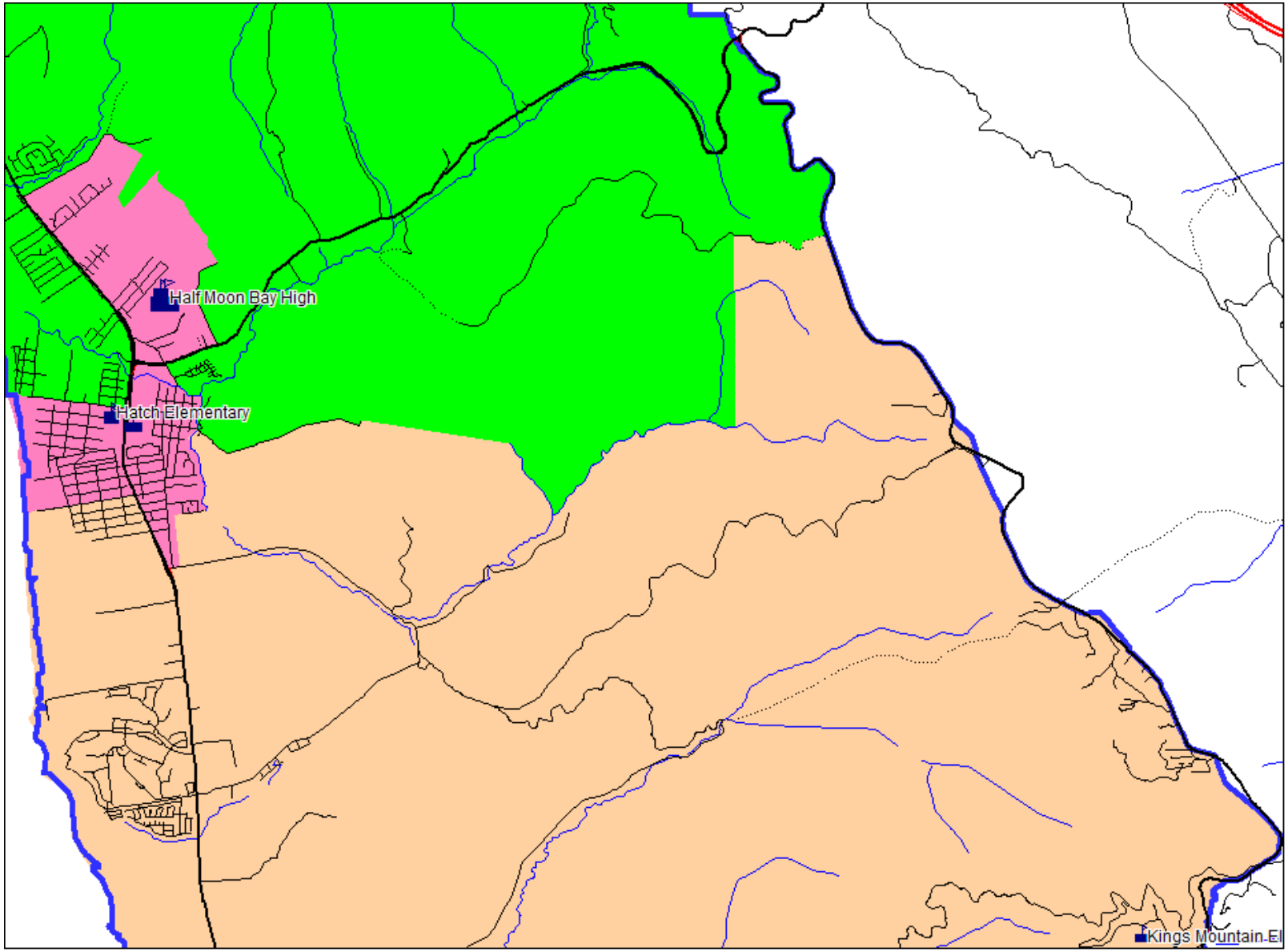
Alternative 5 Trustee Areas: Central Part of CUSD



Alternative 6 Trustee Areas: Northwest Part of CUSD



Alternative 6 Trustee Areas: Central Part of CUSD



Questions?

Note for alternative 1 trustee areas map and data: The only change from the current trustee areas is to shift from area E to area B the portion of Kings Mountain that is essentially west and north of the Kings Mountain fire station. The newly split streets shown on Alternative 1 central district map are a private road and a road-width trail in Purisima Creek Redwoods Open Space Preserve.

Notes for alternative 2 trustee areas northwest map and data: The boundary between areas A and B is Denniston Creek. The boundary between areas A and C, generally from west to east, is the southern part of Airport Street, along with Cornell Avenue, California Avenue, then Denniston Creek north from the middle of Prospect Way to Capistrano Road and Capistrano Road to Highway 1. The boundary between areas B and C within the urban section is Highway 1 between Princeton and El Granada, Miramar Drive between Highway 1 and Purisima Way and then Purisima Way into the hills. The boundary between areas C and E is Highway 92.

Notes for alternative 2 trustee areas central map and data: The boundary between areas C and E east of the Half Moon Bay city limit is Highway 92. The boundary between areas C and D between Highway 1 and the Half Moon Bay city limit on Highway 92 is Highway 92. The boundary between areas C and D west of Highway 1, from west to east, is the west tip of Kelly Avenue, then Balboa Blvd. and a creek. This puts the state park campground in area C, where the block statistics evidently include people staying there on April 1, 2020, despite being temporary residents.

Notes for alternative 3 trustee areas northwest map and data: The boundary between areas A and B follows the current boundary east of Highway 1. The boundary between areas A and C, from west to east, is the southern part of Airport Street, along with Cornell Avenue, California Avenue, then Denniston Creek north from middle of Prospect Way to Capistrano Road and Capistrano Road to Highway 1. The boundary between areas B and C within the urban section is Highway 1 between Princeton and El Granada, Miramar Drive between Highway 1 and Purisima Way and then Purisima Way into the hills. The boundary between areas C and D within the urban section is Frenchman's Creek Road east of Highway 1 and, within this northwest region, Highway 1.

Notes for alternative 3 trustee areas central map and data: The boundary between areas C and D within the urban section of this central region is, generally from north to south, Frenchman's Creek Road, Highway 1 between Frenchman's Creek Road and Kelly Avenue, Kelly Avenue between First Avenue and Highway 1, and First Avenue between Kelly Avenue and Poplar Street. The boundary between area E and the combination of areas C and D is, from west to east, Poplar Street west of Highway 1, Highway 1 between Poplar Street and Higgins Canyon Road, and Higgins Canyon Road between Highway 1 and Burleigh Murray Ranch Park.

Notes for alternative 4 trustee areas northwest map and data: The boundary between areas A and B follows the current boundary east of Highway 1. The boundary between areas A and C, from west to east, is the southern part of Airport Street along with Cornell Avenue, California Avenue, Prospect Way and the southern part of Capistrano Road. The boundary between areas B and C is Highway 1. The boundary between areas B and D within the urban section of this northwest region is Miramar Drive between Highway 1 and Purisima Way and then Purisima Way into the hills. The boundary between areas C and D within this northwest region is Highway 1.

Notes for alternative 4 trustee areas central map and data: The boundary between areas C and D within this central region is Highway 1. The boundary between areas C and E, generally from west to east, is Poplar Street, Second Avenue and Filbert Street. The boundary between areas D and E is, from west to east, Highway 1 between Poplar Street and Higgins Canyon Road and Higgins Canyon Road between Highway 1 and Burleigh Murray Ranch Park.

Notes for alternative 5 trustee areas central map and data: This has the same boundaries as alternative 3 other than (1) the section between Kelly, Potter, Garcia and Alsace Lorraine Avenues is in D rather than C and (2) the section between Poplar Street, Main Street and Highway 1 is in E rather than D.

Notes for alternative 6 trustee areas northwest map and data: This has the same boundaries as alternatives 4 and 5 between areas A, B and C. The boundary between areas C and D on the east side of Highway 1 has the City of Half Moon Bay section between Frenchmans Creek Road and Highway 92, other than for a vacant section by Highway 92, in area D and the surrounding parts of the northwest map are in area C.

Notes for alternative 6 trustee areas central map and data: These changes from alternative 5 include area C taking from area D both sides of Highway 92 east of the City of Half Moon Bay, along with the Stone Pine Road vicinity and the north side of easternmost Miramontes Street. Area D takes from area C the section between Kelly Avenue and Poplar Street. Area D takes from area E the east side of Highway 1 between Poplar and Main Streets. Area E takes from Area D the section east of the City of Half Moon Bay between Higgins Canyon Road, Miramontes Street and Mills Creek near Burleigh Murray Park.

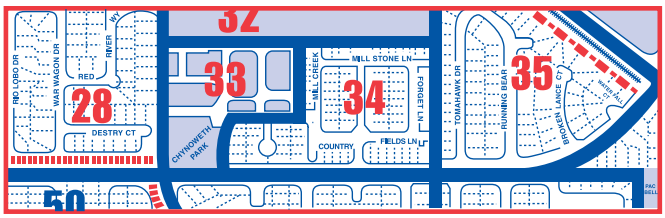
ENROLLMENT PROJECTION CONSULTANTS

Providing School Districts with Accurate Enrollment Forecasts by Location

Area 32
Older Mobile Home Park
450 units, 90 K-8 students, 0.20 SGR

Area 28
Recent Upper-Income Det. Homes
218 units, 85 K-8 students, 0.39 SGR

Area 33
Recent Upscale Townhouses
82 units, 9 K-8 students, 0.11 SGR



Area 34
Recent Middle-Income Det. Homes
94 units, 33 K-8 students, 0.35 SGR

Area 35
Older Middle-income Det. Homes
89 units, 57 K-8 students, 0.64 SGR

Elementary and Middle School
Attendance Boundaries

Superintendent and Board of Education
Cabrillo Unified School District
498 Kelly Ave.
Half Moon Bay, CA 94019

December 27, 2021

Dear Superintendent and Board of Education:

The current Board of Education trustee areas in Cabrillo Unified School District (henceforth "CUSD" or "district") have population differences in the 2020 Census that exceed the maximum allowed. To continue using the current trustee areas, the difference between the largest and smallest populations in those areas must be less than 10%. That difference in the April 2020 Census "block statistics" for the CUSD is instead 16.3%, with trustee area E having 801 more residents (the largest total with 5,715) than trustee area B (the smallest total with 4,914).

The CUSD has contracted with my firm to determine those differences and, if the 10% maximum is exceeded, to provide, in consultation with district staff, several alternative scenarios. This document is the result of that work.

Six potential alternatives have been identified. The criteria for setting the boundaries to these alternative areas included (1) locations of the current areas, (2) trying to follow major streets or other neighborhood or rural jurisdictional separators when making changes to the current areas and (3), for alternatives 5 and 6, being aware of the home locations of trustees for each of the current areas, so that those communities could have the option of retaining their current trustees. Limiting the divisions of local neighborhoods, to the extent feasible, was given higher priority than having a difference of less than 7% between the largest and smallest population totals. (Any option under 7% would require a zigzag boundary between especially A and B.)

The following pages have maps showing the current trustee areas and the potential alternatives, along with a table (after the maps of the current trustee areas) showing the population totals for each. There are three maps for the current trustee areas, with one for the entire district and the other two for the area boundaries in the northwest and middle parts of the CUSD. Only the middle part map is included for alternative 1 since that has the only change from the current areas. Only the northwest and middle part maps are included for alternatives 2-to-6, since all alternatives keep the large southern part of the CUSD in trustee area E.

Alternative 1 revises the current areas only where necessary to create populations within 10% of each other. The sole change necessary to do this is to shift from area E to area B the streets on the west side of Skyline Blvd. down to, and including, west of the Kings Mountain fire station. The result is for area B to have the highest 2020 census block statistics population of 5,521, which is 491 more than the 5,030 in area C, for a 9.8% difference.

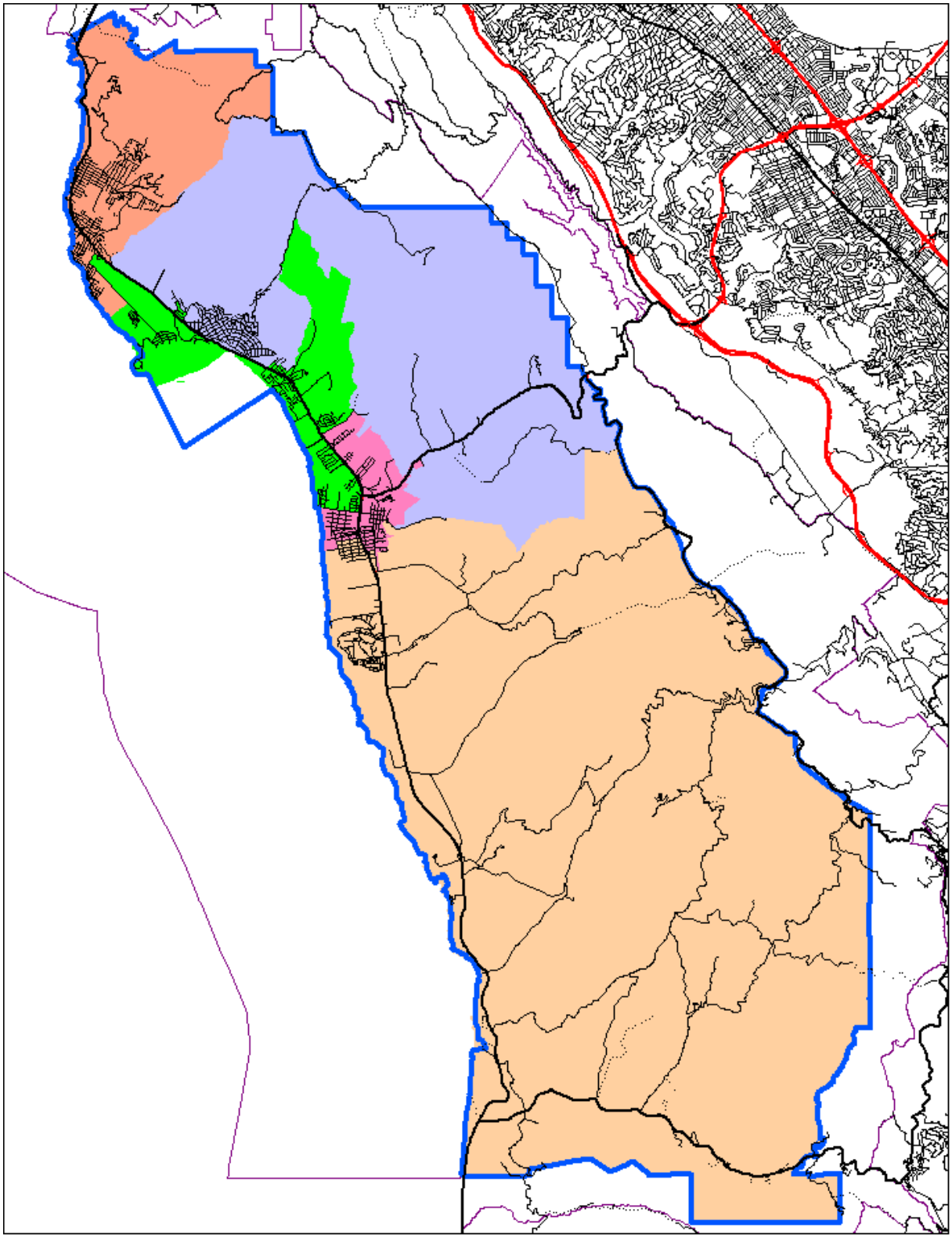
Alternatives 2 through 6 have larger revisions to the current areas. The main differences between these five alternatives are in trustee areas C, D and E, with those differences shown in the corresponding maps. Only small differences occur between areas A and B within these alternatives. Any of these minor variations between areas A and B could be included with any of the larger differences to the south. Alternatives 2 through 6 have all of the El Granada vicinity east of Highway 1 in trustee area B, with a southeast edge of Miramar Drive between Highway 1 and Purisima Way and then Purisima Way into the hills. Descriptions of larger differences between alternatives 2 through 6 in the central part of the CUSD are provided on the pages with those maps.

Sincerely,

Thomas R. Williams, principal demographer for Enrollment Projection Consultants

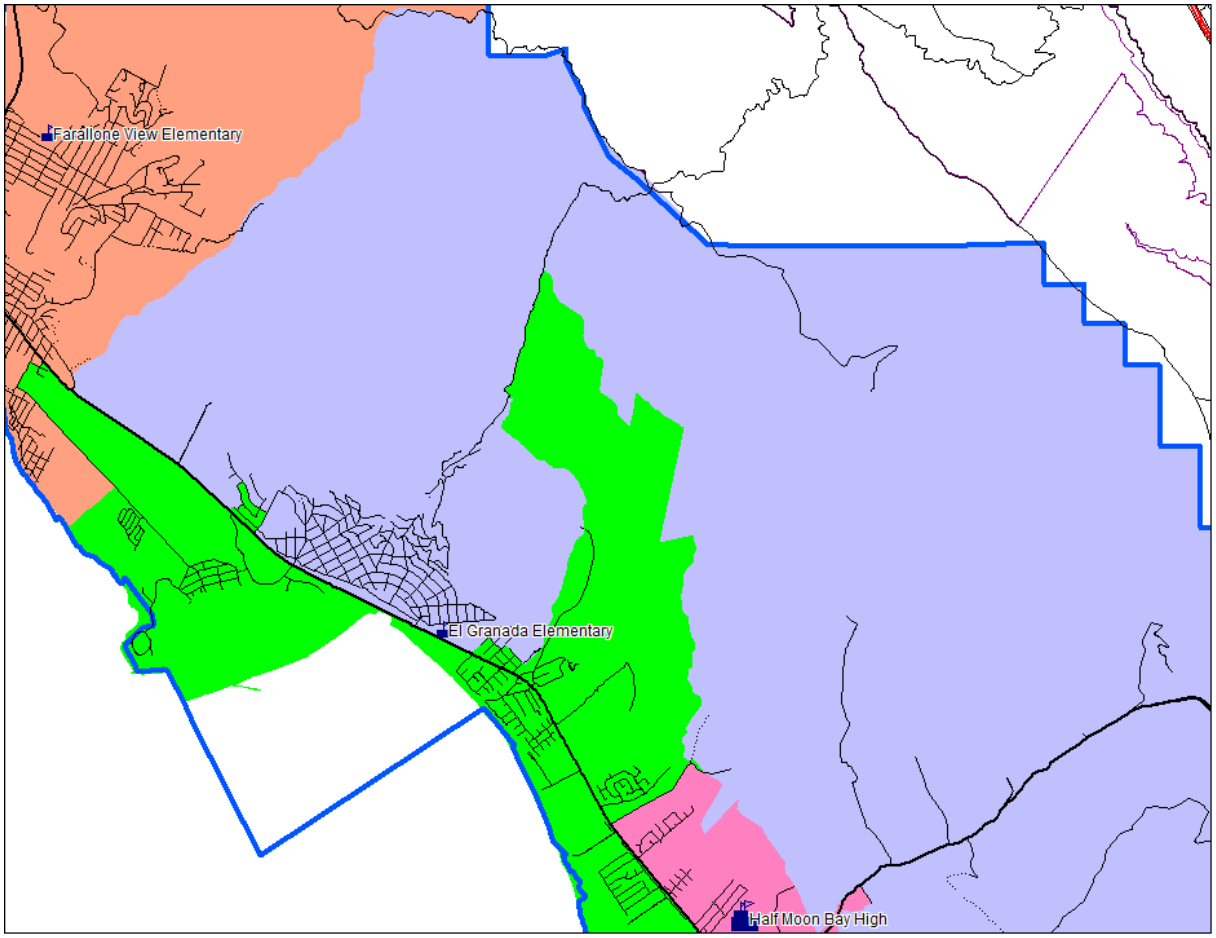
3 West 37th Avenue, Suite 7, San Mateo, CA 94403-4470 • Phone: (650) 345-9765

Map of Current Trustee Areas in Entire CUSD Region



Trustee Area Colors: A = rust, B = lavender, C = green, D = rose, E = beige (dark blue = district perimeter)

Map of Current Trustee Areas in Northwest Part of CUSD

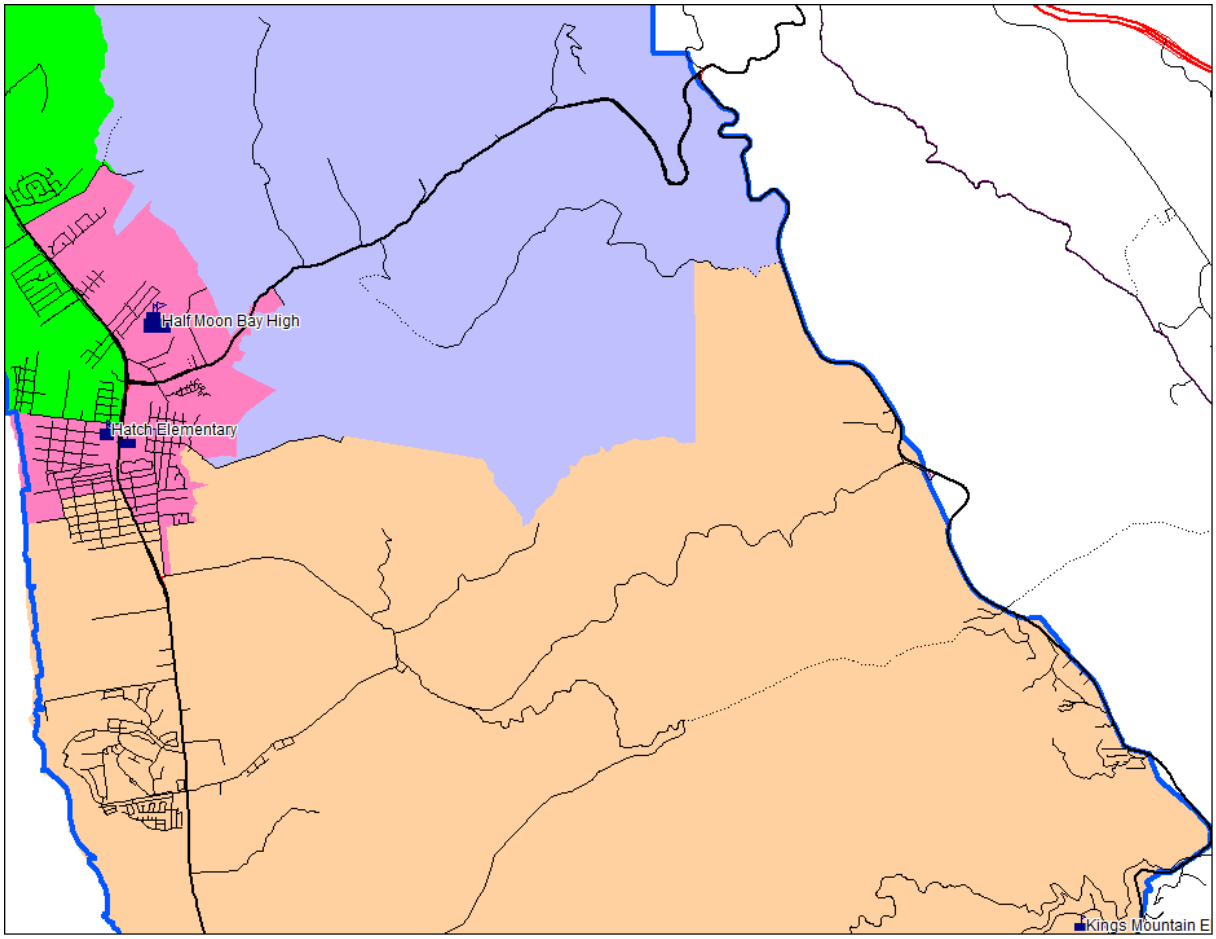


Trustee Area Colors: A = rust, B = lavender, C = green, D = rose, E = beige (blue = district perimeter)

Note for current trustee areas maps and data: While only creating tiny inconsequential numeric differences, the census block statistics upon which these population totals are based do not always allow the current area boundaries to be followed. This is when those area edges are not on streets or, in some cases, creek channels or jurisdictional lines. There are three known exceptions to following the current area boundaries that could include residents (rather than just being in remote undeveloped locations). The first is a huge "block" surrounding the airport that includes the north side of California and Cornell Avenues in the south, in current trustee area C, and the east side of Marine Blvd. south of Highway 1 in the north, in current trustee area A. Your current boundary of a creek crossing for the latter cannot be recreated in the 2020 block statistics. This large "block", which we put in current trustee area C both on the map and in the population totals, only has seven residents in the block statistics. The second exception is at the east end of Frenchman's Creek Road, where we cannot reproduce the current boundary for potentially a couple of residences. The third exception is at the east end of Miramontes Street, where we cannot reproduce the current boundary for potentially a couple of residences. There also may be an issue with addresses on Highway 92 in area D that are for buildings in area B, on the other side of the creek, but those buildings may be entirely non-residential.

Note for district perimeter shown in dark blue: This line comes from the San Mateo County Office of Education, which we have been able to follow using the 2020 census block statistics for all but some minor differences in unpopulated watershed, ocean edge and ocean locations.

Map of Current Trustee Areas in Central Part of CUSD



Trustee Area Colors: A = rust, B = lavender, C = green, D = rose, E = beige (dark blue = district perimeter)

Note for current trustee areas maps and data: While only creating tiny inconsequential numeric differences, the census block statistics upon which these population totals are based do not always allow the current area boundaries to be followed. This is when those area edges are not on streets or, in some cases, creek channels or jurisdictional lines. There are three known exceptions to following the current area boundaries that could include residents (rather than just being in remote undeveloped locations). The first is a huge "block" surrounding the airport that includes the north side of California and Cornell Avenues in the south, in current trustee area C, and the east side of Marine Blvd. south of Highway 1 in the north, in current trustee area A. Your current boundary of a creek crossing for the latter cannot be recreated in the 2020 block statistics. This large "block", which we put in current trustee area C both on the map and in the population totals, only has seven residents in the block statistics. The second exception is at the east end of Frenchman's Creek Road, where we cannot reproduce the current boundary for potentially a couple of residences. The third exception is at the east end of Miramontes Street, where we cannot reproduce the current boundary for potentially a couple of residences. There also may be an issue with addresses on Highway 92 in area D that are for buildings in area B, on the other side of the creek, but those buildings may be entirely non-residential.

Note for district perimeter shown in dark blue: This line comes from the San Mateo County Office of Education, which we have been able to follow using the 2020 census block statistics for all but some minor differences in unpopulated watershed, ocean edge and ocean locations.

Current and Potential Alternatives 1 through 6 Trustee Areas

Subject	2020 Census Block Statistics Population Totals by Trustee Area (largest in blue and smallest in grey) A (rust)	B (lavender)	C (green)	D (rose)	E (beige)	Largest to Smallest Difference
Current Trustee Areas*	5,043	4,914	5,030	5,422	5,715	16.3%
Alternative 1 Trustee Areas**	5,043	5,521	5,030	5,422	5,108	9.8%
Alternative 2 Trustee Areas***	5,081	5,040	5,102	5,466	5,435	8.5%
Alternative 3 Trustee Areas***	5,050	5,071	5,362	5,409	5,232	7.1%
Alternative 4 Trustee Areas***	5,057	5,071	5,433	5,151	5,412	7.4%
Alternative 5 Trustee Areas***	5,057	5,071	5,068	5,427	5,501	8.8%
Alternative 6 Trustee Areas***	5,057	5,071	5,234	5,511	5,251	9.0%

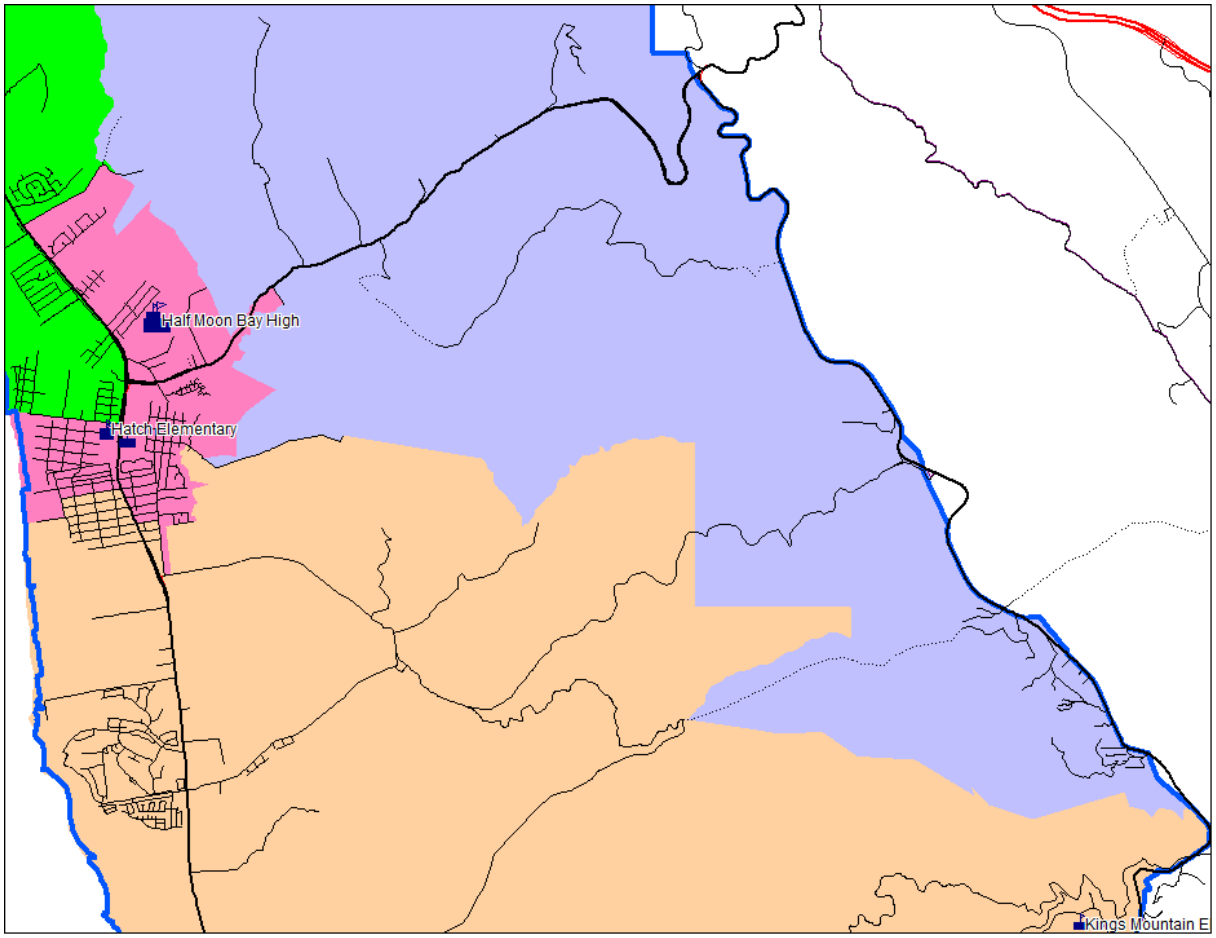
* Current trustee areas have the following boundaries of note (generally from north to south and west to east): The neighborhood near Coral Reef Avenue is split between areas B and C. The neighborhood near the parts of Medio and Magellan Avenues that are northeast of Highway 1 are split between areas B and C. The few homes on Frenchman's Creek Road are split between areas B, C and D. Miramontes Street is split between areas B, D and E but the block statistics boundaries in this vicinity may necessitate that. The central part of the City of Half Moon Bay has too many people to put in a single area, with the current boundary between trustee areas D and E following, from west to east, Railroad Avenue between Poplar Street and Filbert Street, Filbert Street between Railroad Avenue and Highway 1, Highway 1 between Filbert Street and Grove Street, Grove Street between Highway 1 and Main Street, and Main Street between Grove Street and Higgins Canyon Road. This boundary plus having all of Kings Mountain in area E puts too many residents in area E.

** Alternative 1 has only one change from the current trustee areas, which is to shift from area E to area B the portion of Kings Mountain that is essentially west and north of the Kings Mountain fire station.

*** Key alternatives 2 through 6 trustee area boundaries are discussed on the corresponding map pages.

Source: EPC 12/23/21

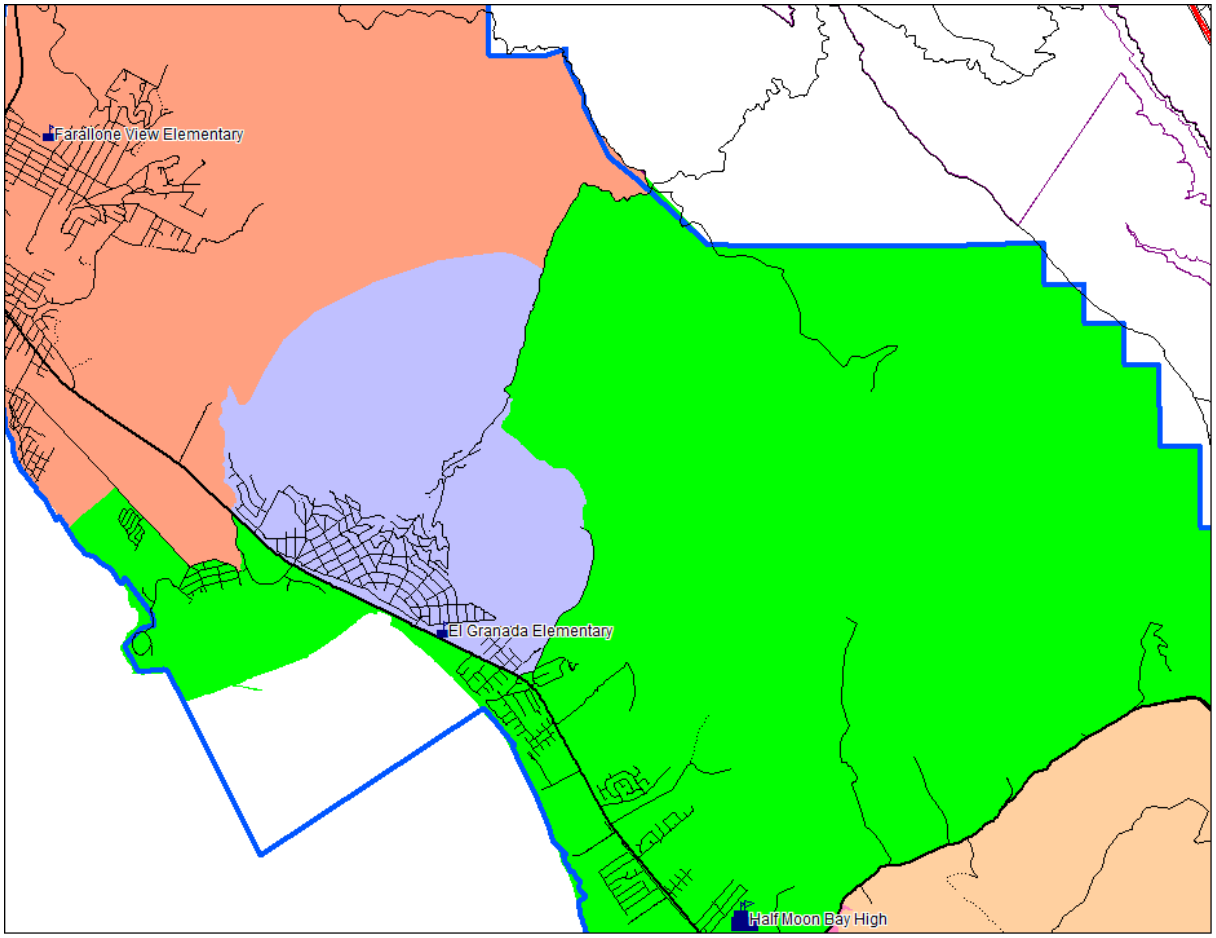
Map of Alternative 1 Trustee Areas in Central Part of CUSD



Trustee Area Colors: A = rust, B = lavender, C = green, D = rose, E = beige (dark blue = district perimeter)

Note for alternative 1 trustee areas map and data: The only change from the current trustee areas is to shift from area E to area B the portion of Kings Mountain that is essentially west and north of the Kings Mountain fire station. The newly split streets shown on the Alternative 1 central district map are a private road, with the residences on that road still in area E, and a road-width trail in Purisima Creek Redwoods Open Space Preserve.

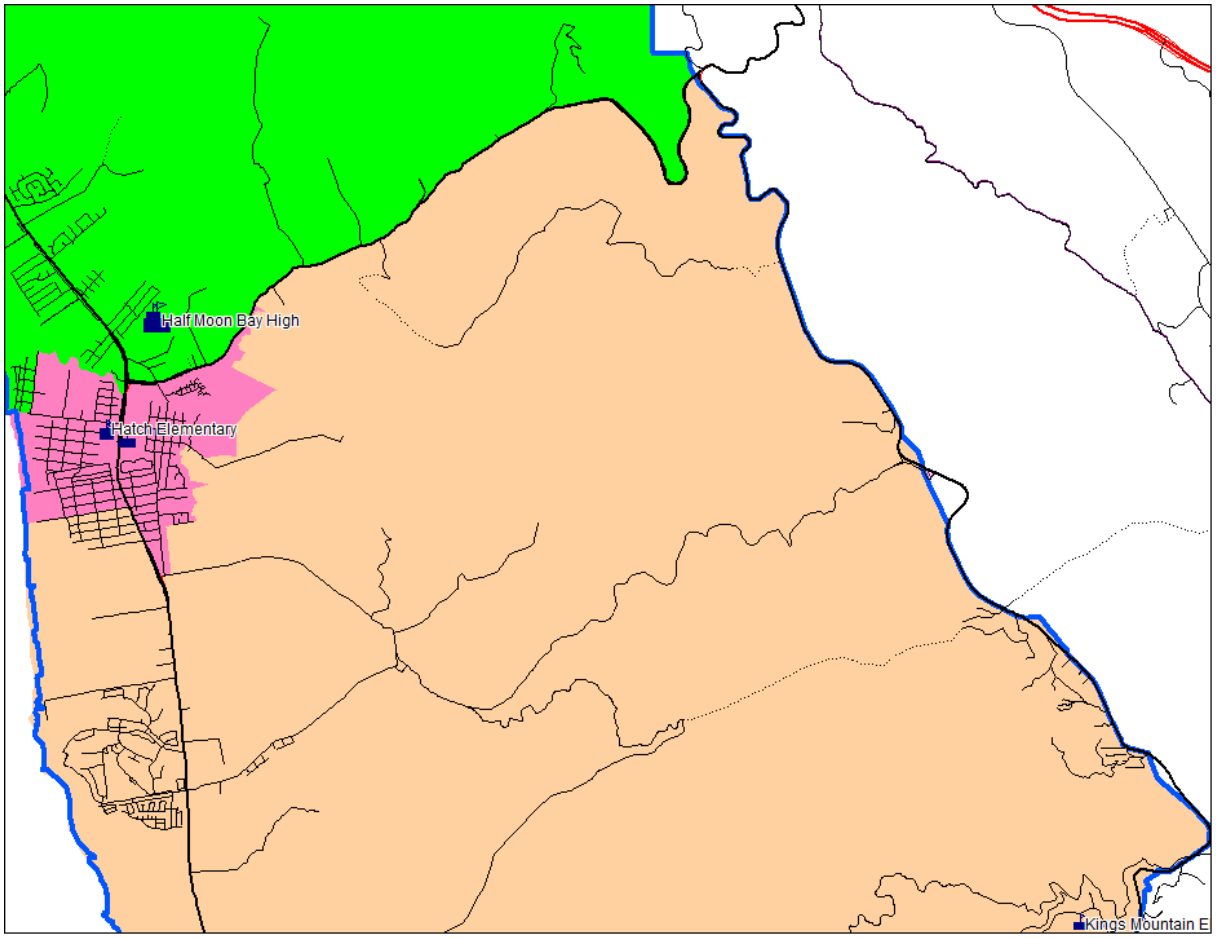
Map of Alternative 2 Trustee Areas in Northwest Part of CUSD



Trustee Area Colors: A = rust, B = lavender, C = green, D = rose, E = beige (blue = district perimeter)

Notes for alternative 2 trustee areas northwest map and data: The boundary between areas A and B is Denniston Creek. The boundary between areas A and C, generally from west to east, is the southern part of Airport Street, along with Cornell Avenue, California Avenue, then Denniston Creek north from the middle of Prospect Way to Capistrano Road and Capistrano Road to Highway 1. The boundary between areas B and C within the urban section is Highway 1 between Princeton and El Granada, Miramar Drive between Highway 1 and Purisima Way and then Purisima Way into the hills. The boundary between areas C and E is Highway 92.

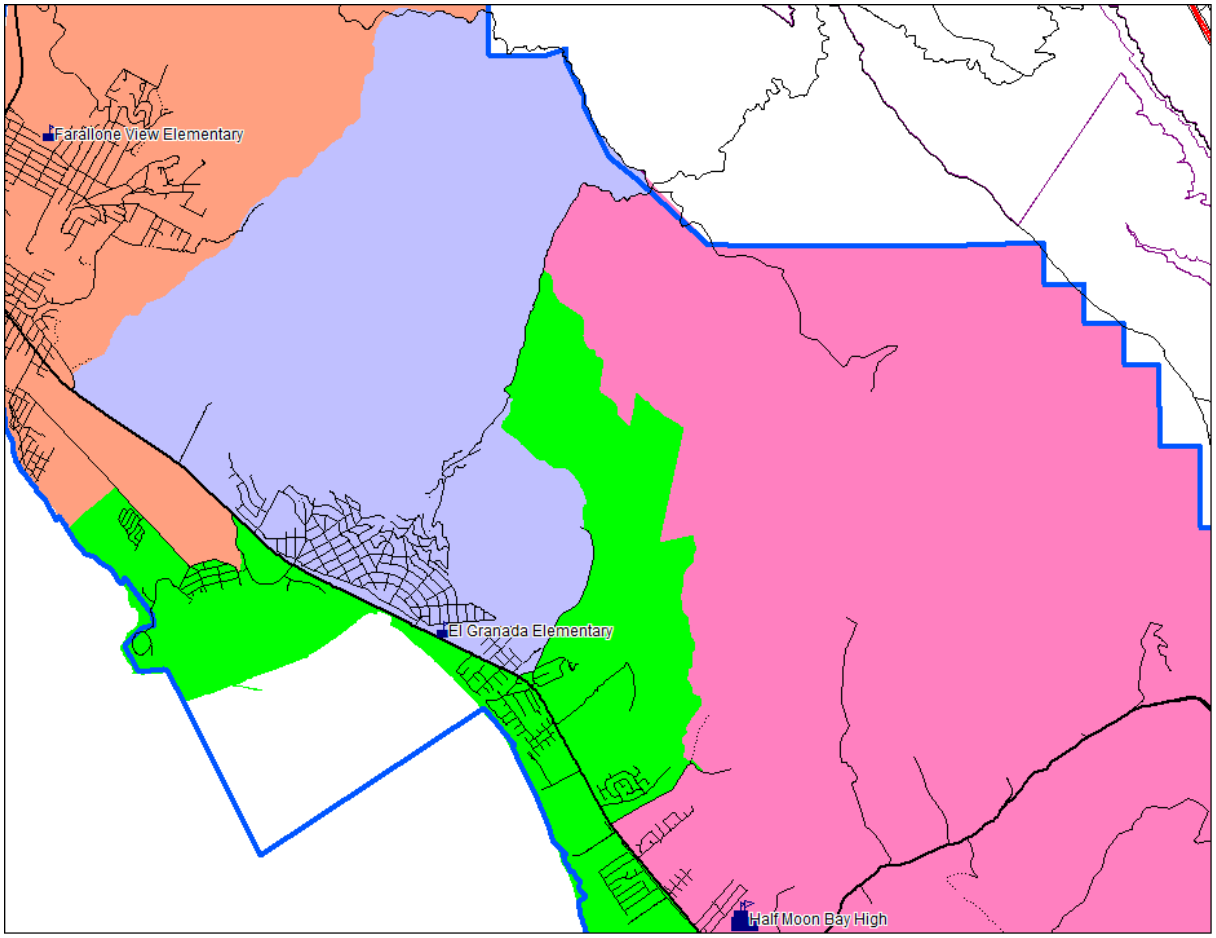
Map of Alternative 2 Trustee Areas in Central Part of CUSD



Trustee Area Colors: A = rust, B = lavender, C = green, D = rose, E = beige (blue = district perimeter)

Notes for alternative 2 trustee areas central map and data: The boundary between areas C and E east of the Half Moon Bay city limit is Highway 92. The boundary between areas C and D between Highway 1 and the Half Moon Bay city limit on Highway 92 is Highway 92. The boundary between areas C and D west of Highway 1, from west to east, is the west tip of Kelly Avenue, then Balboa Blvd. and a creek. This puts the state park campground in area C, where the block statistics evidently include people staying there on April 1, 2020, despite being temporary residents.

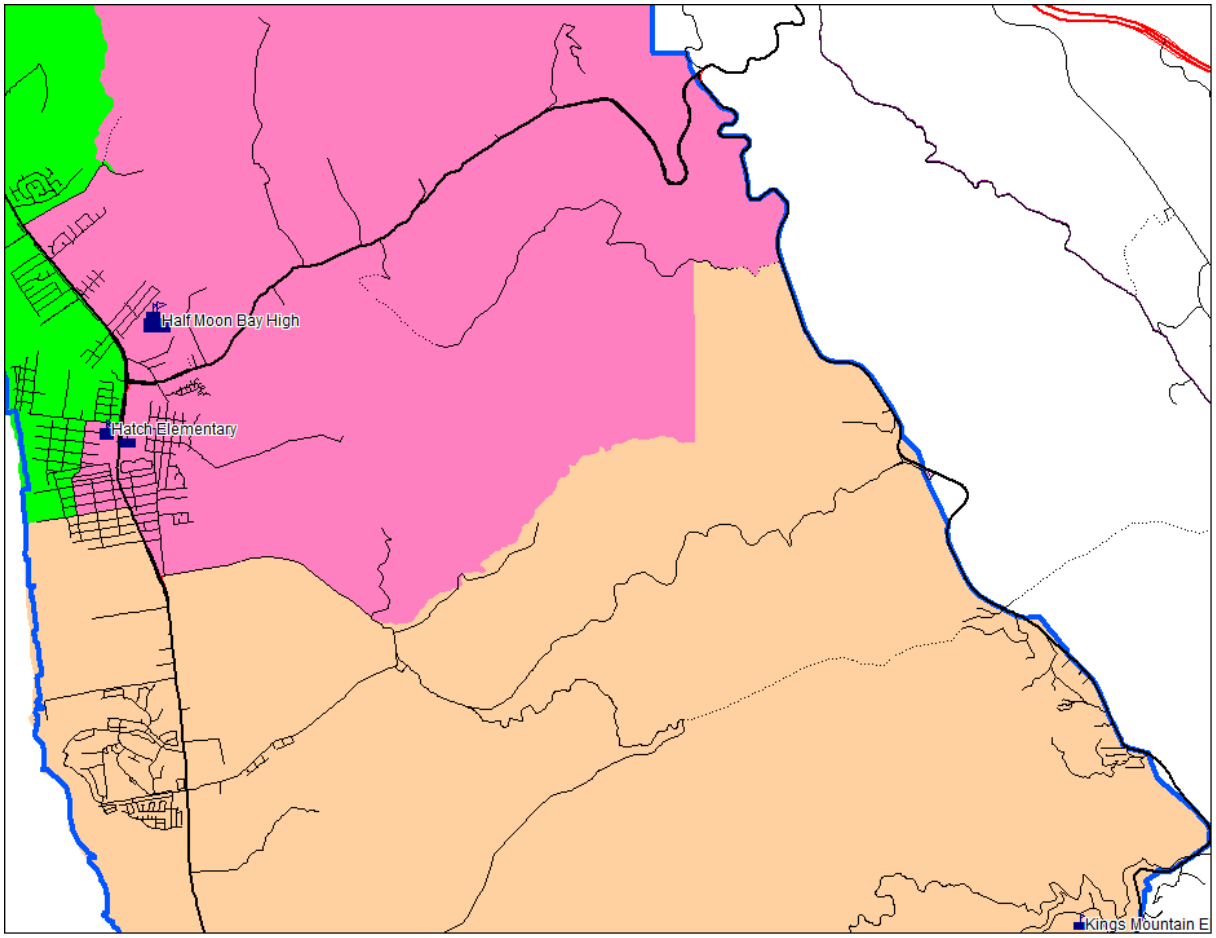
Map of Alternative 3 Trustee Areas in Northwest Part of CUSD



Trustee Area Colors: A = rust, B = lavender, C = green, D = rose, E = beige (blue = district perimeter)

Notes for alternative 3 trustee areas northwest map and data: The boundary between areas A and B follows the current boundary east of Highway 1. The boundary between areas A and C, generally from west to east, is the southern part of Airport Street, along with Cornell Avenue, California Avenue, then Denniston Creek north from the middle of Prospect Way to Capistrano Road and Capistrano Road to Highway 1. The boundary between areas B and C within the urban section is Highway 1 between Princeton and El Granada, Miramar Drive between Highway 1 and Purisima Way and then Purisima Way into the hills. The boundary between areas C and D within the urban section is Frenchman's Creek Road east of Highway 1 and, within this northwest region, Highway 1.

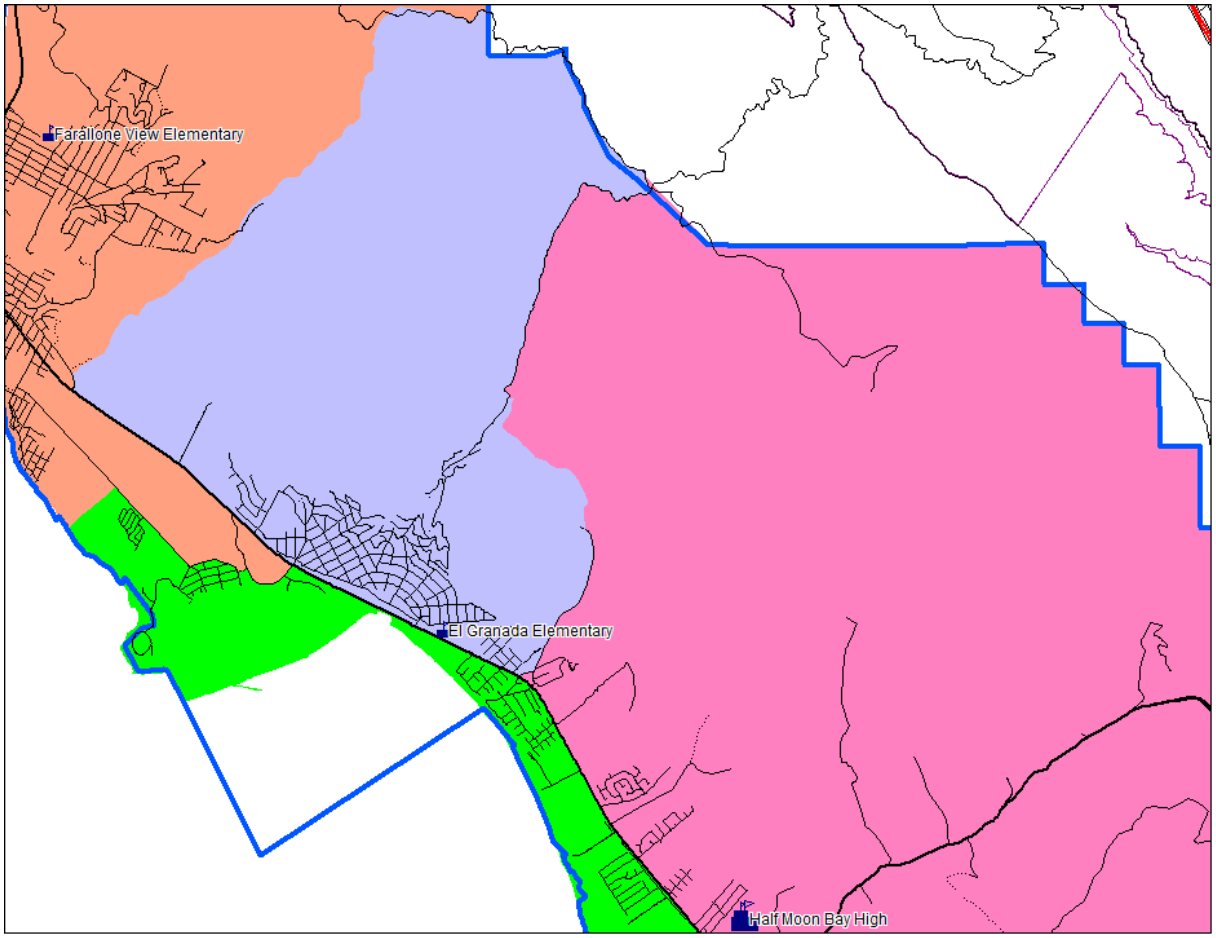
Map of Alternative 3 Trustee Areas in Central Part of CUSD



Trustee Area Colors: A = rust, B = lavender, C = green, D = rose, E = beige (blue = district perimeter)

Notes for alternative 3 trustee areas central map and data: The boundary between areas C and D within the urban section of this central region is, generally from north to south, Frenchman's Creek Road, Highway 1 between Frenchman's Creek Road and Kelly Avenue, Kelly Avenue between First Avenue and Highway 1, and First Avenue between Kelly Avenue and Poplar Street. The boundary between area E and the combination of areas C and D is, from west to east, Poplar Street west of Highway 1, Highway 1 between Poplar Street and Higgins Canyon Road, and Higgins Canyon Road between Highway 1 and Mills Creek near Burleigh Murray Ranch Park.

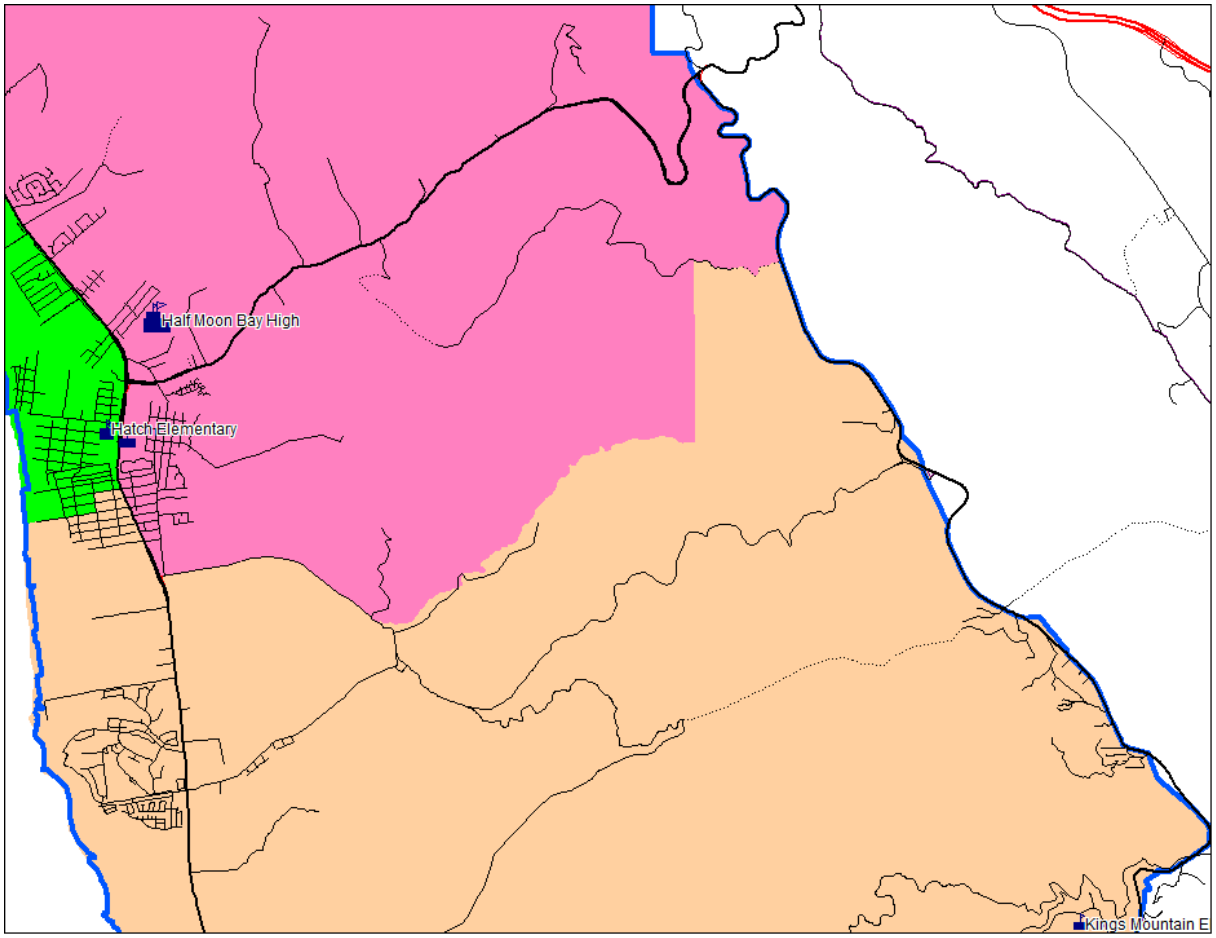
Map of Alternative 4 Trustee Areas in Northwest Part of CUSD



Trustee Area Colors: A = rust, B = lavender, C = green, D = rose, E = beige (blue = district perimeter)

Notes for alternative 4 trustee areas northwest map and data: The boundary between areas A and B follows the current boundary east of Highway 1. The boundary between areas A and C, generally from west to east, is the southern part of Airport Street along with Cornell Avenue, California Avenue, Prospect Way and the southern part of Capistrano Road. The boundary between areas B and C is Highway 1. The boundary between areas B and D within the urban section of this northwest region is Miramar Drive between Highway 1 and Purisima Way and then Purisima Way into the hills. The boundary between areas C and D within this northwest region is Highway 1.

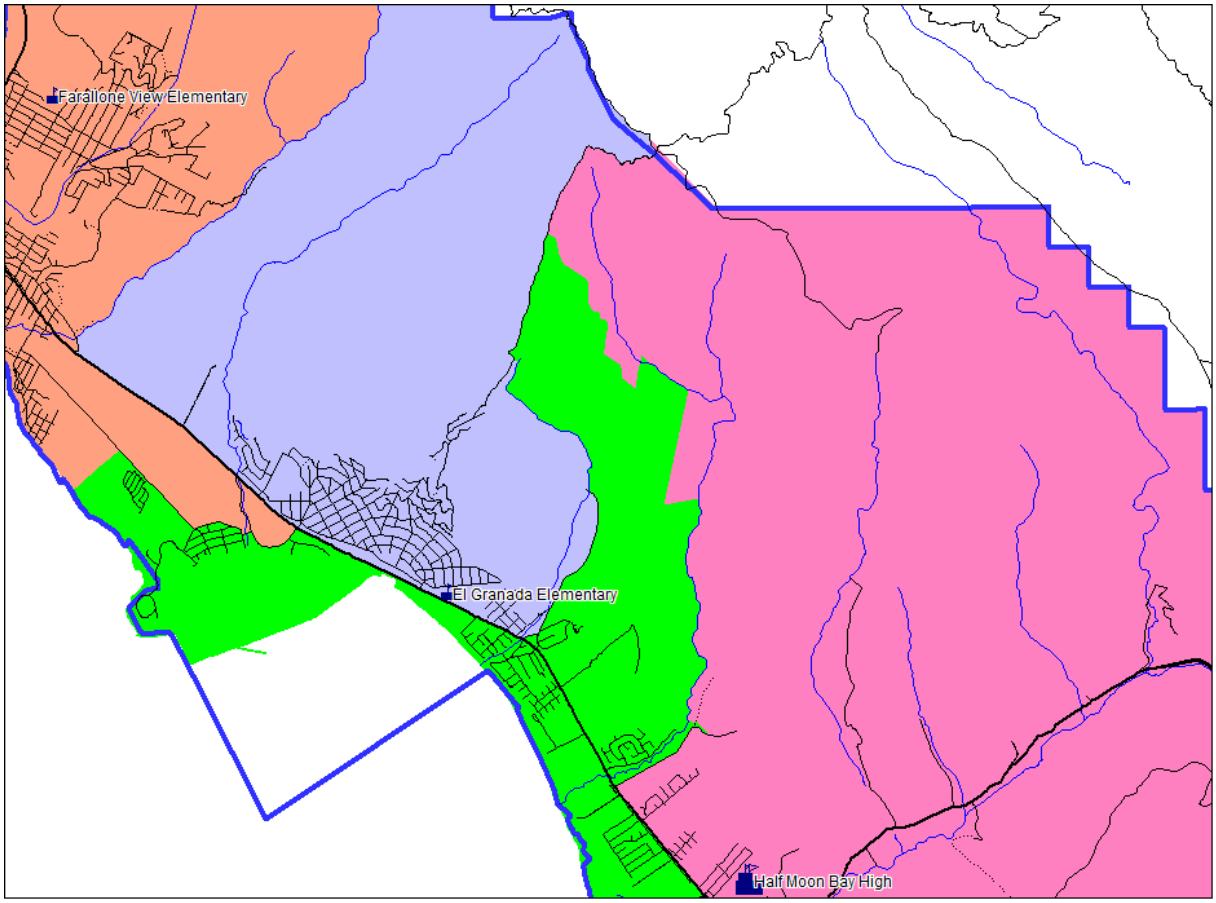
Map of Alternative 4 Trustee Areas in Central Part of CUSD



Trustee Area Colors: A = rust, B = lavender, C = green, D = rose, E = beige (blue = district perimeter)

Notes for alternative 4 trustee areas central map and data: The boundary between areas C and D within this central region is Highway 1. The boundary between areas C and E, generally from west to east, is Poplar Street, Second Avenue and Filbert Street. The boundary between areas D and E is, from west to east, Highway 1 between Poplar Street and Higgins Canyon Road and Higgins Canyon Road between Highway 1 and Mills Creek near Burleigh Murray Ranch Park.

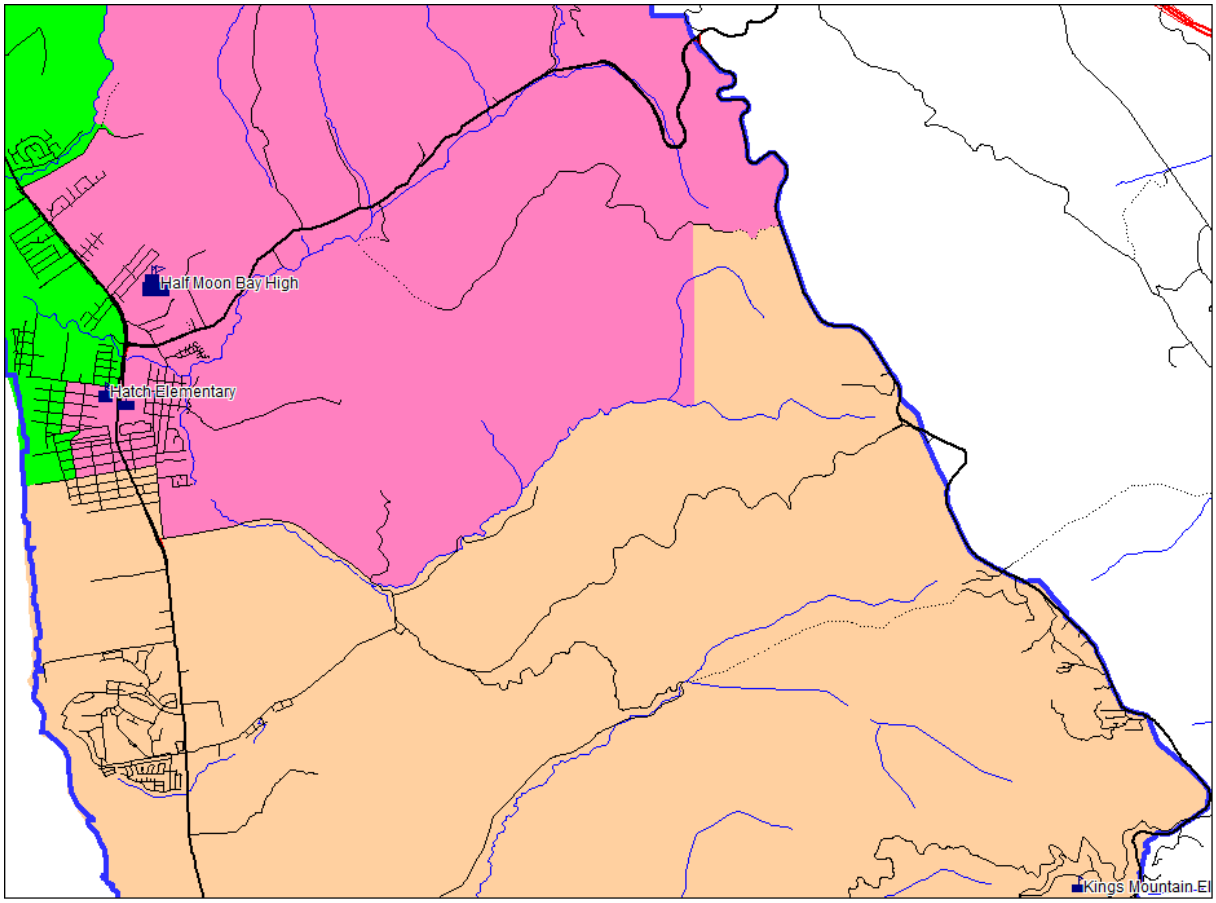
Map of Alternative 5 Trustee Areas in Northwest Part of CUSD



Trustee Area Colors: A = rust, B = lavender, C = green, D = rose, E = beige (blue = district perimeter)

Notes for alternative 5 trustee areas northwest map and data: The boundary between areas A and B follows the current boundary east of Highway 1. The boundary between areas A and C, generally from west to east, is the southern part of Airport Street along with Cornell Avenue, California Avenue, Prospect Way and the southern part of Capistrano Road. The boundary between areas B and C is Highway 1 north of Miramar Drive and Purisima Way. The boundary between areas C and D within this northwest region is Highway 1 south of Frenchman's Creek Road.

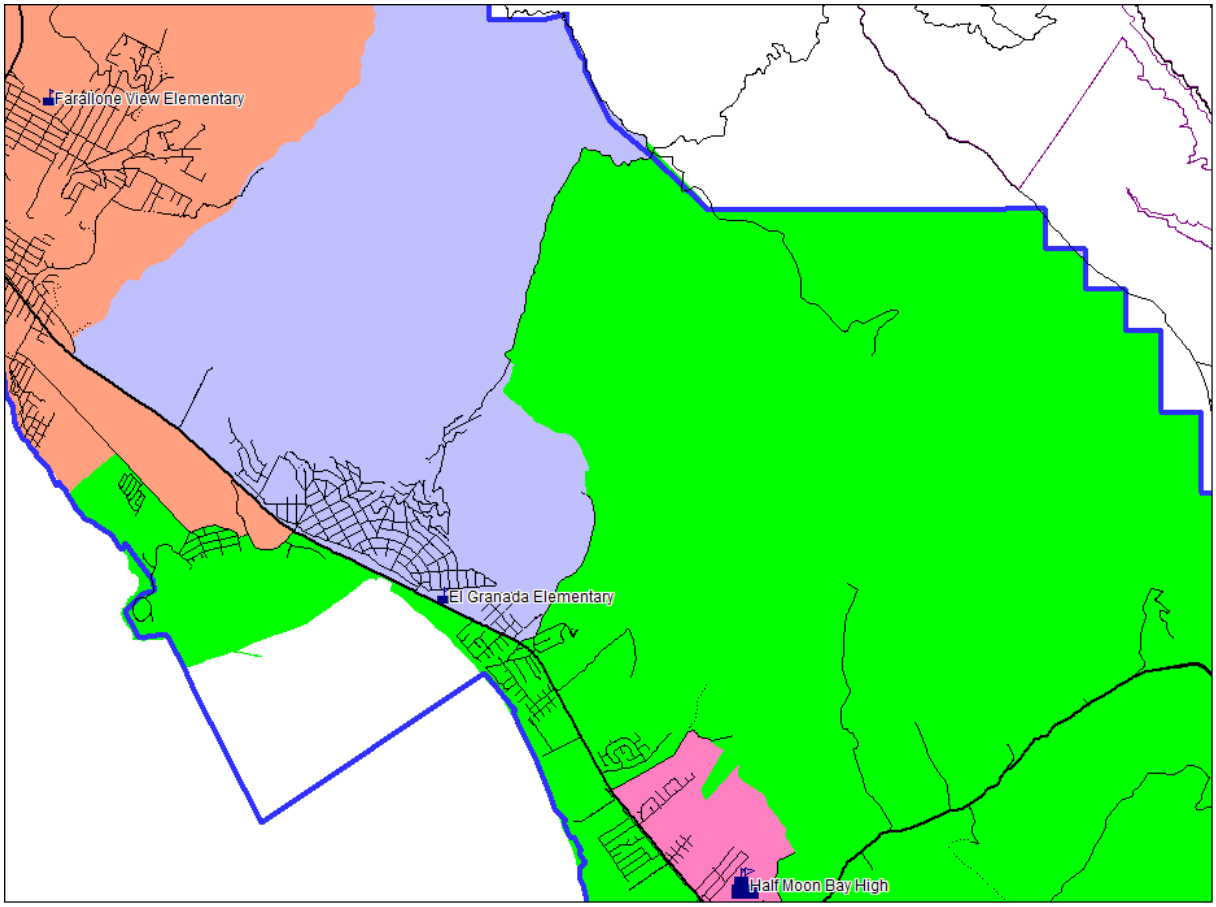
Map of Alternative 5 Trustee Areas in Central Part of CUSD



Trustee Area Colors: A = rust, B = lavender, C = green, D = rose, E = beige (blue = district perimeter)

Notes for alternative 5 trustee areas central map and data: The boundary between areas C and D within this central region is Highway 1 between Frenchman's Creek Road and Kelly Avenue. The boundary between areas C and D south of Kelly Avenue and north of Central Avenue is Potter Avenue. The boundary between areas C and D between Central Avenue and Poplar Street is Alsace Lorraine Avenue and First Avenue. The boundary between areas D and E, generally from west to east, is Poplar Street, Main Street and then Higgins Canyon Road between Highway 1 and Mills Creek near Burleigh Murray Ranch Park.

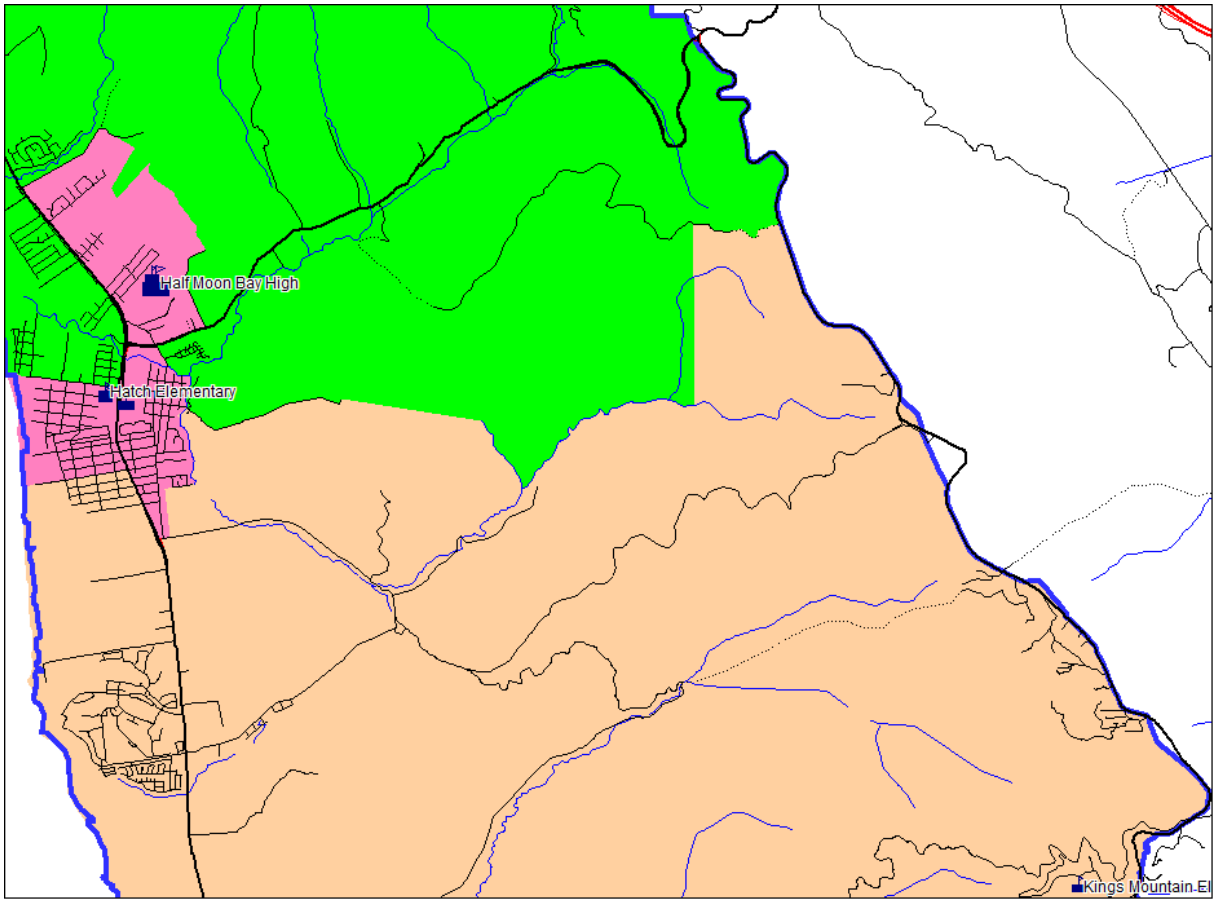
Map of Alternative 6 Trustee Areas in Northwest Part of CUSD



Trustee Area Colors: A = rust, B = lavender, C = green, D = rose, E = beige (blue = district perimeter)

Notes for alternative 6 trustee areas northwest map and data: The boundary between areas A and B follows the current boundary east of Highway 1. The boundary between areas A and C, generally from west to east, is the southern part of Airport Street along with Cornell Avenue, California Avenue, Prospect Way and the southern part of Capistrano Road. The boundary between areas B and C is Highway 1 north of Miramar Drive and Purisima Way. The boundary between areas C and D within this northwest region is Highway 1 south of Frenchman's Creek Road, along with the both sides of Highway 92 east of the City of Half Moon Bay being in Area C.

Map of Alternative 6 Trustee Areas in Central Part of CUSD



Trustee Area Colors: A = rust, B = lavender, C = green, D = rose, E = beige (blue = district perimeter)

Notes for alternative 6 trustee areas central map and data: The western boundary between areas C and D within this central region is Highway 1 between Frenchman's Creek Road and Kelly Avenue and is Kelly Avenue west of Highway 1. The eastern boundary between areas C and D is the City of Half Moon Bay boundary, with the exception that the Stone Pine Road and nearby Highway 92 vicinities are in area C. The boundary between areas D and E, generally from west to east, is Poplar Street, Highway 1 and then the southeast City of Half Moon Bay limit.