Regular Governing Board Meeting Agenda

CABRILLO UNIFIED SCHOOL DISTRICT

Public Session • Thursday, May 12, 2022 • 6:00 PM | Closed Session: Right After Public Session

Cunha Intermediate School Multi-Use Room, 600 Church Street, Half Moon Bay, California 94019

Governing Board Meeting Broadcast Live on PacificCoast.TV

Back to In-Person Attendance

The Cabrillo Unified School District Governing Board and the staff have returned to hosting Regular Board meetings in-person. These meetings are open to the public. At this time, face masks are highly recommended for all attendees while inside the building.

CUSD will continue broadcasting Governing Board meetings live on PacificCoast.TV. If available, meeting recordings will be uploaded to the CUSD YouTube channel in the next few days following the meeting.

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. **Written comments will be accepted from the time the agenda is posted right up to 3:00 pm on the day of the meeting.** 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 Comments In-Person During Meeting:

Members of the public wishing to speak in-person during the meeting should submit a **"Request to Address the Board"** slip to the Administrative Assistant to the Superintendent prior to the introduction of the item. For meeting facilitation, please submit the slip at your earliest possible convenience. Upon recognition by the President of the Board, please come to the podium and identify yourself prior to speaking.

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

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. Adoption of Resolution No. 12-2022, Approving Transitional Kindergarten Expansion Plan (Consent Agenda)

4.a Board Memo TK Program Expansion Plan Resolution 2022.pdf (p. 6)

4.a.1 Board Resolution 12-2022 TK Program Expansion Plan 2022.pdf (p. 7)

b. Approval of Certificated Personnel Report (Consent Agenda)

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

c. Approval of Classified Personnel Report (Consent Agenda)

4.c Board Memo Classified Personnel Report.pdf (p. 11)

d. Approval of Student Teacher Contract Renewal with San Francisco State University (Consent Agenda)

4.d Board Memo Renewal of SF State Student Teacher Agreement.pdf (p. 12)

4.d.1 SFSU-CUSD Student Teacher Agreement.pdf (p. 13)

e. Approval of Ayudando Latinos a Soñar MOU for 2022 Summer School Services (Consent Agenda)

4.e Board Memo ALAS MOU 2022 Summer School Services.pdf (p. 19)

4.e.1 ALAS MOU Summer Expanded Enrichment Services 2022.pdf (p. 20)

4.e.2 ALAS Scope of Work Summer 2022.pdf (p. 22)

f. Approval of Boys and Girls Club of the Coastside MOU for 2022 Summer School Services (Consent Agenda)

4.f Board Memo BGCC MOU 2022 Summer School Services.pdf (p. 28)

4.f.1 BGCC-CUSD Summer Enrichment 2022.pdf (p. 29)

g. Approval of Warrant Register Report Processed from April 1, 2022 to April 30, 2022 (Consent Agenda)

4.g Board Memo Warrant Register April 2022.pdf (p. 31)

4.g.1 Warrant Register 040122-043022 .pdf (p. 32)

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

4.h Board Memo Donations May 2022.pdf (p. 43)

4.h.1 Summary_Site_Donations_May_2022.pdf (p. 44)

i. Approval of Roof Replacement Project Phase 2 (Consent Agenda)

4.i Board Memo Roof Replacement Project Phase 2.pdf (p. 45)

4.i.1 Skyline Engineering Roof Replacement Project Phase 2.pdf (p. 46)

j. Approval of the Bid Award for the HMBHS and Cunha Intermediate School Paving Project (Consent Agenda)

4.j Board Memo HMBHS & Cunha Paving Project Bid Award .pdf (p. 49)

4.j.1 American Asphalt Repair & Resurfacing Co Inc Bid.pdf (p. 50)

4.j.2 R & M Paving Contractors Inc Bid.pdf (p. 66)

k. Approval of the Bid Award for New Public Address System for Half Moon Bay High School (Consent Agenda)

4.k Board Memo HMBHS New Public Address System Bid Award.pdf (p. 81)

4.k.1 Sound & Signal HMBHS Public Address System Bid.pdf (p. 82)

4.k.2 Comtel System HMBHS Public Address System. Bid.pdf (p. 85)

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

4.l Board Memo Minutes.pdf (p. 89)

4.I.1 2022-04-19 Special Board Meeting Minutes.pdf (p. 90)

4.I.2 2022-04-21 Regular Board Meeting Minutes.pdf (p. 92)

4.I.3 2022-04-22 Special Board Meeting Minutes.pdf (p. 98)

5. GENERAL BUSINESS

a. Hatch Elementary School Site Presentation (Presentation)

5.a Board Memo Hatch Site Presentation 2022.pdf (p. 100)

5.a.1 Hatch Elementary School Presentation 2022.pdf (p. 101)

b. Presentation and Approval of Universal Transitional Kindergarten Plan (Presentation)

5.b Board Memo TK Plan Presentation & Overview 2022.pdf (p. 110)

5.b.1 UTK Plan Presentation 2022.pdf (p. 112)

5.b.2 2022 UPK Planning and Implementation Grant Program 2022.pdf (p. 126)

c. Update on CUSD's Visual Arts and Performing Arts Master Plan Draft (Action)

5.c Board Memo VAPA Presentation 2022.pdf (p. 155)

5.c.2 VAPA Master Plan Draft Presentation 2022.pdf (p. 156)

5.c.3 2022 VAPA Plan Draft.pdf (p. 176)

d. Adoption of Proclamation Recognizing June as LGBTQ+ Pride Month (Action)

5.d Board Memo Proclamation LGBTQ Pride Month.pdf (p. 189)

5.d.1 Proclamation LGBTQ Pride Month.pdf (p. 190)

e. Adoption of Resolution 13-2022, Establishing a Tax Rate for Bonds for Fiscal Year 2022-23 (Action)

5.e Board Memo Resolution to Estabilish Bond Tax Rate FY 2022-23.pdf (p. 192)

5.e.1 Resolution 13-2022 to Establish Tax Levy FY 2022-23.pdf (p. 193)

f. Approval of Outstanding Bargaining Provision Agreed Upon by Cabrillo Unified School District and Cabrillo Unified Teachers' Association (Action)

5.f Board Memo CUTA Duration and Reopeners.pdf (p. 196)

5.f.1 CUTA Duration and Reopeners .pdf (p. 197)

g. Approval of AB 1200 for CSEA, CUTA, and Unrepresented Staff (Action)

5.g Board Memo AB 1200 for CSEA, CUTA, and Unrepresented.pdf (p. 198)

5.g.1 CSEA AB 1200 Disclosure Collective Bargaining FY 2021-22.pdf (p. 199)

5.g.2 CUTA AB 1200 Disclosure Collective Bargaining FY 2021-22.pdf (p. 208)

5.g.3 Unrepresented AB 1200 Disclosure Collective Bargaining FY 2021-22.pdf (p. 217)

6. FUTURE EVENTS

a. May 17 - Bond & Parcel Tax Oversight Committee Meeting, via Zoom - 6:30 PM

b. May 17 - Family Engagement Series, via Zoom - 7:00 PM

c. May 21 - Wellness Festival: Celebrating Resilience in Connection, Cunha Middle School - 1:00 PM

d. May 30 - Memorial Day Holiday, All Sites Closed

e. June 9 - Regular Board Meeting, Location TBD - 6:00 PM

7. END OF THE SCHOOL YEAR CEREMONIES

a. Farallone View Elementary School Promotion - June 1, 11:00 AM

b. El Granada Elementary School Promotion - June 2, 8:30 AM

c. Hatch Elementary School Promotion - June 2, 9:00 AM

d. Kings Mountain Elementary School Promotion - June 2, 10:00 AM

e. Cunha Intermediate School Promotion - June 1, 6:00 PM

f. Half Moon Bay High School Graduation - June 2, 6:00 PM

g. Pilarcitos High School Graduation - June 3, 11:00 AM

h. Los Listos Preschool Graduation - June 29 & June 30, 5:30 PM

8. CLOSED SESSION

a. Public Comments on Closed Session Topics

b. Adjourn to Closed Session

Board Members will meet privately for Closed Session. Any action taken during Closed Session will be reported out under "Closed Session Action Report."

1. **Matters Related to Students: Student Expulsion (Government Code §48912)** **(Action)**

    - **Student identification number:** 220512-A

c. Reconvene to Open Session

1. Closed Session Action Report: If applicable

9. 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: May 12, 2022
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Jennifer Marsh, Interim Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Adoption of Resolution No. 12-2022, Approving Transitional Kindergarten Expansion Plan

BACKGROUND INFORMATION

Research shows that when young children have a foundation of high-quality learning opportunities before kindergarten, they not only gain an advantage in school and in life but also in brain development. Universal Prekindergarten (UPK) in California is intended to provide this foundation for all four-year-old children.

The Kindergarten Readiness Act of 2010 made Transitional Kindergarten (TK) available for 4-year-olds turning 5 between September 2 and December 2. This legislation gave new support for these students, but it did not include younger children who didn't qualify for public preschool because of their age and who weren't old enough yet to enroll in Kindergarten or a TK classroom.

The vision of UPK is to resolve this issue, providing equitable access to programs for all 4-year-olds, without regard to income. The state of California is devoting the funds to train staff and prepare school facilities in order to give our children equitable access to quality teachers and programs. UPK will begin with a rollout in fall of 2022 for some LEAs.

For that reason, the Cabrillo Unified School District is applying to the Universal Prekindergarten (UPK) Planning and Implementation Grant Program (“Grant Program”) which, among other things, expands transitional kindergarten (TK) age eligibility in two-birth month increments over a period of four years, resulting in universal transitional kindergarten for all children who are 4 years of age in the 2025–26 school year.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

This item is presented for approval.

RESOLUTION NO. 12-2022
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

APPROVING THE TRANSITIONAL KINDERGARTEN PROGRAM EXPANSION PLAN

WHEREAS, Cabrillo Unified School District joins the State of California's efforts to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports; and

WHEREAS, on July 9, 2021, Governor Newsom signed Assembly Bill (AB) 130 which, among other things, expanded transitional kindergarten (TK) age eligibility in two-birth month increments over a period of four years, resulting in universal transitional kindergarten for all children who are 4 years of age in the 2025–26 school year; the 2021–22 State Budget package established the Universal Prekindergarten (UPK) Planning and Implementation Grant Program ("Grant Program") as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs), and the department appropriated $300 million from the State's General Fund for allocation to local educational agencies for the Grant Program, which will be available for encumbrance until June 30, 2024; and

WHEREAS, under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula, and funds are allocated to COEs to support countywide planning and capacity building around UPK; and

WHEREAS, Grant Program funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children; and

WHEREAS, allowable costs for Grant Program funds include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies; and

WHEREAS, as a condition of receiving Grant Program funds, state law requires each LEA to create a plan ("Plan") articulating how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the CSPP, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5); and

WHEREAS, under state law, the Plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE: and

WHEREAS, the District plans to expand its Transitional Kindergarten program to meet the requirements of the State's incremental TK eligibility expansion plan;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of Cabrillo Unified School District hereby approves the District's Plan, attached as Exhibit A hereto.

BE IT FURTHER RESOLVED that Cabrillo Unified School District will provide data to the CDE when requested, as specified by the State Superintendent of Public Instruction.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 12th day of May, 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

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SUPERINTENDENT
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MEMORANDUM

MEETING DATE: May 12, 2022
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A. Ed., Director of Personnel and Pupil Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Certificated Personnel Report

BACKGROUND INFORMATION

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

1. OFFERS OF PROBATIONARY EMPLOYMENT FOR 2022-2023

Rebecca Ellis-Wallach, Full-Time Substitute Teacher, District Office, effective March 18, 2022.

Andrea Bravo, School Counselor, Cunha Intermediate School, effective August 8, 2022.

Drew Gamet, Adult Education Director, La Costa Adult Education, effective July 1, 2022.

Catalina Calderon, Education Specialist, El Granada Elementary School, effective August 8, 2022.

Latha Gopinath, Mathematics Teacher, Half Moon Bay High School, effective August 8, 2022.

Vicente Patino, Mathematics Teacher, Half Moon Bay High School, effective August 8, 2022.

Candice Wecksler, 0.5 FTE Education Specialist, Farallone View Elementary School, August 8, 2022.

2. CHANGE IN ASSIGNMENT

Brittany Hooker, Teacher on Special Assignment, District Office, formerly Elementary Teacher, El Granada Elementary School, effective August 8, 2022.

3. RESIGNATIONS

Hannah Korslund, Chemistry Teacher, Half Moon Bay High School, effective June 3, 2022.

Rachael Sage, Teacher on Special Assignment, District Office, effective June 3, 2022.

Joelle Saute, Math Teacher, Half Moon Bay High School, effective June 3, 2022.

Shannon Cosgrave, School Psychologist, Cunha Intermediate School, effective June 10, 2022.

4. RETIREMENT

Robin Inglis-Arkell, Elementary Teacher, Hatch Elementary School, effective June 2, 2022. Ms. Inglis-Arkell was hired by the district on January 2, 2007.

John Nazar, Principal, Half Moon Bay High School, effective June 30, 2022. Mr. Nazar was most recently hired by the district on July 1, 2015.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

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MEMORANDUM

MEETING DATE: May 12, 2022
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A. Ed., Director of Personnel and Pupil Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Classified Personnel Report

BACKGROUND INFORMATION

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

1. OFFER OF EMPLOYMENT FOR 2021-2022 SCHOOL YEAR

Thomas Vana, Student Van Driver, Transportation Department, effective April 28, 2022.

FISCAL ANALYSIS

Financial impact is included in the budget.

RECOMMENDATION

Approve as submitted.

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MEMORANDUM

MEETING DATE: May 12, 2022
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A. Ed., Director of Personnel and Pupil Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Student Teacher Contract Renewal with San Francisco State University

BACKGROUND INFORMATION

The district is maintaining a student teacher agreement with San Francisco State University in order to participate in their student teaching program.

San Francisco State University operates a program for the education and training of students pursuing a California Preliminary Multiple Subject Teaching Credential and/or Single Subject Teaching Credential with English Learner Authorization (ELA) or a Speech/Language Pathology credential (i.e., credential candidates).

The general guidelines for student teachers vary between credential emphasis. During the 2022-2023 school year, students from San Francisco State University will be assigned to the Cabrillo Unified School District.

PROPOSAL

The district proposes the renewal of the existing student teacher agreement between San Francisco State University and the Cabrillo Unified School District. Agreement will be extended through June 30, 2025.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

STUDENT TEACHING AGREEMENT
SAN FRANCISCO STATE UNIVERSITY
AND
CABRILLO UNIFIED SCHOOL DISTRICT

THIS AGREEMENT is entered into by and between the Trustees of the California State University (the University), which is the State of California acting in a higher education capacity through its duly appointed and acting officer on behalf of San Francisco State University, hereinafter called "the University" and the above-named School District, hereinafter called "the District".

WHEREAS, the California Commission on Teacher Credentialing is an agency in the Executive Branch of California State Government, created in 1970 by the Ryan Act as the autonomous state standards boards for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California;

WHEREAS, pursuant to the provisions of the California Education Code, the governing board of any school district is authorized to enter into agreements with any California State University, the University of California, or any other university or college accredited by the California Commission on Teacher Credentialing as an educator preparation institution to provide teaching practicum and administrative experience to University students enrolled in the credential curricula of such institutions (to include but not exclusive to Multiple Subjects Credential, Single Subjects Credential, Education Specialist; Clinical Rehabilitation Services Credentials; Added Authorizations in Adapted Physical Education, Bilingual Education, and others; and Administrative Services Credential); and

WHEREAS, the University represents that it is accredited by the California Commission on Teacher Credentialing as an educator preparation and credentialing institution.

NOW THEREFORE, it is mutually agreed between the parties hereto as follows:

GENERAL PROVISIONS

1. The term of this agreement shall be from July 1, 2020 to June 30, 2025.

2. The District shall provide practicum experience through practice teaching or administrative experience in schools and classes of the District in accordance with California Commission on Teacher Credentialing Standards. Students of the University shall be assigned by the University to practice teaching or administrative experiences in schools or classes in the District for the term as set forth in special provisions. Such practice teaching or administrative experiences shall be provided in such schools or classes of the District, and under the direct supervision and instruction of such employees of the District as the District and the University through which their duly authorized representatives may agree upon. The assignment of a student teacher or administrative intern is the joint responsibility of the District and the University.

   The District may, for good cause, refuse to accept any student of the University assigned to practice teaching or administrative duties in schools or classes of the District. The University may, for good cause, terminate the assignment of any student of the University to practice teaching or administrative duties in the District.

"Practice Teaching" or "Administrative Internship", as used herein and elsewhere in this agreement, means active participation in the duties and functions of the classroom teaching or school site under the direct supervision and instruction of employees of the District. These employees shall hold valid life diplomas or credentials issued by the State Commission on Teacher Credentialing, other than emergency, intern, or provisional credentials, and be authorized to serve as classroom teachers or principals in the schools or classes in which the practice teaching or administrative internship is provided.

3. Each "semester unit of practice teaching or administrative experience" as used herein and elsewhere in this agreement for elementary and secondary schools equals approximately twenty (20) minutes of practice teaching daily for five (5) days a week for sixteen (16) weeks. Other components of the student teaching experience, based on standards for educator preparation determined by the CTC shall include:

- Students should be given ample time to participate in the school activities from the beginning to the end of the year.
- Students should be given ample time to participate in multiple placements per elementary, middle and high school settings, based on specific credential requirements.
- Students should have at least 12 to 16 hours for Adapted Physical Education teachers and 20-25 hours per week for elementary, secondary and special education candidates to work in specified site.
- Students should be allowed to experience two full weeks (all day) of student teaching or administrative experience. Students should be allowed to participate in school settings for a maximum of 16 weeks per semester of teaching or administrative experience.
- Students should participate in inclusive education programs that provide the Least Restrictive Environment (LRE) for all TK-12th grade students.
- Students should participate in robust programs and support for English learners that provide opportunities that reflect, to the extent possible, socioeconomic and cultural diversity.
- Students should be permitted the opportunity for video capture for candidate reflection and Teaching Performance Assessment (TPA) completion, following appropriate parental and school consent procedures.

4. Responsibilities of the University program in provision and preparation of student teaching and/or administrative experiences for candidates placed in the District shall include the following, as per CTC educator preparation standards:

- The University provides initial orientation for preparation of University supervisors and district-employed supervisors (referred to hereafter as cooperating teachers) of clinical practice experiences to ensure all supervisors understand their role and expectations.
- The University provides cooperating teachers a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The University ensures that cooperating teachers remain current in the knowledge and skills for candidate supervision and program expectations, specifically the program curriculum and assessments, including the Teaching Performance Expectations (TPEs) and the Teaching Performance Assessment (TPA) model chosen by the program.

- University supervisors will minimally provide formal evaluation of each candidate 6 times per semester.
- University supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the Teaching Performance Expectations (TPEs), that produce data that can be aggregated and disaggregated.

5. District responsibilities in the preparation of student teacher and administrative candidates include the following, as per CTC educator preparation standards:

   - Following a collaborative process of placing student teachers and administrative intern candidates with selected cooperating teachers, the cooperating teachers in the District minimally provide 5 hours per week of support and guidance to each candidate during the final semester of student teaching or internship experience.
   - Assurance that each school site employs a fully qualified site administrator (principal or equivalent).
   - Assurance that each selected cooperating teacher holds a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience.

6. Collaborative responsibilities of the University and the District in the selection of school sites and supervisors include the following, as per CTC educator preparation standards:

   - Collaborative selection of clinical sites (schools) will be conducted by University and District personnel that demonstrate commitment to evidence-based practices and continuous program improvement, have partnerships with other appropriate educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, that reflect, to the extent possible, socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion.
   - The University and District will collaboratively select cooperating teachers who are credentialed or who have equivalent experience in educator preparation, based on mutually agreed upon criteria that are consistent with CTC standards. Supervisors should be experts in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school should reflect the diversity of California's student population.
   - The University and District collaboratively match candidates and district-employed supervisors.

7. An assignment of a student of the University to practice teaching or administration in the District shall be deemed to be effective for the purposes of this agreement as of the date student presents to the proper authorities of the District the assignment card or other document given by the University effecting such assignment, but not earlier than the date of such assignments as shown on such card or other document. Absences of a student from assigned practice teaching or administrative practicum shall not be counted as absences in computing the semester units of practice teaching or APE or administrative practicum provided the student by the District.

8. District shall be responsible for damages caused by the negligence of its officers, employees and agents. University shall be responsible for the damages caused by the negligence of its officers, employees and agents. The intent of this paragraph is to impose responsibility on each party for the negligence of its officers, employees and agents.

9. University shall maintain Student Professional Liability Insurance for its students for the entire duration of this agreement. Evidence of such coverage shall be furnished upon request by District.

10. University is permissibly self-insured for its general liability, motor vehicle liability, worker's compensation and property exposures. District unless permissibly self-insured itself shall maintain in full force Commercial Liability Insurance and Professional Liability Insurance with limits no less than $1,000,000/$3,000,000 aggregate. Evidence of such coverage shall be furnished upon request by District and University.

11. It is understood and agreed by the parties that all students shall be considered learners and are not covered by Workers Compensations of either party. They shall not replace District staff except as may be necessary as a part of their educational training.

12. Notwithstanding any other provision to the contrary, this Agreement may be terminated without cause at any time by either party upon ninety (90) days' prior written notice to the other party or upon completion of the students' rotation, whichever is greater. In the event of a material breach of this Agreement, the aggrieved party may terminate this Agreement by giving thirty (30) days' prior written notice of termination to the breaching party.

13. This agreement may be amended or modified at any time by mutual written consent of both parties.

14. Exhibit A is incorporated herein by reference and made a part of this Agreement.

IN WITNESS WHEREOF, the undersigned have executed this agreement on the date and year set forth below.

By _____
Deanna Tam
Buyer II

_____
(Date)

"University"
San Francisco State University
1600 Holloway Avenue, CY140
San Francisco, CA 94132
Tel: 415-405-3511
dytam@sfsu.edu

By _____
Sean McPhetridge
Superintendent

_____
(Date)

"District"
Cabrillo Unified School District
498 Kelly Ave.
Half Moon Bay, CA 94019
Tel: 650-712-7100
mcphetridges@cabrillo.k12.ca.us

SCHOOL BOARD CERTIFICATION

I, the duly appointed and acting Clerk or Secretary of the Governing Board of the School District listed below, do hereby certify that the following is a true and exact copy of a portion of the Minutes of the regular meeting of said Board held on May 12, 2022.

"It was moved, seconded and carried that the attached contract with the Trustees of the California State University for the State University, whereby the University may assign students to the schools in the Cabrillo Unified School District for practice teaching be approved."

_____
School

_____
County

By _____
Clerk, Secretary (circle one)
Of the Board of Trustees

Exhibit A
COVID-19 Representation

DISTRICT is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". DISTRICT is familiar with and informed about the Centers for Disease Control and Prevention ("CDC") current guidelines regarding COVID-19 as well as applicable federal, state, and local governmental directives regarding COVID-19. DISTRICT, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, DISTRICT will take steps to comply with the modified, changed or updated guidelines or directives.

If at any time DISTRICT becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify UNIVERSITY of that fact.

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: May 12, 2022
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Jennifer Marsh, Interim Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Ayudando Latinos a Soñar MOU for 2022 Summer School Services

BACKGROUND INFORMATION

As part of our efforts in serving students to avoid the Summer Achievement gap, we would like to extend our partnership with Ayudando Latinos A Soñar (ALAS.) ALAS will provide our summer programs with additional SEL services and culturally relevant Visual Arts and Performing Arts (VAPA) opportunities. ALAS is a Latino-centered nonprofit that began as a grassroots program in 2011. ALAS services and honors the cultural strengths that thrive in our Latino Coastal community. ALAS believes that “cultura” inspires and heals the soul, opening doors for community leadership and engagement. ALAS programs initiated with cultural arts programs and have grown services to include culturally centered mental health services, wrap-around case management, and immigration and social justice advocacy, as well as a robust educational program. ALAS is committed to working with children, youth, families, farmworkers, asylum seekers, seniors, and the Coastside community.

Using the one-time SMC Summer Enrichment Grant and state/federal fundings, we are partnering with ALAS to support us with two main services:

- Arts In the Classroom program will provide an in-depth experience of art, culture, and education in areas of music, dance, visual arts, drumming, and voice to increase cultural sensory experience, advance learning in the arts, and support creative expression and education.
- Mental Health Supports

FISCAL ANALYSIS

The funding cost will be $39,375 that will be paid with the SMC Summer Enrichment Grant and state/federal grant funding.

RECOMMENDATION

Approve as submitted.

AGREEMENT FOR SERVICE BETWEEN
THE CABRILLO UNIFIED SCHOOL DISTRICT AND CONTRACTOR

This agreement is made as of this day of May 12, 2022 , by and between the Cabrillo Unified School District ("CUSD") and ("Ayudando a Latinos a Soñar (ALAS)") to provide services.

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. SERVICES in consideration of the payments hereinafter set forth, CONTRACTOR shall perform services for CUSD in accordance with the terms, conditions, and specifications set forth herein:

   The CONTRACTOR agrees to provide

   A. Scope of Services: Link to ALAS Scope of Services

   B. Deliverables: See the Scope of Work Above

2. TERM OF AGREEMENT: The term of this agreement is from June 9 - July 8th, 2022.

3. COMPENSATION: The CONTRACTOR agrees to perform all the services of this agreement not to exceed $39,375.

4. PAYMENT: The CONTRACTOR shall submit an invoice detailing the services performed during the billing period at the end of each month or end of services. The contractor is responsible to comply with all state and federal tax requirements and is the CONTRACTOR'S sole responsibility.

5. EQUIPMENT AND MATERIALS: CONTRACTOR shall provide all equipment, materials, and supplies necessary for the performance of the Agreement.

6. USE OF SUBCONTRACTORS: CONTRACTOR shall not assign this Agreement or any portion thereof to a third party without the prior written consent of CUSD.

7. LICENSES AND PERMITS: It shall be the CONTRACTOR's responsibility to obtain and keep in force any license, permit or approval required from any agency for work/services to be performed at his/her own expense, prior to commencement of said work/services or forfeit any right to compensation under this Agreement.

8. COMPLIANCE WITH STATE, FEDERAL, AND LOCAL LAWS, REGULATIONS, AND ORDINANCES: CONTRACTOR and all subcontractors shall ensure compliance with all state, federal and local laws or rules applicable to performance of the work required under this agreement, and shall execute all necessary certifications of compliance therewith.

9. RELATIONSHIP OF THE PARTIES: CONTRACTOR agrees and understands that the work/services performed under this Agreement are performed as an Independent Contractor and not as an employee of CUSD and that CONTRACTOR acquires none of the rights, privileges, powers or advantages of CUSD employees.

10. INSURANCE: CONTRACTOR shall take out and maintain during the term of this Agreement such bodily injury liability and property damage liability insurance as shall protect CONTRACTOR and all of its employees/officers/agents while performing work covered by this Agreement from any and all claims for damages for bodily injury, including accidental death, as well as any and all claims for property damage which may arise from CONTRACTOR's operations under this Agreement, whether such operations be by CONTRACTOR, any subcontractor, anyone directly or indirectly employed by either of them, or by an agent of either of them. Such insurance shall be combined single limit bodily injury and property damage for each occurrence and shall not be less than the amount(s) specified below:

    ☒ Comprehensive General Liability... $1,000,000 (applies to all agreements)
    ____ Motor Vehicle Liability Insurance.. $1,000,000 (to be checked if motor vehicle used in performing services)
    ____ Professional Liability..... $1,000,000 (to be checked if Contractor is a licensed professional)

    The CONTRACTOR will provide proof of insurance and will identify CUSD as an additional insured.

11. WAIVER: No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.

12. EQUAL EMPLOYMENT OPPORTUNITY: In connection with the performance of this Agreement, the CONTRACTOR shall not discriminate against any employee or applicant for employment because of race, religion, color, sex, physical handicap, or national origin.

13. HOLD HARMLESS: CONTRACTOR agrees to indemnify and defend the District, its employees, and agents from any and all claims, damages, and liability in any way occasioned by or arising out of the performance of this agreement.

14. DISPUTE RESOLUTION: Should any dispute arise out of this Agreement, the Parties should meet in mediation and attempt to reach a resolution with the assistance of a mutually acceptable mediator. The costs of the mediator, if any, shall be shared by the CONTRACTOR and CUSD. If a mediated settlement is reached, neither party shall be the prevailing party for the purposes of this settlement. Neither party shall be permitted to file legal action without first meeting in mediation and maintaining a good faith attempt to reach a mediated resolution.

15. GOVERNING LAW: This Agreement, including any exhibits, shall for all purposes be deemed subject to the laws of the State of California, and in the event of a lawsuit concerning this Agreement shall be venued in the County of San Mateo.

16. TERMINATION: CUSD may at any time terminate this Agreement upon written notice to CONTRACTOR. CUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, CUSD may terminate this agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, CUSD may secure the required services from another contractor. If the cost to CUSD exceeds the cost of providing the services pursuant to this Agreement, CONTRACTOR shall pay the additional cost.

17. COMPLETENESS OF AGREEMENT: This Agreement constitutes the entire understanding of the parties and any changes shall be agreed to in writing.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement by their duly authorized officers:

Cabrillo Unified School District	Contractor
_____	_____
Jennifer Marsh	Contractor Name: Dr. Belinda Arriaga
	(ALAS Representative)
Interim Chief Business Officer	Address:
	City/State:
	Zip:
Date: _____	Date: _____

_____
Sean McPhetridge, Ed.D
Superintendent

Date: _____



ALAS
Ayudando a Latinos a Soñar
Summer Program Proposal 2022

ALAS- Ayudando a Latinos a Soñar Proposal:
The “Ayudando Latinos A Soñar” Summer School is a project that is sure to respond to the emotional and academic needs of the students, and to care for them during their school vacation while parents work.

It is about facilitating the reconciliation of life and work of parents during their children's vacation. Thanks to the experience accumulated during the years dedicated to teaching, we consider the need to be on an educational model and a methodology that develops in children, a series of values through the performance of activities.

General Objectives
The objectives pursued in the Summer School are:

- Reconcile work and family life of families during their children's vacation period.
- Develop a program of games, dynamics, sport, and psychomotor activities in which children can enjoy and have fun.
- Teach the participating children a wide variety of leisure options- individually and in groups.
- Transmit through play, values generally accepted by society: generosity, respect for difference, peaceful coexistence with others, respect for the basic rules of conviction, respect for the opinion of others.
- Inculcate in children habits and/or activities such as order, cleanliness, responsibility in the care of the materials and space they use, creativity, aesthetics, teamwork, self control, etc.
- Inculcate in children the attraction of cultural arts through games.
- Develop creativity in various activities such as crafts, games, body language, etc.

Workshops
Plastic & Creative Expression Crafts:
Various activities will be altered throughout the summer school, which although worked independently, will contribute to achieving common objectives as a whole.
This fact will make it possible for students to become familiar with various materials, as well as different techniques for handling them, trying to achieve the greatest possible knowledge and experience on the subject at hand. Among the main advantages that crafts can bring to students are promoting creative attitudes, valuing the work done by oneself and assuming our own skills and abilities for work, as well as handling materials


ALAS
HALF MOON BAY, CA
ALASHMB.ORG


HALF MOON BAY
PARKS AND




GAP



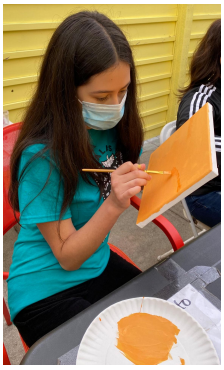













Proposal

Ayudando Latinos A Soñar, under Executive Director Belinda Arriaga and Director of Arts and Culture, Zenon Barron Lopez, would like to propose the development of the following Summer Program 2022 for the Cabrillo Unified District:

We would follow a one month calendar model program of rotating arts that would include:

Latin American Folk Dance
Latin American Visual Arts
Brazilian Martial Capoeira Dance
Afro Peruvian Dance and Percussion
Hip-Hop
Guitar
Sewing
Voice
Counseling support

Classes will be held Monday to Friday on campus for one month starting June 9th through July 8th, 2022.

Visual Arts

The visual arts will offer a trip through the culture of Latin America. The students will learn the traditions and arts of different countries. On this occasion we will make a trip through the visual arts of Mexico and Guatemala, because through them our students will learn different techniques of visual arts.

Arts and Crafts

We will make a rescue of the crafts of the craftsmen of the state of Oaxaca and Guerrero, Mexico.



Budget

Director Zenon Barron
$5,000.00

Artists for Program
$200.00 per day @ $40.00 per hour
5 days a week/ 5 hours per day= $1,000.00/week per artist

Total of 5 artists to include Percussion, Capoeta, Dance, Guitar, Sewing
@ $5,000.00 per week (5 weeks total) x 5 artists= $25,000

Arts Education Support Team
$35 per hour for 5 hours/day, 25 hours/week= $4,375.00

Materials for the arts $2,500.00
Administrative $2,500.00

Director Zenon Barron	**$ 5,000.00**
Artists	**$ 25,000.00**
ALAS Education Support Team	**$ 4,375.00**
Supplies	**$ 2,500.00**
Administrative	**$ 2,500.00**
Total	**$ 39,375.00**

This proposal includes our agreement to use the Cunha Middle School facilities following this camp for the ALAS El Jardin Summer Camp from July 11 - July 29, 2022.

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: May 12, 2022
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
CATEGORY: Consent/Action
ITEM TITLE: Approval of Boys and Girls Club of the Coastside MOU for Summer School 2022 Services

BACKGROUND INFORMATION

Boys and Girls Club of the Coastside (BGCC) is a leading provider of after school academic support for middle and high school students on the San Mateo Coastside and offers a comprehensive after school program focused on academic achievement, social emotional support, sports, fitness, and enrichment opportunities. BGCC and CUSD have previously partnered to provide summer camp and after school programming.

As part of the one-time SMCOE Summer Enrichment Grant and federal/state grants, our goal in partnering with Boys and Girls Club of the Coastside is to embed additional enrichment and interventions services.

BGCC will provide after school programming – tutoring, mentoring, enrichment, and fitness every school day from noon to 4 PM for up to 150 young people at Cunha Intermediate School. Students and their families have applied to participate in the program and requested financial support. Cunha counselors, administrators, and/or district personnel identified “at-promise” students designated as eligible for the program.

FISCAL ANALYSIS

The funding cost will not exceed $60,000 using our one-time San Mateo County Summer Enrichment and federal/state grants.

RECOMMENDATION

Approve as submitted.

AGREEMENT FOR SERVICE BETWEEN
THE CABRILLO UNIFIED SCHOOL DISTRICT AND CONTRACTOR

This agreement is made as of May 12, 2022, by and between the Cabrillo Unified School District ("CUSD") and Boys & Girls Club of the Coastside (BGCC) ("CONTRACTOR") to provide services.

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. SERVICES in consideration of the payments hereinafter set forth, CONTRACTOR shall perform services for CUSD in accordance with the terms, conditions, and specifications set forth herein:

   The CONTRACTOR agrees to provide

   A. Scope of Services
   BGCC is a leading provider of after school academic support for middle and high school students on the San Mateo Coast and offers a comprehensive out-of-school time program focused on academic achievement, social emotional support, sports, fitness and enrichment opportunities. BGCC and CUSD have previously partnered to provide summer camp and after school programming. With this contract BGCC will provide summer programming – sports, cooking, arts, games, local field trips. mentoring, and other enrichment for 150 CUSD students for twenty days during the summer of 2022.

   B. Deliverables
   - The program will begin on Thursday June 9 and continue, weekdays through Friday, July 8, 2022. There is no program on Monday, June 20th and Monday, July 4th.
   - The daily schedule will begin at 12 noon and continue to 4 PM. Participants can check out after 3 PM.
   - The students will include up to 150 total students and 30 in each grade including rising/incoming 4th grade to rising/incoming 8th grade.
   - Students will be identified and invited by CUSD to participate. CUSD will explain to parents/guardians that students must register for the program with BGCC.
   - Families must register their students with BGCC for the program because BCGCC does not have access to district contact, emergency and medical information.
   - There will be no cost to the students.
   - Staffing will be 1:15 ratio or less.
   - Program attendance records will be kept and shared with CUSD as requested.

1. TERM OF AGREEMENT: The term of this agreement is from May 1, 2022 to August 30, 2022.

2. COMPENSATION: The CONTRACTOR agrees to perform all the services of this agreement not to exceed $60,000.

3. PAYMENT: The CONTRACTOR shall submit an invoice detailing the services performed during the billing period at the end of the period. The contractor is responsible to comply with all state and federal tax requirements and is the CONTRACTOR'S sole responsibility.

4. EQUIPMENT AND MATERIALS: CONTRACTOR shall provide all equipment, materials, and supplies necessary for the performance of the Agreement.

5. USE OF SUBCONTRACTORS: CONTRACTOR shall not assign this Agreement or any portion thereof to a third party without the prior written consent of CUSD.

6. LICENSES AND PERMITS: It shall be the CONTRACTOR's responsibility to obtain and keep in force any license, permit or approval required from any agency for work/services to be performed at his/her own expense, prior to commencement of said work/services or forfeit any right to compensation under this Agreement.

7. COMPLIANCE WITH STATE, FEDERAL, AND LOCAL LAWS, REGULATIONS, AND ORDINANCES: CONTRACTOR and all subcontractors shall ensure compliance with all state, federal and local laws or rules applicable to performance of the work required under this agreement, and shall execute all necessary certifications of compliance therewith.

8. RELATIONSHIP OF THE PARTIES: CONTRACTOR agrees and understands that the work/services performed under this Agreement are performed as an Independent Contractor and not as an employee of CUSD and that CONTRACTOR acquires none of the rights, privileges, powers or advantages of CUSD employees.

9. INSURANCE: CONTRACTOR shall take out and maintain during the term of this Agreement such bodily injury liability and property damage liability insurance as shall protect CONTRACTOR and all of its employees/officers/agents while performing work covered by this Agreement from any and all claims for damages for bodily injury, including accidental death, as well as any and all claims for property damage which may arise from CONTRACTOR's operations under this Agreement, whether such operations be by CONTRACTOR, any subcontractor, anyone directly or indirectly employed by either of them, or by an agent of either of them. Such insurance shall be combined single limit bodily injury and property damage for each occurrence and shall not be less than the amount(s) specified below:

☒ Comprehensive General Liability... $1,000,000 (applies to all agreements)
____ Motor Vehicle Liability Insurance.. $1,000,000 (to be checked if motor vehicle used in performing services)
____ Professional Liability..... $1,000,000 (to be checked if Contractor is a licensed professional)

The CONTRACTOR will provide proof of insurance and will identify CUSD as an additional insured.

10. WAIVER: No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.

11. EQUAL EMPLOYMENT OPPORTUNITY: In connection with the performance of this Agreement, the CONTRACTOR shall not discriminate against any employee or applicant for employment because of race, religion, color, sex, physical handicap, or national origin.

12. HOLD HARMLESS: CONTRACTOR agrees to indemnify and defend the District, its employees, and agents from any and all claims, damages, and liability in any way occasioned by or arising out of the performance of this agreement.

13. DISPUTE RESOLUTION: Should any dispute arise out of this Agreement, the Parties should meet in mediation and attempt to reach a resolution with the assistance of a mutually acceptable mediator. The costs of the mediator, if any, shall be shared by the CONTRACTOR and CUSD. If a mediated settlement is reached, neither party shall be the prevailing party for the purposes of this settlement. Neither party shall be permitted to file legal action without first meeting in mediation and maintaining a good faith attempt to reach a mediated resolution.

14. GOVERNING LAW: This Agreement, including any exhibits, shall for all purposes be deemed subject to the laws of the State of California, and in the event of a lawsuit concerning this Agreement shall be venued in the County of San Mateo.

15. TERMINATION: CUSD may at any time terminate this Agreement upon written notice to CONTRACTOR. CUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, CUSD may terminate this agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, CUSD may secure the required services from another contractor. If the cost to CUSD exceeds the cost of providing the services pursuant to this Agreement, CONTRACTOR shall pay the additional cost.

16. COMPLETENESS OF AGREEMENT: This Agreement constitutes the entire understanding of the parties and any changes shall be agreed to in writing.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement by their duly authorized officers:

Cabrillo Unified School District

_____
Jennifer Marsh
Interim Chief Business Officer

Date: _____

_____
Sean McPhetridge, Ed.D
Superintendent
Date: _____

Contractor

_____
Contractor: Boys & Girls Club of the Coastside
Executed by Jill Jacobson, Executive Director
PO Box 545/600 Church Street, Room P11
Half Moon Bay, CA 94019

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: May 12, 2022
TO: Members of the Governing Board
FROM: Jennifer Marsh, Interim Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Warrant Register Report Processed from April 1, 2022 to April 30, 2022

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 April 1, 2022 to April 30, 2022.

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	4/29/2022 11:23:04 AM
District	41
Logon	MarshJ
Fiscal Year	2022

Options

Report Title	AP WARRANT REGISTER 04/01/22-04/30/22

Sorting

Sort By	Warrant/EFT#

Filters

Payment Type	District
Form of Payment	ALL
From Date Paid	04/01/2022
To Date Paid	04/30/2022
Year	2022
District	41

AP WARRANT REGISTER 04/01/22-04/30/22
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-756091	009739-01 F.I.T. ENVIRONME	04/05/2022	2,259.00	PO220902-001	2,259.00	01-8150-0-0000-8110-5800-780	22-006
W-756092	000748-01 FEDEX	04/05/2022	19.69	PO220200-004	19.69	01-0000-0-0000-7300-5903-720	7-680-98818
W-756093	011813-01 GARCIA, MARIA GA	04/05/2022	585.00	PO220802-002	585.00	01-6500-0-5760-1180-5100-730	0008
W-756094	008505-01 KUTA SOFTWARE LL	04/05/2022	1,286.00	PO220873-001	1,286.00	01-7425-0-1110-1000-4300-740-ELO1	26351
W-756095	009076-01 MARINE SCIENCE I	04/05/2022	6,330.00	PO220927-001	6,330.00	01-9430-0-8100-5000-5800-000	11557
W-756096	008899-01 MHS INC	04/05/2022	85.00	PO220887-001	85.00	01-6500-0-5001-2100-4300-730	SIP00179188
W-756097	000380-01 OFFICE DEPOT	04/05/2022	98.41	PV220483-001	56.86	01-0000-0-0000-7300-4300-720	230950302001
			98.41	PV220484-001	41.55	01-0000-0-0000-7300-4300-720	233316379001
W-756098	011171-01 ON POINT LANGUAG	04/05/2022	8,750.00	PO220394-008	8,750.00	01-0000-0-0000-2140-5800-740	LANG/01-2022
W-756099	008484-01 OWEN, TOM	04/05/2022	381.21	PO220942-001	109.10	01-6520-0-5770-1190-4300-331	REIMB
			381.21	PO220942-001	272.11	01-3410-0-5770-1190-4300-331	REIMB
W-756100	011492-01 PENINSULA TRUCK	04/05/2022	2,231.88	PO220134-035	371.98	01-9723-0-0000-3600-5603-788	8854
			2,231.88	PO220134-036	371.98	01-9723-0-0000-3600-5603-788	8855
			2,231.88	PO220134-037	371.98	01-9723-0-0000-3600-5603-788	8856
			2,231.88	PO220134-038	371.98	01-9723-0-0000-3600-5603-788	8857
			2,231.88	PO220134-039	371.98	01-9723-0-0000-3600-5603-788	8858
			2,231.88	PO220134-040	371.98	01-9723-0-0000-3600-5603-788	8859
W-756101	009151-01 STARFISH THERAPI	04/05/2022	62.00	PO220801-001	62.00	01-6500-0-5760-1180-5864-730	19067
W-756102	010851-01 CORTES, JUDITH	04/05/2022	24.95	PV220485-001	24.95	01-4203-0-4760-2495-4300-740	REIMB
W-756103	000196-01 COUNTY SCHOOL SE	04/05/2022	25,620.00	PO220655-002	25,620.00	01-7422-0-0000-3140-5800-000	18251
W-756104	011775-01 DR KATE KINSELLA	04/05/2022	9,000.00	PO220573-001	9,000.00	01-4203-0-0000-2140-5800-740	2022-006
W-756105	011772-01 HIGH INTEREST PU	04/05/2022	592.79	PO220576-001	592.79	01-3010-0-1110-2490-4300-101	11517

AP WARRANT REGISTER 04/01/22-04/30/22
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-756106	011492-01 PENINSULA TRUCK	04/05/2022	371.98	PO220134-041	371.98	01-9723-0-0000-3600-5603-788	8860
W-756107	005347-02 PITNEY BOWES GLO	04/05/2022	70.65	PO220267-006	70.65	01-0000-0-0000-7300-5601-720	1020259334
W-756108	009491-01 SOUND AND SIGNAL	04/05/2022	495.01	PO220063-015	495.01	01-8150-0-0000-8110-5603-780	39431
W-756109	008523-01 THE SPEECH PATHO	04/05/2022	32,269.41	PO220339-010	31,906.91	01-6500-0-5760-1180-5867-730	020486
			32,269.41	PO220374-005	362.50	01-6500-0-5750-1180-5867-730	020526
W-756654	009571-01 GOLD STAR FOODS	04/07/2022	68.10	PO220197-084	8.10	13-5310-0-0000-3700-4790-331	4901969
			68.10	PO220197-085	60.00	13-5310-0-0000-3700-4790-331	4880127
W-756655	004891-01 ORKIN EXTERMINAT	04/07/2022	108.71	PO220192-008	108.71	13-5310-0-0000-8205-5504-331	225247988
W-756656	008841-02 AGUNDES, RAYMOND	04/07/2022	333.01	PO220940-001	333.01	01-0331-0-1337-1000-4300-331	REIMB
W-756657	009083-02 BROWN, ANDREW	04/07/2022	71.16	PO220931-001	71.16	01-0331-0-1352-1000-4300-331	REIMB
W-756658	011260-01 CARNEY, HANNAH	04/07/2022	17.49	PO220936-001	17.49	01-3550-0-3800-1000-4300-331	REIMB
W-756659	006076-01 GAMES, PATRICK	04/07/2022	109.36	PO220939-001	109.36	01-0331-0-1332-1000-4300-331	REIMB
W-756660	011547-01 LONGAKER, LISA	04/07/2022	19.42	PO220928-001	19.42	01-3550-0-3800-1000-5200-331	REIMB
W-756661	010773-02 LUNSTROTH, CLAUD	04/07/2022	17.92	PO220932-001	17.92	01-0331-0-1210-1000-5200-331	REIMB
W-756662	011778-01 MOLDOVAN, RON	04/07/2022	82.36	TC220066-001	82.36	01-0000-0-0000-8210-5200-782	03/07-03/28/22 M
W-756663	007565-02 NAZAR, JOHN	04/07/2022	87.42	PO220933-001	10.00	01-0331-0-1210-1000-4300-331	REIMB
			87.42	PO220929-001	77.42	01-3550-0-3800-1000-5200-331	REIMB
W-756664	008484-02 OWEN, TOM	04/07/2022	37.44	PV220486-001	18.72	01-3410-0-5770-1190-5200-331	MARCH 2022 MILEA
			37.44	PV220486-001	18.72	01-6520-0-5770-1190-5200-331	MARCH 2022 MILEA
W-756665	007773-02 TREANOR, AMY	04/07/2022	101.56	PO220937-001	101.56	01-0331-0-1342-1000-4300-331	REIMB
W-756666	005163-01 SYSCO FOOD SERVI	04/07/2022	680.35	PO220195-061	285.49	13-5310-0-0000-3700-4712-211	450865827
			680.35	PO220195-061	35.40	13-5310-0-0000-3700-4710-211	450865827

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			680.35	PO220195-059	359.46	13-5310-0-0000-3700-4710-331	450870127
W-756667	008058-04 AT&T	04/07/2022	1,257.41	PV220487-001	167.08	01-0000-0-0000-2421-5902-790	FEB 2022 INVOICE
			1,257.41	PV220487-001	49.22	01-0000-0-0000-8205-5901-103	FEB 2022 INVOICE
			1,257.41	PV220487-001	25.17	01-0000-0-0000-8205-5901-105	FEB 2022 INVOICE
			1,257.41	PV220487-001	611.67	01-0000-0-0000-8205-5901-211	FEB 2022 INVOICE
			1,257.41	PV220487-001	23.49	01-0000-0-0000-8205-5901-331	FEB 2022 INVOICE
			1,257.41	PV220487-001	305.27	01-0000-0-0000-8205-5901-720	FEB 2022 INVOICE
			1,257.41	PV220487-001	25.17	01-0000-0-1455-2420-5901-331	FEB 2022 INVOICE
			1,257.41	PV220487-001	25.17	01-3315-0-5730-1110-5901-730	FEB 2022 INVOICE
			1,257.41	PV220487-001	25.17	13-5310-0-0000-3700-5901-103	FEB 2022 INVOICE
W-756668	010957-01 BUNKIN, SARA	04/07/2022	39.88	PO220938-001	39.88	01-0331-0-1354-1000-4300-331	REIMB
W-756669	000196-01 COUNTY SCHOOL SE	04/07/2022	7,500.00	PO220921-001	7,500.00	01-0000-0-0000-3900-5800-760	18156
W-756670	006390-01 GONZALEZ-HELDMAI	04/07/2022	150.22	TC220065-001	150.22	01-6500-0-5750-1190-5200-730	01/04-02/28/22 M
W-756671	010837-02 GRAY, KENNETH	04/07/2022	251.91	PO220930-001	251.91	01-9548-0-5001-2100-4300-331	REIMB
W-756672	005142-01 HALF MOON BAY HI	04/07/2022	700.00	PO220935-001	700.00	01-0331-0-1210-1000-4300-331	19
W-756673	011452-01 TONER, JIM	04/07/2022	7.00	PO220934-001	7.00	01-0331-0-1210-1000-4300-331	REIMB
W-757288	008938-02 AMAZON CAPITAL S	04/12/2022	508.20	PO220721-003	508.20	13-5310-0-0000-3700-4300-331	1RVQ-P3QR-KH1R
W-757289	009680-01 PAOLI, STEPHANIE	04/12/2022	157.25	PV220488-001	157.25	13-5310-0-0000-3700-5200-770	04052022
W-757290	005163-01 SYSCO FOOD SERVI	04/12/2022	1,548.55	PO220195-062	436.81	13-5310-0-0000-3700-4712-331	4508822788
			1,548.55	PO220195-062	1,013.80	13-5310-0-0000-3700-4710-331	4508822788
			1,548.55	PO220195-062	97.94	13-5310-0-0000-3700-4300-331	4508822788
W-757291	005163-01 SYSCO FOOD SERVI	04/12/2022	1,294.54	PO220195-060	350.29	13-5310-0-0000-3700-4712-331	450865821

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			1,294.54	PO220195-060	648.48	13-5310-0-0000-3700-4710-331	450865821
			1,294.54	PO220195-060	295.77	13-5310-0-0000-3700-4300-331	450865821
W-757292	009571-01 GOLD STAR FOODS	04/12/2022	2,436.73	PO220197-086	22.75	13-5310-0-0000-3700-4711-331	4815888
			2,436.73	PO220197-086	2,413.98	13-5310-0-0000-3700-4710-331	4815888
W-757293	011296-01 BETTER 4 YOU MEA	04/12/2022	38,891.39	PO220187-040	15,090.54	13-5310-0-0000-3700-4710-105	0322-5151
			38,891.39	PO220187-041	4,841.84	13-5310-0-0000-3700-4710-101	0322-5149
			38,891.39	PO220187-042	2,416.09	13-5310-0-0000-3700-4710-107	0322-5152
			38,891.39	PO220187-043	11,556.27	13-5310-0-0000-3700-4710-211	0322-5148
			38,891.39	PO220187-044	4,306.31	13-5310-0-0000-3700-4710-103	0322-5150
			38,891.39	PO220187-045	680.34	13-5310-0-0000-3700-4710-335	0322-5251
W-759200	000903-01 AGUILAR, SILVIO	04/21/2022	98.99	PO220959-001	98.99	01-0105-0-1310-1000-4300-105	REIMB
W-759201	009214-02 ASBURY ENVIRONME	04/21/2022	95.00	PO220223-001	95.00	01-8150-0-0000-8110-5603-780	I500-00807855
W-759202	011135-01 AZTEC ELECTRIC	04/21/2022	7,110.00	PO220065-004	5,810.00	01-8150-0-0000-8110-5603-780	324
			7,110.00	PO220065-005	650.00	01-8150-0-0000-8110-5603-780	325
			7,110.00	PO220065-006	650.00	01-8150-0-0000-8110-5603-780	326
W-759203	000194-01 COASTSIDE COUNTY	04/21/2022	11,077.46	PO220245-008	821.93	01-0000-0-0000-8205-5503-720	MARCH 2022
			11,077.46	PO220245-008	2,102.27	01-0000-0-0000-8205-5503-211	MARCH 2022
			11,077.46	PO220245-008	5,777.58	01-0000-0-0000-8205-5503-331	MARCH 2022
			11,077.46	PO220245-008	662.31	01-0000-0-0000-8205-5503-101	MARCH 2022
			11,077.46	PO220245-008	1,713.37	01-0000-0-0000-8205-5503-105	MARCH 2022
W-759204	009758-01 CRUZ BROTHERS LO	04/21/2022	700.00	PO220911-001	700.00	01-8150-0-0000-8110-5603-780	29299
W-759205	000698-01 DISCOUNT SCHOOL	04/21/2022	269.00	PO220824-003	269.00	01-6010-0-1110-4000-4300-101	P41140500101

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W-759206	009422-01 ELDORADO FORKLIF	04/21/2022	274.31	PO220084-001	274.31	01-8150-0-0000-8110-5603-780	131469
W-759207	011383-01 FOX SECURITY & C	04/21/2022	2,450.00	PO220558-001	2,450.00	01-8150-0-0000-8110-5603-780	81167
W-759208	008754-02 HALL, SHERRI	04/21/2022	100.00	PO220953-001	100.00	01-0103-0-1310-1000-4300-103	REIMB
W-759209	007442-01 SAN JOAQUIN C.O.	04/21/2022	257.00	PO220031-007	257.00	01-6500-0-5001-2140-5800-730	ARD22-02611
W-759210	009491-01 SOUND AND SIGNAL	04/21/2022	3,000.00	PO220070-004	3,000.00	01-8150-0-0000-8110-5603-780	11388
W-759211	011711-01 TEACHERS COLLEGE	04/21/2022	650.00	PO220619-001	650.00	01-3010-0-1110-1000-5200-101	TCRWP-179816
W-759212	011135-01 AZTEC ELECTRIC	04/21/2022	12,816.00	PO220729-001	12,816.00	21-9711-0-9608-8520-5603-000	323
W-759213	011819-01 DREAMBOX LEARNIN	04/21/2022	2,950.00	PO220815-001	2,950.00	01-0103-0-1210-2700-4300-103	DB112189778
W-759214	008519-01 DURAN, VIDAL	04/21/2022	297.50	PO220085-001	297.50	01-9723-0-0000-3600-5800-788	1
W-759215	011383-01 FOX SECURITY & C	04/21/2022	2,295.00	PO220068-004	2,295.00	01-8150-0-0000-8110-5800-780	81549
W-759216	010633-01 GLOBAL EQUIPMENT	04/21/2022	470.03	PO220083-001	470.03	01-8150-0-0000-8110-4300-780	118852636
W-759217	008291-01 GRAY, CATHERINE	04/21/2022	95.15	PO220961-001	95.15	01-0105-0-1310-1000-4300-105	REIMB
W-759218	011171-01 ON POINT LANGUAG	04/21/2022	16,990.96	PO220394-009	16,990.96	01-0000-0-0000-2140-5800-740	LANG/03-2022
W-759219	007767-07 PEARSON ASSESSME	04/21/2022	181.50	PO220856-001	181.50	01-6500-0-5001-2100-4300-730	17732156
W-759220	000105-03 REPUBLIC SERVICE	04/21/2022	1,183.76	PO220246-009	1,183.76	01-0000-0-0000-8205-5504-107	0925-001629759
W-759221	005037-01 TK ELEVATOR CORP	04/21/2022	1,489.34	PO220236-006	1,489.34	01-8150-0-0000-8110-5602-780	3006538849
W-759222	011427-01 COLBI TECHNOLOGI	04/21/2022	2,070.00	PV220490-001	2,070.00	21-9711-0-9006-8520-4300-000	7695
W-759223	011791-01 RINCON CONSULTAN	04/21/2022	1,107.75	PO220660-001	1,107.75	21-9711-0-9644-8520-5800-101	37729
W-759224	011803-01 NORTHSTAR	04/21/2022	4,950.00	PO220753-001	4,950.00	21-9711-0-9645-8520-5800-103	78647
W-759225	011649-01 PAVEMENT ENGINEE	04/21/2022	3,202.50	PO220547-005	3,202.50	21-9711-0-9642-8520-5800-000	2203-043
W-759226	010763-01 QUATTROCCHI KWOK	04/21/2022	31,620.18	PO220424-004	26,071.28	21-9711-0-9640-8520-6210-101	22969
			31,620.18	PO220126-007	3,755.40	21-9711-0-9636-8520-6210-331	22968

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			31,620.18	PO220127-006	1,793.50	21-9711-0-9637-8520-6210-100	22967
W-759227	011719-01 REILLY CONSTRUCT	04/21/2022	8,468.14	PO220420-005	8,468.14	21-9711-0-9641-8520-6200-211	3-RETAIN
W-759228	011750-01 SILICON VALLEY P	04/21/2022	189,393.86	PO220918-001	189,393.86	21-9711-0-9636-8520-6200-331	999008787
W-759229	008772-01 SSA LANDSCAPE AR	04/21/2022	3,557.35	PV220489-001	3,557.35	21-9711-0-9610-8520-5603-331	7256
W-759230	011744-01 STUDIO W ARCHITE	04/21/2022	24,053.10	PO220783-004	24,053.10	21-9711-0-9645-8520-6210-103	45570
W-759231	011478-01 UNITED BEHAVIORA	04/21/2022	469.00	PV220496-001	469.00	01-0000-0-0000-0000-9564-000	04122022
W-759232	000397-03 KAISER FOUNDATIO	04/21/2022	9,217.56	PV220499-001	8,615.89	01-0000-0-0000-0000-9564-000	04122022
			9,217.56	PV220499-001	601.67	01-0000-0-0000-0000-9553-000	04122022
W-759233	000397-04 KAISER FOUNDATIO	04/21/2022	15,930.53	PV220502-001	15,930.53	01-0000-0-0000-0000-9553-000	04122022
W-759234	000397-05 KAISER FOUNDATIO	04/21/2022	1,702.72	PV220500-001	1,702.72	01-0000-0-0000-0000-9564-000	04122022
W-759235	000397-06 KAISER FOUNDATIO	04/21/2022	3,630.41	PV220501-001	3,630.41	01-0000-0-0000-0000-9553-000	04122022
W-759236	011438-01 ACSIG	04/21/2022	4,234.01	PV220491-001	2,283.06	01-0000-0-0000-0000-9572-000	4122022
			4,234.01	PV220491-001	1,950.95	01-0000-0-0000-0000-9553-000	4122022
W-759237	011438-02 ACSIG	04/21/2022	36,394.56	PV220492-001	28,416.66	01-0000-0-0000-0000-9571-000	04122022
			36,394.56	PV220492-001	7,977.90	01-0000-0-0000-0000-9553-000	04122022
W-759238	010927-01 METROPOLITAN LIF	04/21/2022	334.25	PV220493-001	334.25	01-0000-0-0000-0000-9564-000	04122022
W-759239	011598-01 SUTTER HEALTH PL	04/21/2022	27,392.40	PV220494-001	21,573.20	01-0000-0-0000-0000-9564-000	04122022
			27,392.40	PV220494-001	5,819.20	01-0000-0-0000-0000-9553-000	04122022
W-759240	011599-01 U H S PREMIUM BI	04/21/2022	7,411.94	PV220495-001	7,411.94	01-0000-0-0000-0000-9564-000	04122022
W-759241	000397-01 KAISER FOUNDATIO	04/21/2022	120,197.39	PV220498-001	119,423.22	01-0000-0-0000-0000-9564-000	04122022
			120,197.39	PV220498-001	774.17	01-0000-0-0000-0000-9553-000	04122022
W-759242	000397-02 KAISER FOUNDATIO	04/21/2022	147,525.48	PV220497-001	147,525.48	01-0000-0-0000-0000-9564-000	04122022

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W-759243	003580-01 EMPLOYMENT DEVEL	04/21/2022	31,985.98	PV220503-001	31,985.98	01-0000-0-0000-0000-9565-000	04132022
W-759244	002112-01 CA DEPT OF TAX &	04/21/2022	1,477.00	PV220504-001	1,477.00	01-0000-0-0000-0000-9580-000	020-628493 3Q
W-759245	011134-01 DAVEYS SMOG SHOP	04/21/2022	66.75	PO220965-002	66.75	01-8150-0-0000-8110-5603-780	13229
W-759246	000550-01 PACIFIC GAS AND	04/21/2022	2,370.36	PO220244-013	2,370.36	01-0000-0-0000-8205-5502-601	5189451218-8
W-759247	009675-01 READY REFRESH BY	04/21/2022	81.75	PO220260-007	81.75	01-0420-0-3350-1000-4300-420	22D5737216001
W-759248	008443-01 RECOLOGY OF THE	04/21/2022	3,464.68	PO220203-007	1,072.19	01-0000-0-0000-8205-5504-103	6956
			3,464.68	PO220203-008	2,392.49	01-0000-0-0000-8205-5504-101	6957
W-759249	000105-03 REPUBLIC SERVICE	04/21/2022	2,814.40	PO220204-008	1,461.68	01-0000-0-0000-8205-5504-720	0925-001630019
			2,814.40	PO220204-008	729.33	01-0000-0-0000-8205-5504-331	0925-001630019
			2,814.40	PO220204-008	77.33	01-0000-0-0000-8205-5504-105	0925-001630019
			2,814.40	PO220204-008	546.06	01-0000-0-0000-8205-5504-211	0925-001630019
W-759250	000196-01 COUNTY SCHOOL SE	04/21/2022	72,750.00	PO220390-001	72,750.00	01-0111-0-0000-2490-5800-740-109	18185
W-759251	011134-01 DAVEYS SMOG SHOP	04/21/2022	86.75	PO220965-001	86.75	01-8150-0-0000-8110-5603-780	12931
W-759252	008899-01 MHS INC	04/21/2022	120.00	PO220380-001	120.00	01-6500-0-5001-2100-4300-730	SIP00139760
W-759253	008883-01 PACIFICA COMMUNI	04/21/2022	300.00	PO220291-008	300.00	01-0000-0-0000-7150-5800-710	PCTCUSD0322
W-759254	000105-03 REPUBLIC SERVICE	04/21/2022	319.83	PO220880-001	319.83	01-0000-0-0000-8205-5504-331	0925-001629756
W-759255	005013-01 PURUCKER, DIANA	04/21/2022	165.12	PV220510-001	165.12	01-0000-0-0000-0000-9553-000	04012022
W-759256	004857-01 SOUZA, LINDA	04/21/2022	82.56	PV220511-001	82.56	01-0000-0-0000-0000-9553-000	04012022
W-759257	007302-01 HOLLAND-FALL, CA	04/21/2022	82.56	PV220507-001	82.56	01-0000-0-0000-0000-9553-000	04012022
W-759258	000807-01 TJOGAS, JIM	04/21/2022	82.56	PV220512-001	82.56	01-0000-0-0000-0000-9553-000	04012022
W-761823	008758-01 AMERICAN PORTABL	04/28/2022	4,678.97	PO220819-005	117.41	01-8150-0-0000-8110-5603-780	70309
			4,678.97	PO220290-013	4,561.56	01-7422-0-0000-8110-5603-000	69981

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W-761824	005837-01 BIG CREEK LUMBER	04/28/2022	39.19	PO220092-005	39.19	01-8150-0-0000-8110-4300-780	91
W-761825	007426-01 BOYS & GIRLS CLU	04/28/2022	4,538.53	PV220514-001	350.00	01-8150-0-0000-8110-5603-780	BGCC2022103
			4,538.53	PV220515-001	420.00	01-8150-0-0000-8110-5603-780	BGCC2022104
			4,538.53	PV220516-001	560.00	01-8150-0-0000-8110-5603-780	BGCC2022105
			4,538.53	PV220517-001	700.00	01-8150-0-0000-8110-5603-780	BGCC2022106
			4,538.53	PO220603-002	2,508.53	01-8150-0-0000-8110-5603-780	BGCC2022107
W-761826	002112-01 CA DEPT OF TAX &	04/28/2022	60.00	PV220508-001	60.00	01-9723-0-0000-3600-4300-788	057-415036 - 3Q
W-761827	000380-01 OFFICE DEPOT	04/28/2022	415.37	PV220505-001	81.98	01-6500-0-5001-2100-4300-730	224955270001
			415.37	PV220506-001	333.39	01-6500-0-5001-2100-4300-730	224955768001
W-761828	004143-02 RICOH USA INC	04/28/2022	132.81	PO220751-005	44.27	01-0103-0-1210-2700-4300-103	5064279774
			132.81	PO220751-005	44.27	01-0105-0-1210-2700-4300-105	5064279774
			132.81	PO220751-005	44.27	01-0107-0-1210-2700-4300-107	5064279774
W-761829	005897-01 TURF & INDUSTRIA	04/28/2022	66.82	PO220222-005	66.82	01-0000-0-0000-8220-4300-785	IV42378
W-761830	009620-03 XEROX FINANCIAL	04/28/2022	151.83	PO220332-005	151.83	01-0105-0-1310-1000-5601-105	3167845
W-761831	007504-02 CAMBRIDGE UNIVER	04/28/2022	4,436.60	PO220923-001	4,436.60	11-6391-0-0000-2700-4300-561	1410692359
W-761832	011623-01 COASTSIDE NEWS G	04/28/2022	2,857.50	PO220563-006	2,857.50	01-0000-0-0000-7400-4300-750	2022CI-615
W-761833	010851-01 CORTES, JUDITH	04/28/2022	50.90	PV220513-001	50.90	01-4203-0-4760-2495-4300-740	031122 REIMB.
W-761834	011537-02 DE JESUS, BRENDA	04/28/2022	174.01	PV220509-001	174.01	01-3060-0-7110-2490-4300-745	031522 REIMB.
W-761835	011550-01 EICHLER ASSOCIAT	04/28/2022	10,300.00	PO220249-007	10,300.00	01-7422-0-0000-8110-5800-000	1273
W-761836	011171-01 ON POINT LANGUAG	04/28/2022	215.00	PO220257-012	215.00	01-4203-0-0000-2140-5800-740	UTK-3/2022
W-761837	004143-03 RICOH AMERICAS C	04/28/2022	13,811.07	PO220265-011	3,078.99	01-0000-0-0000-7300-5601-720	466962339
			13,811.07	PO220265-011	384.50	01-0000-0-1310-1000-5602-335	466962339

AP WARRANT REGISTER 04/01/22-04/30/22
41 Cabrillo Unified School District **Fiscal Year: 2022**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			13,811.07	PO220265-011	384.50	11-6391-0-4110-2700-5601-561	466962339
			13,811.07	PO220265-011	2,428.95	01-0211-0-1310-1000-5601-211	466962339
			13,811.07	PO220265-011	770.00	01-0000-0-0000-2700-5601-107	466962339
			13,811.07	PO220265-011	1,760.23	01-0105-0-1310-1000-5601-105	466962339
			13,811.07	PO220265-011	880.38	01-0103-0-1310-1000-5601-103	466962339
			13,811.07	PO220265-011	1,694.57	01-0101-0-1310-1000-5601-101	466962339
			13,811.07	PO220265-011	2,428.95	01-0331-0-1210-2700-5601-331	466962339
W-761838	009491-01 SOUND AND SIGNAL	04/28/2022	7,286.44	PO220063-016	7,286.44	01-8150-0-0000-8110-5603-780	39440
W-761839	005779-01 THE HOME DEPOT P	04/28/2022	2,620.04	PO220095-009	2,620.04	01-8150-0-0000-8110-4300-780	676706815
W-761840	000320-01 BAILEY, ANNE	04/28/2022	165.12	PV220520-001	165.12	01-0000-0-0000-0000-9553-000	04252022
W-761841	007361-02 TREULICH, CATHER	04/28/2022	33.12	PV220522-001	33.12	01-0000-0-0000-0000-9553-000	03252022
W-761842	011835-01 AVALON TRANSPORT	04/28/2022	528.60	PO220988-001	528.60	01-6388-0-3800-1000-4300-331	30% DEPOSIT
W-761843	011727-01 BRACAMONTES, JAN	04/28/2022	75.77	PO220982-001	75.77	01-9580-0-1110-1000-4300-331	033022 REIMB.
W-761844	008027-01 MORFORD, LISA	04/28/2022	205.91	PO220981-001	205.91	01-9548-0-5001-2100-4300-331	040722 REIMB.
W-761845	000458-02 RIORDAN, SEAN	04/28/2022	1,012.77	PO220989-001	1,012.77	01-9580-0-1110-1000-4300-331	041822 REIMB.
W-761846	011848-01 CATTARIN, JOSEPH	04/28/2022	82.56	PV220521-001	82.56	01-0000-0-0000-0000-9553-000	04252022
W-761847	011622-01 VALENCIA'S PAINT	04/28/2022	16,950.00	PO220998-003	16,950.00	21-9711-0-9637-8520-5603-100	#3 REMAINING BAL
W-761848	007747-03 CENTONI, JOSEPH	04/28/2022	1,454.06	PO220986-001	1,454.06	01-0331-0-1352-1000-4300-331	033122 REIMB.
W-761849	011547-01 LONGAKER, LISA	04/28/2022	2,507.97	PO220983-001	63.78	01-6387-0-1110-1000-4300-331	040422 REIMB.
			2,507.97	PO220993-001	87.45	01-6388-0-3800-1000-4300-331	042122 REIMB.
			2,507.97	PO220990-001	2,356.74	01-6388-0-3800-1000-4300-331	041822 REIMB.
W-761850	011622-01 VALENCIA'S PAINT	04/28/2022	7,000.00	PO220998-002	7,000.00	21-9711-0-9637-8520-5603-100	#2 PROGRESS PAYM

AP WARRANT REGISTER 04/01/22-04/30/22
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-761851	011846-01 WALERA, KATE	04/28/2022	45.92	PO221001-001	45.92	01-0331-0-1352-1000-4300-331	033122 REIMB.
W-761852	009069-02 YERBY, TRACI	04/28/2022	128.82	PO220987-001	128.82	01-0331-0-1352-1000-4300-331	041822 REIMB.

Warrant/EFT Count: 134 **Total Warrant/EFT Amount:** 1,053,000.49

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: May 12, 2022
TO: Members of the Governing Board
FROM: Jennifer Marsh, Interim 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.

May 12, 2022 Board Meeting
Summary Site Donations

Site	Items	Donor	Amount	Site Total Donations
HMBHS	Money for the Spring Musical Show	Ingo Bork & Ina Bork	$250	
HMBHS	Money for Leadership	Ingo Bork & Ina Bork	$1,000	
HMBHS	Money for the Seth Koller Scholarship	Mary Sanders	$1,000	
HMBHS	Money for the Coastside Running Club Scholarship	Marathon Solutions Inc.	$400	
HMBHS	Money for the Coastside Running Club	Carol Keller	$70	
HMBHS	Money for the Coastside Running Club	Pete W. Oreilly	$40	
HMBHS	Money for the HMB Pirates Scholarship	Half Moon Bay Pirates	$1,000	
HMBHS	Money for the Aaron McGregor Memorial Scholarship	Christine Maren Salon	$500	
HMBHS	Monay for the HMB Latino Council Scholarship in Memory of Yarina Serrano	Lorenzo A. Serrano	$3,500	
				$7,760

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: May 12, 2022
TO: Members of the Governing Board
FROM: Jennifer Marsh, Interim Chief Business Officer
Rinaldo Veseliza, Construction Manager
CATEGORY: Consent/Action
ITEM TITLE: Approval of Roof Replacement Project Phase 2

BACKGROUND INFORMATION

The Phase 2 Half Moon Bay High School Roof replacement project is needed to complete the re-roofing of several facilities that have been left out of the recently approved Phase 1 scope of work. Phase 1 was 6 buildings at the front of the school and 2 canopy roofs. Phase 2 is 4 large buildings in the back of the school and several canopy roofs including the large gym roof. Phase 2 is also 1 large building "B" at Alvin Hatch Elementary, which is in very poor condition. Please note that each roof is unique: different size crickets, taper, or no taper, and different details. Also, each roof/building needs to be tested for hazmat materials.

FISCAL ANALYSIS

There is no financial impact to the General Fund, as Bond Funds will be used in the amount of $134,300.00

RECOMMENDATION

Approve as submitted.

SKYLINE
ENGINEERING
ENGINEERING SERVICES FOR THE BUILDING ENVELOPE

March 25, 2022

Rinaldo Veseliza, Jesus Contreras and James Crawford
Cabrillo Unified School District
498 Kelly Ave.
Half Moon Bay, CA 94019

RE: High School re-roof design proposal (4 buildings and canopies) Phase II and Bldg B re-roof design at Alvin Hatch Elem.

Dear Rinaldo, Jesus, and James,

Thank you for the opportunity to be of service. The following is a proposal for the design of the new roofs at 4 buildings and canopies at the High School and 1 building B at Alvin Hatch Elementary (approximately 57,000 square feet at the high school and approx. 13,500 at Alvin Hatch Elementary for a total of 70,500 square feet). Does not include building K at the high school. Skyline shall design an 80 mil, white TPO or PVC single ply roof. Budget to replace these roofs should be around $1,621,500 to $1,762,500.

Skyline Engineering shall:

Engineering Services (roof design)	**Fees**
TASK	
1. Perform site visit to study the roofs.	$500
2. Provide plans and specifications suitable for public bidding for roof replacement design. Drawings to be on architectural 24" x 36" size D paper. This will include: a. Field investigation of the roofs on site. b. 90% submittal to owner for owner comments. c. 100%, finalized drawings and specs with changes made per owner's request. Drawings to include (each on 24" x 36" size D paper, on Skyline Engineering title block): a. One title page. b. One overview drawing of the roofs. c. Roof details.	$110,400

8991 Del Rio Circle, Gilroy, CA 95020
phone: 408/842-0500 fax: 408/842-2146 justin16@ix.netcom.com

Spec sections to include: a. Roof spec section. b. Sheet metal flashing and trim spec section. c. Painting spec section.	
3. Provide 10 Quality Assurance roof inspections during the construction (@ $600 per inspection).	$6,000
4. Provide assistance with prebid meeting, pre-construction meeting and final inspection.	$1,800
5. Respond to RFI's during construction.	$200
6. Provide submittal review of apparent low bid contractor.	$200
7. Misc time (ie perform change order reviews, etc).	$200
TOTAL COST (Design and CA)	**$119,300** (which is around 7%)

Environmental Services

1. Remove and test 50 samples of the roof and provide owner with a hazardous material report (for lead and asbestos). If additional samples are needed, the fee shall be $115 per asbestos sample and $95 per lead sample.	$9,000
2. Provide owner with asbestos and lead removal specifications.	$6,000
TOTAL COST (Environmental Services)	**$15,000**

Owner shall provide Skyline Engineering with a pdf as-built drawing showing the overview of the roofs, to scale if available.

Please note it is recommended that the roofs be tested for hazardous materials (ie asbestos and lead). If any of the tests come back positive then a hazardous material remediation spec section should be added to the specs. Please see the above proposal for this from Skyline Engineering.

Please note that this is a roofing project and will not be taken thru the DSA. Any damaged decking during the project will be replaced with new to match existing. The above proposal does not include any structural design services.

If you are in accordance with the above proposal please sign below and mail back to me.

As always, in accordance with State and Federal guidelines for the selection of consulting services, all of the above quoted fees are negotiable. Also, per State guidelines any party may cancel the contract at any time. Please contact me if you have any questions.

8991 Del Rio Circle, Gilroy, CA 95020
phone: 408/842-0500 fax: 408/842-2146 justin16@ix.netcom.com

Sincerely,

Justin Schalesky, Vice President
Skyline Engineering Inc.

Approval (roof design): _____ Date: _____

Approval (environmental services): _____ Date: _____

PO (if necessary): _____

Additional fees (upon approval of the owner) shall be billed as follows:

Licensed Engineer (Mechanical): $275/hr
Degreed Engineer (Mechanical): $250/hr
Inspector: $185/hr

Minimum of 4 hours billed per meeting or inspection.

8991 Del Rio Circle, Gilroy, CA 95020
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CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
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GOVERNING BOARD
Mary Beth Alexander
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Freya McCamant

MEMORANDUM

MEETING DATE: May 12, 2022
TO: Members of the Governing Board
FROM: Jennifer Marsh, Interim Chief Business Officer
Rinaldo Veseliza, Construction Manager
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Bid Award for the HMBHS & Cunha Intermediate School Paving Project

BACKGROUND INFORMATION

The Board authorized administration to go out to bid for the repaving, striping, and slurry work for these two campuses.

Responsive Bidders:

American Asphalt Repair & Resurfacing Company, Inc	$559,750.00
R & M Paving Construction, Inc	$1,180,000.00

FISCAL ANALYSIS

There is no financial impact to the General Fund. Bond funds will cover this expenditure.

RECOMMENDATION

Staff recommends that American Asphalt Repair & Resurfacing Company, Inc. be awarded the job/bid with the lowest bid of $559,750.00. Asphalt Repair & Resurfacing Company, 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 43 36

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

PROJECT: Half Moon Bay High School & Cunha Intermediate School Paving 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: Griffin Soil

CA Cont. Lic. #: 791232 Location: Stockton, CA

DIR Registration #: 1000004572

Portion of Work: Soil Treatment

Subcontractor Name: Arborwell

CA Cont. Lic. #: 739392 Location: Hayward, CA

DIR Registration #: 1000006778

Portion of Work: Arborists

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Date: 4·8·2022

Proper Name of Bidder: American Asphalt Repair & Resurfacing Co, Inc.

Signature: [redacted]

Print Name: Steve Aguirre

Title: Secretary

END OF DOCUMENT

DOCUMENT 00 45 01

SITE VISIT CERTIFICATION

TO BE EXECUTED BY BIDDER AND SUBMITTED WITH BID
IF SITE VISIT WAS MANDATORY

PROJECT: Half Moon Bay High School & Cunha Intermediate School Paving Project

Check option that applies:

_____ I certify that I visited the Site of the proposed Work, received the attached _____ pages of information, and became fully acquainted with the conditions relating to construction and labor. I fully understand the facilities, difficulties, and restrictions attending the execution of the Work under contract.

✓ I certify that Sean Kunz (Bidder's representative) visited the Site of the proposed Work, received the attached 0 pages of information, and became fully acquainted with the conditions relating to construction and labor. The Bidder's representative fully understood the facilities, difficulties, and restrictions attending the execution of the Work under contract.

Bidder fully indemnifies the Cabrillo Unified School District, its Architect, its Engineers, its Construction Manager, and all of their respective officers, agents, employees, and consultants from any damage, or omissions, related to conditions that could have been identified during my visit and/or the Bidder's representative's visit to the Site.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date: 4.8.2022

Proper Name of Bidder: American Asphalt Repair & Resurfacing Co, Inc.

Signature: [redacted]

Print Name: Steve Aguirre

Title: Secretary

ATTACHMENTS:

1.

2.

3.

END OF DOCUMENT

DOCUMENT 00 45 19

NON-COLLUSION DECLARATION
(Public Contract Code Section 7106)

The undersigned declares:

I am the Secretary [Title] of American Asphalt Repair & Resurfacing Co, Inc. [Name of Firm], the party making the foregoing bid.

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

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on 4.8.2022 [Date],

at Hayward [City], CA [State].

Date: 4.8.2022

Proper Name of Bidder: American Asphalt Repair & Resurfacing Co, Inc.

Signature: [redacted]

Print Name: Steve Aguirre

Title: Secretary

END OF DOCUMENT

DOCUMENT 00 45 19.01

IRAN CONTRACTING ACT CERTIFICATION
(Public Contract Code Sections 2202-2208)

PROJECT/CONTRACT NO.: Bid No. 2001-22.07 between the Cabrillo Unified School District ("District") and American Asphalt Repair & Resurfacing Co, Inc. ("Contractor" or "Bidder") ("Contract" or "Project").

Prior to bidding on or submitting a proposal for a contract for goods or services of $1,000,000 or more, the bidder/proposer must submit this certification pursuant to Public Contract Code section 2204.

The bidder/proposer must complete **ONLY ONE** of the following two options. To complete OPTION 1, check the corresponding box **and** complete the certification below. To complete OPTION 2, check the corresponding box, complete the certification below, and attach documentation demonstrating the exemption approval.

☑ **OPTION 1.** Bidder/Proposer is not on the current list of persons engaged in investment activities in Iran created by the California Department of General Services ("DGS") pursuant to Public Contract Code section 2203(b), and we are not a financial institution extending twenty million dollars ($20,000,000) or more in credit to another person, for 45 days or more, if that other person will use the credit to provide goods or services in the energy sector in Iran and is identified on the current list of persons engaged in investment activities in Iran created by DGS.

☐ **OPTION 2.** Bidder/Proposer has received a written exemption from the certification requirement pursuant to Public Contract Code sections 2203(c) and (d). *A copy of the written documentation demonstrating the exemption approval is included with our bid/proposal.*

CERTIFICATION:

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY, that I am duly authorized to legally bind the bidder/proposer to the OPTION selected above. This certification is made under the laws of the State of California.

Vendor Name/Financial Institution (Printed)	*Federal ID Number (or n/a)*
American Asphalt Repair & Resurfacing Co, Inc.	94-2914200
By (Authorized Signature)	
Printed Name and Title of Person Signing	*Date Executed*
Steve Aguirre, Secretary	4.8.2022

END OF DOCUMENT

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, American Asphalt Repair and Resurfacing Company, Inc., as Principal ("Principal"),

and Everest Reinsurance Company, as Surety ("Surety"), a corporation organized and existing under and by virtue of the laws of the State of Delaware 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 of Amount Bid Dollars ($ 10% of Amount 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: Halfmoon Bay High School & Cunha Intermediate School Paving Project Paving, Repairs, Slurry & Striping ("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 31st day of March, 2022.

American Asphalt Repair and Resurfacing Company, Inc.
Principal

By

Everest Reinsurance Company
Surety

By Sara Walliser, Attorney-in-Fact

InterWest Insurance Services, LLC
Name of California Agent of Surety

1357 East Lassen Ave, Chico, Ca 95973
Address of California Agent of Surety

530-895-1010
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

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 Butte)

On March 31, 2022 before me, Deanna Quintero, Notary Public
(insert name and title of the officer)

personally appeared Sara Walliser,
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 _____ **(Seal)**

ARS3 DEANNA QUINTERO
COMM. # 2261479
NOTARY PUBLIC · CALIFORNIA
COUNTY OF BUTTE
Comm. Expires OCT. 6, 2022 ARS3

EVEREST.

POWER OF ATTORNEY
EVEREST REINSURANCE COMPANY
DELAWARE

KNOW ALL PERSONS BY THESE PRESENTS: That Everest Reinsurance Company, a corporation of the State of Delaware ("Company") having its principal office located at 477 Martinsville Road, Liberty Corner, New Jersey 07938, do hereby nominate, constitute, and appoint:

Elizabeth Collodi, John Hopkins, K. Corey Ward, John J. Weber, Joseph H. Weber, Marissa Robinson, Renee Ramsey, Sara Walliser, Mindy Whitehouse, Jennifer Lakmann, Deanna Quintero, Bill Rapp, Jason March, Matthew Foster, Tony Clark, Mary Collins, Kristie Phillips, Claudine Gordon, Michael K. Feeney, Samantha Watkins, Phil Watkins, Brad Espinosa, Paula Senna, Pam Sey, Breanna Boatright, Hunter Smithson, and Kathleen Le

its true and lawful Attorney(s)-in-fact to make, execute, attest, seal and deliver for and on its behalf, as surety, and as its act and deed, where required, any and all bonds and undertakings in the nature thereof, for the penal sum of no one of which is in any event to exceed UNLIMITED, reserving for itself the full power of substitution and revocation.

Such bonds and undertakings, when duly executed by the aforesaid Attorney(s)-in-fact shall be binding upon the Company as fully and to the same extent as if such bonds and undertakings were signed by the President and Secretary of the Company and sealed with its corporate seal.

This Power of Attorney is granted and is signed by facsimile under and by the authority of the following Resolutions adopted by the Board of Directors of Company ("Board") on the 28th day of July 2016:

***RESOLVED**, that the President, any Executive Vice President, and any Senior Vice President and Anthony Romano are hereby appointed by the Board as authorized to make, execute, seal and deliver for and on behalf of the Company, any and all bonds, undertakings, contracts or obligations in surety or co-surety with others and that the Secretary or any Assistant Secretary of the Company be and that each of them hereby is authorized to attest to the execution of any such bonds, undertakings, contracts or obligations in surety or co-surety and attach thereto the corporate seal of the Company.*

***RESOLVED, FURTHER**, that the President, any Executive Vice President, and any Senior Vice President and Anthony Romano are hereby authorized to execute powers of attorney qualifying the attorney named in the given power of attorney to execute, on behalf of the Company, bonds and undertakings in surety or co-surety with others, and that the Secretary or any Assistant Secretary of the Company be, and that each of them is hereby authorized to attest the execution of any such power of attorney, and to attach thereto the corporate seal of the Company.*

***RESOLVED, FURTHER**, that the signature of such officers named in the preceding resolutions and the corporate seal of the Company may be affixed to such powers of attorney or to any certificate relating thereto by facsimile, and any such power of attorney or certificate bearing such facsimile signatures or facsimile seal shall be thereafter valid and binding upon the Company with respect to any bond, undertaking, contract or obligation in surety or co-surety with others to which it is attached.*

IN WITNESS WHEREOF, Everest Reinsurance Company has caused their corporate seals to be affixed hereto, and these presents to be signed by their duly authorized officers this 28th day of July 2016.

Everest Reinsurance Company

Everest Reinsurance Company CORPORATE SEAL 1973 DELAWARE

Attest: Nicole Chase, Assistant Secretary

By: Anthony Romano, Vice President

On this 28th day of July 2016, before me personally came Anthony Romano, known to me, who, being duly sworn, did execute the above instrument; that he knows the seal of said Company; that the seal affixed to the aforesaid instrument is such corporate seal and was affixed thereto; and that he executed said instrument by like order.

LINDA ROBINS
Notary Public, State of New York
No 01R06239736
Qualified in Queens County
Term Expires April 25, 2023

Linda Robins, Notary Public

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of said Company, at the Liberty Corner, this 31st day of March 2022.

ES 00 01 04 16

№ 6296

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,*

Everest Reinsurance Company

of Wilmington, Delaware *, organized under the laws of* Delaware *, 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, Disability, Plate Glass, Liability, Workers' Compensation, Common Carrier Liability, Boiler and Machinery, Burglary, Credit, Sprinkler, Team and Vehicle, Automobile, Aircraft, 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* 10th *day of* April, 19 96, *I have hereunto set my hand and caused my official seal to be affixed this* 10th *day of* April, 19 96.

[redacted]

/Chuck Quackenbush/

By [redacted] /Victoria S. Sidbury/ Deputy

NOTE: 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 Ins. Code Sec. 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.

FORM CB-3

92 93441

CALIFORNIA DEPARTMENT OF INSURANCE

- Company Profile
  - Company Search
  - Company Search Results
  - Company Information
  - Old Company Names
  - Agent for Service
  - Reference Information
  - NAIC Group List
  - Lines of Business
  - Workers' Compensation Complaint and Request for Action/Appeals Contact Information
- Financial Statements PDF's
  - Annual Statements
  - Quarterly Statements
- Company Complaint
  - Company Performance & Comparison Data
  - Company Enforcement Action
  - Composite Complaints Studies
- Additional Info
  - Find A Company Representative In Your Area
  - View Financial Disclaimer

COMPANY PROFILE

Company Information

EVEREST REINSURANCE COMPANY

PO BOX 830
LIBERTY CORNER, NJ 07938-0830
800-438-4375

Old Company Names — **Effective Date**

PRUDENTIAL REINSURANCE COMPANY — 04/10/1996

Agent For Service

Melissa DeKoven
2710 Gateway Oaks Drive, Suite 150N
Sacramento CA 95833-3505

Reference Information

NAIC #:	26921
California Company ID #:	2259-0
Date Authorized in California:	10/24/1977
License Status:	UNLIMITED-NORMAL
Company Type:	Property & Casualty
State of Domicile:	DELAWARE

back to top

NAIC Group List

NAIC Group #: 1120 EVEREST REINS HOLDINGS GRP

Lines Of Business

The company is authorized to transact business within these lines of insurance. For an explanation of any of these terms, please refer to the glossary.

AIRCRAFT
AUTOMOBILE
BOILER AND MACHINERY
BURGLARY
COMMON CARRIER LIABILITY
CREDIT
DISABILITY
FIRE
LIABILITY
MARINE
MISCELLANEOUS

DOCUMENT 00 41 13

BID FORM AND PROPOSAL

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

From: American Asphalt Repair & Resurfacing Co., 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. 2001-22.07 , for the following project known as:

Half Moon Bay High School & Cunha Intermediate School Paving Project

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

Five Hundred fifty nine thousand seven hundred fifty	dollars	$ 559,750.00
BASE BID		

Additive/Deductive Alternates:

Alternate #1

	dollars	$
Additive/Deductive		

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

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

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
   - Iran Contracting Act Certification

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

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

8. Bidder acknowledges that the license required for performance of the Work is a __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 8th day of April 2022

Name of Bidder: American Asphalt Repair & Resurfacing Co., Inc.

Type of Organization: Corporation

Signature: [redacted]

Print Name: Steve Aguirre

Title: Secretary

Address of Bidder: 24200 Clawiter Road Hayward, CA 94545

Taxpayer Identification No. of Bidder: 94-2914200

Telephone Number: 510-723-0280

Fax Number: 510-723-0288

E-mail: sean@americanasphalt.com Web Page: www.americanasphalt.com

Contractor's License No(s): No.: 439591 Class: A Expiration Date: 5/31/2023

No.: 439591 Class: C-32 Expiration Date: 5/31/2023

No.: _____ Class: _____ Expiration Date: _____

Public Works Contractor Registration No.: 1000002117

END OF DOCUMENT

DOCUMENT 00 41 13

BID FORM AND PROPOSAL

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

From: R&M Paving Contractors 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. 2001-22.07, for the following project known as:

Half Moon Bay High School & Cunha Intermediate School Paving Project 2001-22.07

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

One million one hundred eighty thousand	dollars	$ 1,180,000.00
BASE BID		

Additive/Deductive Alternates:

Alternate #1

N/A	dollars	$
Additive/Deductive		

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

[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]

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
   - Iran Contracting Act Certification

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

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

8. Bidder acknowledges that the license required for performance of the Work is a _____ __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 Eighth day of April 20 22

Name of Bidder: R&M Paving Contractors Inc.

Type of Organization: Corporation

Signature: [redacted]

Print Name: Matthew Codipilly

Title: Estimator

Address of Bidder: 982 Ames Ave Suite 202, Milpitas, CA. 95035

Taxpayer Identification No. of Bidder: 77-0034523

Telephone Number: 408-946-2974

Fax Number: 408-946-8029

E-mail: admin@randmpaving.com Web Page: randmpaving.com

Contractor's License No(s): No.: 456578 Class: A Expiration Date: 5/31/2022

No.: _____ Class: _____ Expiration Date: _____

No.: _____ Class: _____ Expiration Date: _____

Public Works Contractor Registration No.: 1000002888

END OF DOCUMENT

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, R & M Paving Contractors, Inc., as Principal ("Principal"), and Hartford Fire 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%--)

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 & Cuhna Intermediate School Paving Project ("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 6th day of April, 2022.

R & M Paving Contractors, Inc.
Principal

By

Hartford Fire Insurance Company
Surety

By Jean L. Neu, Attorney-in-Fact

ABD Insurance & Financial Services
Name of California Agent of Surety

5448 Thornwood Drive, San Jose, CA 95123
Address of California Agent of Surety

408-684-8379
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

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 Santa Clara)

On APR - 6 2022 before me, Erin Bautista, Notary Public
(insert name and title of the officer)

personally appeared Jean L. Neu,
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 _____ **(Seal)**

ERIN BAUTISTA
Notary Public - California
Santa Clara County
Commission # 2236034
My Comm. Expires Apr 25, 2022

POWER OF ATTORNEY

Direct Inquiries/Claims to:
THE HARTFORD
BOND, T-12
One Hartford Plaza
Hartford, Connecticut 06155
Bond.Claims@thehartford.com
call: **888-266-3488** *or fax:* **860-757-5835**

KNOW ALL PERSONS BY THESE PRESENTS THAT:

Agency Name: ABD INSURANCE AND FINANCIAL SVCS
Agency Code: 57-141591

- [X] **Hartford Fire Insurance Company**, a corporation duly organized under the laws of the State of Connecticut
- [X] **Hartford Casualty Insurance Company**, a corporation duly organized under the laws of the State of Indiana
- [X] **Hartford Accident and Indemnity Company**, a corporation duly organized under the laws of the State of Connecticut
- [ ] **Hartford Underwriters Insurance Company**, a corporation duly organized under the laws of the State of Connecticut
- [ ] **Twin City Fire Insurance Company**, a corporation duly organized under the laws of the State of Indiana
- [ ] **Hartford Insurance Company of Illinois**, a corporation duly organized under the laws of the State of Illinois
- [ ] **Hartford Insurance Company of the Midwest**, a corporation duly organized under the laws of the State of Indiana
- [ ] **Hartford Insurance Company of the Southeast,** a corporation duly organized under the laws of the State of Florida

having their home office in Hartford, Connecticut, (hereinafter collectively referred to as the "Companies") do hereby make, constitute and appoint, ***up to the amount of*** Unlimited :

Angelina A. Campano, Debra Ann Perry, Eric Alburger, Erin Bautista, Steve Leveroni, Bryan D. Martin, Jean L. Neu of SAN MATEO, California

their true and lawful Attorney(s)-in-Fact, each in their separate capacity if more than one is named above, to sign its name as surety(ies) only as delineated above by ☒, and to execute, seal and acknowledge any and all bonds, undertakings, contracts and other written instruments in the nature thereof, on behalf of the Companies in their business of guaranteeing the fidelity of persons, guaranteeing the performance of contracts and executing or guaranteeing bonds and undertakings required or permitted in any actions or proceedings allowed by law.

In Witness Whereof, and as authorized by a Resolution of the Board of Directors of the Companies on May 6, 2015 the Companies have caused these presents to be signed by its Senior Vice President and its corporate seals to be hereto affixed, duly attested by its Assistant Secretary. Further, pursuant to Resolution of the Board of Directors of the Companies, the Companies hereby unambiguously affirm that they are and will be bound by any mechanically applied signatures applied to this Power of Attorney.



John Gray, Assistant Secretary

M. Ross Fisher, Senior Vice President

STATE OF CONNECTICUT
COUNTY OF HARTFORD } ss. Hartford

On this 5th day of January, 2018, before me personally came M. Ross Fisher, to me known, who being by me duly sworn, did depose and say: that he resides in the County of Hartford, State of Connecticut; that he is the Senior Vice President of the Companies, the corporations described in and which executed the above instrument; that he knows the seals of the said corporations; that the seals affixed to the said instrument are such corporate seals; that they were so affixed by authority of the Boards of Directors of said corporations and that he signed his name thereto by like authority.

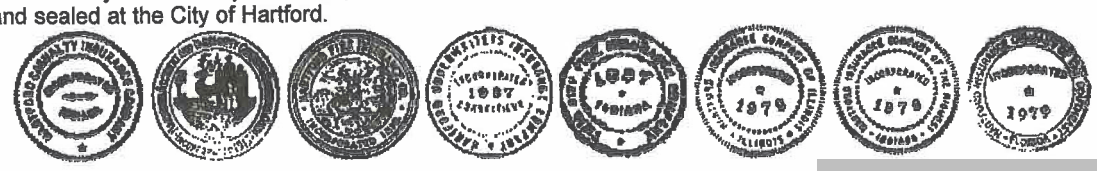


Kathleen T. Maynard
Notary Public
My Commission Expires July 31, 2021

CERTIFICATE

I, the undersigned, Assistant Vice President of the Companies, DO HEREBY CERTIFY that the above and foregoing is a true and correct copy of the Power of Attorney executed by said Companies, which is still in full force effective as of April 6, 2022

Signed and sealed at the City of Hartford.



Kevin Heckman, Assistant Vice President

STATE OF CALIFORNIA

DEPARTMENT OF INSURANCE Nº 07268

SAN FRANCISCO

Amended

Certificate of Authority

THIS IS TO CERTIFY *THAT, Pursuant to the Insurance Code of the State of California,*

Hartford Fire Insurance Company

of Hartford, Connecticut *, organized under the laws of* Connecticut *, subject to its Articles of Incorporation or other fundamental organizational documents, is hereby authorized to transact within the State, subject to all provisions of this Certificate, the following classes of insurance:* Fire, Marine, Surety, Disability, Plate Glass, Liability, Workers' Compensation, Common Carrier Liability, Boiler and Machinery, Burglary, Credit, Sprinkler Team and Vehicle, Automobile Aircraft, Legal, 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* 5th *day of* October, 2000, *I have hereunto set my hand and caused my official seal to be affixed this* 5th *day of* October, 2000

Harry W. Low
Insurance Commissioner

By [redacted]
Victoria S. Sidbury
Deputy

[redacted]

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 convenants made in the application therefor and the conditions contained herein.

FORM CB-3

OSP 00 39

DOCUMENT 00 43 36

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

PROJECT: Half Moon Bay High School & Cunha Intermediate School Paving 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: Griffin Soil

CA Cont. Lic. #: 791232 Location: Stockton, CA.

DIR Registration #: 1000004572

Portion of Work: Lime treat.

Subcontractor Name: Anrak Corporation

CA Cont. Lic. #: 256390 Location: Sacramento, CA

DIR Registration #: 1000002952

Portion of Work: Asphalt grinding.

Subcontractor Name: Golden Bay Construction

CA Cont. Lic. #: 451401 Location: Hayward, CA

DIR Registration #: 1000002870

Portion of Work: Concrete work

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Subcontractor Name: _____

CA Cont. Lic. #: _____ Location: _____

DIR Registration #: _____

Portion of Work: _____

Date: 04/08/2022

Proper Name of Bidder: R&M Paving Contractors Inc.

Signature: [redacted]

Print Name: Matthew Codipilly

Title: Estimator

END OF DOCUMENT

DOCUMENT 00 45 01

SITE VISIT CERTIFICATION

TO BE EXECUTED BY BIDDER AND SUBMITTED WITH BID
IF SITE VISIT WAS MANDATORY

PROJECT: Half Moon Bay High School & Cunha Intermediate School Paving Project

Check option that applies:

__x__ I certify that I visited the Site of the proposed Work, received the attached _____ pages of information, and became fully acquainted with the conditions relating to construction and labor. I fully understand the facilities, difficulties, and restrictions attending the execution of the Work under contract.

_____ I certify that _____ (Bidder's representative) visited the Site of the proposed Work, received the attached _____ pages of information, and became fully acquainted with the conditions relating to construction and labor. The Bidder's representative fully understood the facilities, difficulties, and restrictions attending the execution of the Work under contract.

Bidder fully indemnifies the Cabrillo Unified School District, its Architect, its Engineers, its Construction Manager, and all of their respective officers, agents, employees, and consultants from any damage, or omissions, related to conditions that could have been identified during my visit and/or the Bidder's representative's visit to the Site.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date: 04/08/2022

Proper Name of Bidder: R&M Paving Contractors Inc.

Signature: [redacted]

Print Name: Matthew Codipilly

Title: Estimator

ATTACHMENTS:

1.

2.

3.

END OF DOCUMENT

DOCUMENT 00 45 19

NON-COLLUSION DECLARATION
(Public Contract Code Section 7106)

The undersigned declares:

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

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on 04/08/2022 [Date],

at Milpitas [City], CA [State].

Date: 04/08/2022

Proper Name of Bidder: R&M Paving Contractors Inc.

Signature: [redacted]

Print Name: Matthew Codipilly

Title: Estimator

END OF DOCUMENT

DOCUMENT 00 45 19.01

IRAN CONTRACTING ACT CERTIFICATION
(Public Contract Code Sections 2202-2208)

PROJECT/CONTRACT NO.: 2001-22.07 between the Cabrillo Unified School District ("District") and R&M Paving Contractors Inc. ("Contractor" or "Bidder") ("Contract" or "Project").

Prior to bidding on or submitting a proposal for a contract for goods or services of $1,000,000 or more, the bidder/proposer must submit this certification pursuant to Public Contract Code section 2204.

The bidder/proposer must complete **ONLY ONE** of the following two options. To complete OPTION 1, check the corresponding box **and** complete the certification below. To complete OPTION 2, check the corresponding box, complete the certification below, and attach documentation demonstrating the exemption approval.

☒ **OPTION 1.** Bidder/Proposer is not on the current list of persons engaged in investment activities in Iran created by the California Department of General Services ("DGS") pursuant to Public Contract Code section 2203(b), and we are not a financial institution extending twenty million dollars ($20,000,000) or more in credit to another person, for 45 days or more, if that other person will use the credit to provide goods or services in the energy sector in Iran and is identified on the current list of persons engaged in investment activities in Iran created by DGS.

☐ **OPTION 2.** Bidder/Proposer has received a written exemption from the certification requirement pursuant to Public Contract Code sections 2203(c) and (d). *A copy of the written documentation demonstrating the exemption approval is included with our bid/proposal.*

CERTIFICATION:

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY, that I am duly authorized to legally bind the bidder/proposer to the OPTION selected above. This certification is made under the laws of the State of California.

Vendor Name/Financial Institution (Printed)	*Federal ID Number (or n/a)*
R&M Paving Contractors Inc	
By (Authorized Signature)	
Printed Name and Title of Person Signing	*Date Executed*
Matthew Codispilly - Estimator	04/08/2022

END OF DOCUMENT

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: May 12, 2022
TO: Members of the Governing Board
FROM: Jennifer Marsh, Interim Chief Business Officer
Stig Lynne, Interim Director of Technology
CATEGORY: Consent/Action
ITEM TITLE: Approval of the Bid Award for New Public Address System for Half Moon Bay High School

BACKGROUND INFORMATION

The public address system (bells, clocks, intercom, speakers, et cetera) at the HMBHS campus is outdated and in need of an upgrade. The Interim Director of Technology researched options in use in local school districts and received two bids for this upgrade.

Sound and Signal	$57,500.00
Comtel Systems	$115,949.00

FISCAL ANALYSIS

There is no financial impact to the General Fund. Bond funds will cover this expenditure.

RECOMMENDATION

Staff recommends that Sound and Signal be awarded the job/bid with the lowest bid of $57,500. Sound and Signal's contractor's license was checked and found in good standing. In addition, the contractor's insurance was checked, and staff found that they are registered with the State of California.

Sound & Signal, Inc.

CONTRACT AGREEMENT

Agreement between: Cabrillo Unified School District
and Sound and Signal, Incorporated

A. Services to be performed by Contractor:

1. Sound and Signal, Inc. will provide and install a new Bogen Communications Nyquist E7000 paging system at Half Moon Bay High School. The new communications system will be rack mounted inside the existing Rauland equipment rack and will provide 192 individual speaker ports along with clock correction for the existing 24v clocks.

2. Sound and Signal, Inc. will reuse the existing wire and speakers. The system will be tested to verify the existing speakers are working. If after testing we find any speakers that do not operate, appropriate notification will be made to the school regarding any changes and/or additional work. Sound and Signal will wait for direction from the school before proceeding with any extra work.

3. The cost for the new system including, installation, testing, tax, freight and one-year warranty on all materials and labor provided by Sound and Signal, Inc. will be $57,500.00.

4. See attachment “A”.

5. Please forward our office a Purchase Order for billing purposes.

B. Method of Payment:

1. Payment terms are Net 30 days after receipt of contract invoice.

_____ _____
Signature Title Date
Sound & Signal, Inc.

_____ _____
Signature Title Date
Cabrillo Unified School District

290 Rickenbacker Circle • Suite 100 • Livermore • CA 94550 • (510)455-1778 • (510) 455-6153
California Contractors License # C10-494676

"Attachment A"

Sound & Signal Inc.

April 25, 2022

Jaime Rico
Director of Maintenance
Cabrillo Unified School District
489 Kelley Avenue, Half Moon Bay CA 94019

Reference: Half Moon Bay campus Bogen Nyquist E7000 upgrade

Jaime,

Per your request, Sound and Signal, Inc. is pleased to provide this quotation for the replacement of the existing Rauland Paging System with the Bogen Nyquist E7000 IP-based Intercom System.

Sound & Signals scope of work shall include the following:

1. Disconnect the (E) speaker cabling from the Rauland PA system.
2. Remove the Rauland equipment from MDF enclosure.
3. Provide and install (1) Bogen NQ-SYSCTRL Server at (E) MDF enclosure.
4. Provide and install (1) Bogen NQ-P0100 MMPA Pre-Amp at (E) MDF enclosure
5. Provide and install (1) Bogen NQ-E7010 Input/Output Controller at (E) MDF enclosure.
6. Provide and install (8) Bogen NQ-E7030 Analog Station Bridges at (E) MDF enclosure.
7. Provide and install (1) Netgear Unmanaged PoE+ 16 port Switch.
8. Provide and install (1) Bogen NQ-T1100 Touchscreen PoE Admin Telephone Handset.
9. Reconnect existing speaker cabling to new Bogen NQ-E7030 Analog Station Bridges.
10. Provide programming, 100% test of speakers, along with training for administration and staff members.

The above system design will be an IP-based Paging and Bell System with dedicated speaker ports for all (E) analog 25volt speakers.

Each NQ-E7030 Analog Station Bridge contains 24 dedicated speaker ports allowing this system a total of 192 dedicated speaker ports.

The system interface will be via “GUI” at the customers PC or MAC to allow programming of all software features.

The Bogen PoE IP-based Touchscreen phone can be configured with different virtual buttons for features such as but not limited to, emergency alerts, manual bells or tones, music distribution, pre-recorded messages, page zones etc.

The Bogen Touchscreen IP-based PoE phone will require one, PoE existing data port in the principal office for network connectivity. District to provide existing LAN port for this phone.

This will be provided by Sound & Signal utilizing a new 16-port Netgear PoE unmanaged network switch. This Netgear switch will require one LAN port from the customers network for outside access and remote access from the staff desktop computers and the Bogen NQ-T1100 PoE Phone.

Attachment "A"

In the future as buildings are modernized or constructed, new devices can be added to the system in multiple configurations whether using PoE speakers via Data cabling, individual 25v speakers connected to IP-Analog Station Bridges for individual speaker control or general 25v speaker zones utilizing IP-Amplifiers.

System includes factory software version 7.0.
Software version 8.0 will be released in 2023 and the upgrade is included in this proposal.

Future annual software upgrades can be provided at additional costs if requested.

Station License fees are a one-time cost and included in the below price.
Additional annual station license fees are not required from Bogen or Sound & Signal for this system.

Nyquist Text to Speech Software License is included.

Please see the attached product data sheets.

Above scope assumes the following:
If required, district to configure site network with VLAN to facilitate new Bogen Nyquist E7000 equipment requirements.

See attached whitelist for network requirements.
Server requirements are included in the NQ-SYSCTRL so please disregard server requirement section.
NQ-SYSCTRL supplies the DHCP required to add additional PoE devices in future.

Excluded:
All repairs to existing speaker cabling and/or speakers found to be defective or damaged.
Sound & Signal will provide separate proposals to repair or replace these items or perform the additional troubleshooting and repairs on a T&M basis.

Total Price for the above scope: $57,500.00

Above price based on regular working hours, Monday through Friday between 6am and 6pm.

All prices include materials and labor as indicated, test, tax, freight and a one-year warranty on all labor and materials provided by Sound and Signal, Inc.

Payment terms are net 30. This quotation shall be valid for 30 days.

Should you wish for us to proceed with this installation, please have an appropriate purchase order issued and we can acquire all materials for a timely installation.

If you have any questions, please feel free to call.

Respectfully,
Steve Ackermann

Cabrillo Unified School District
498 Kelly Avenue
Half Moon Bay CA 94019

Emergency Communication and Response System

Telecenter U by Rauland
Connect Your Universe

Comtel Systems Technology, Inc.
1292 Hammerwood Avenue
Sunnyvale, Ca 94089
February 16, 2022

COMTEL
SYSTEMS TECHNOLOGY, INC
HEALTHCARE • EDUCATION • SECURITY

EXECUTIVE SUMMARY

Cabrillo School District desires to upgrade and expand the capabilities of their existing school's intercom/paging/clock & bell systems- which consist of Rauland Telecenter systems believed to be utilized in all sites. These systems, which were installed a number of years ago, have provided needed intercom, paging, clock and bell functionality. These existing systems are analog, hard-wired, stand-alone systems at each site without any District-wide connectivity or network tie-in. As such, centralized paging for emergencies, as well as centralized command and control including remote bell programming capability and lock-down messaging, does not exist.

Cabrillo School District would like to add capabilities to upgrade these systems to allow for these added features. The intent is to proceed on an IP-based upgrade platform to allow for new technology, expanded capabilities, and to future-proof these systems. Additionally, this new platform would allow for future expansions and conversion of the existing legacy analog Rauland Telecenter systems, to a full IP-based, end-to-end critical communications system.

Comtel's suggested upgrade approach utilizes the new Telecenter U IP platform from Rauland Borg, coupled with some portion of the existing systems at each site (primarily existing station cabling and speakers/clocks). This approach leverages the prior investments in the portions of these systems which currently function well, but adds an initial, cost-effective upgrade to these systems and immediately provides the requested enhancements. Comtel will help the District come up with a multi-year upgrade plan which will in multiple phases allow for a complete replacement of the existing systems when necessary and required by either the need for additional functionality, or to replace a failing system in the future.

Attached to this proposal is a document "Critical Communications- One Solution, Multiple Pathways" which provides an overview of the entire system and the expanded future emergency capabilities of the system, as well as a multi-tier upgrade approach. Again, the initial focus of the upgrade will be to replace/upgrade specific sites existing system electronics with new, and ultimately provide for District-Wide paging capabilities to all sites or groups of sites with centralized command and control for remote access and programming. Additionally, the initial install will provide for a pre-recorded lockdown messaging which would be customized for each individual site.
Text and e-mail alerts during lockdowns can be added in the future with additional programming as required.

1292 Hammerwood Avenue, Sunnyvale, CA 94089
Main (408) 543-5600 ♦ Service (408) 543-5655 ♦ Fax (408) 543-5699
License # 420981

COMTEL
SYSTEMS TECHNOLOGY, INC
HEALTHCARE • EDUCATION • SECURITY

HALF MOON BAY HIGH SCHOOL
TCU EQUIPMENT AND PRICING:

Model Number	Description	Qty
TCC2000	Telecenter U Campus Controller	1
TCC2022	Telecenter U Zone Paging Module	4
TCC2033	Telecenter U Aux input/output module	0
TCC2055	Program Line Input Module	1
TCC2099	Universal Rack Mounting Kit	2
TCC2044	Telecenter U IP Administrative Console	3
10136339	4-Pr CAT6 PVC Cable	1K'
AT70-2-15	2-port Faceplate- White	3
AT66-15	CAT6 Jack- White	3
Market	3' CAT6 Patch Cords	12
Market	RJ45 Ice-cube Connectors	12
TCC2024	Telecenter U 24-port IP gateways	6
157C	Female connectorized 66 punch blocks	12
S89B	Regular 66 Punch Blocks	6
25-3-pp-15-gv	15' 25-pair connectorized cables	12
TCAMCS	Atomic Clock secondary clock correction unit	1
ISA500Ti	500 Watt Dual Channel Power Amp	2

Installed Rauland TCU Equipment Budgetary Price

⇒ **$115,949***

ADDER OPTION #1- The District may choose to replace all existing hard-wired analog clocks with new Rauland analog-faced wireless correction battery clocks system. A transmitter will be installed in the main equipment rack to generate the clock correction signals for the entire site.

Clock Adder Budgetary Price

⇒ **$48,466***

1292 Hammerwood Avenue, Sunnyvale, CA 94089
Main (408) 543-5600 ♦ Service (408) 543-5655 ♦ Fax (408) 543-5699
License # 420981

COMTEL
SYSTEMS TECHNOLOGY, INC
HEALTHCARE • EDUCATION • SECURITY

*The above price includes material, labor, programming, check and test, tax and freight. The above estimate is based upon the required Rauland District server software being in place and purchased prior with the 'Setup and Application Support' quote.

ESTIMATE CONDITIONS/ASSUMPTIONS:

- The system has been sized for 144 active speaker station ports with the provided 6 each 24-port gateways. Port requirements beyond this would require additional panels at additional cost.
- All required active PoE ports to be provided by Cabrillo SD (estimated at 12 ports).
- 4-hour maximum owner training is included.
- Provide IT network support individual during initial set-up, to assist in testing system across network and work through any network communication issues.

1292 Hammerwood Avenue, Sunnyvale, CA 94089
Main (408) 543-5600 ♦ Service (408) 543-5655 ♦ Fax (408) 543-5699
License # 420981

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: May 12, 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 April 19, 2022 Special Governing Board Meeting, April 21, 2022 Regular Governing Board Meeting, and April 22, 2022 Special 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

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Tuesday, April 19, 2022 • 7:00 PM

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

Board Members Present:	Mary Beth Alexander, President Freya McCamant, Vice President Sophia Layne, Clerk to the Governing Board Kimberly Hines, Member
Board Members Absent:	Lizet Cortes, Member
Administrators Present:	Dr. Sean McPhetridge, Ed.D., Superintendent

1. CALL TO ORDER – 7:00 PM

a. Public Session

1. Roll Call / Quorum

Mary Beth Alexander, President
Freya McCamant, Vice President
Sophia Layne, Clerk to the Governing Board
Kimberly Hines, Member

2. Pledge of Allegiance

Board President Mary Beth Alexander led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Member Freya McCamant made a motion to approve the agenda as presented. Member Kimberly Hines seconded the motion.

ROLLCALL
Mary Beth Alexander, President – aye
Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – absent

(M-36) Passed 4-0

3. GENERAL BUSINESS

a. Approval of Field Trip for Half Moon Bay High School Robotics Team to George Brown Convention Center in Houston, Texas, April 19-24, 2022

Member Sophia Layne made a motion to approve the Field Trip for Half Moon Bay High School Robotics Team to George Brown Convention Center in Houston, Texas, April 19-24, 2022. Member Freya McCamant seconded the motion.

ROLLCALL
Mary Beth Alexander, President – aye
Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – absent

(M-37) Passed 4-0

b. Approval of Special Personnel Report

Member Kimberly Hines made a motion to approve the Special Personnel Report. Member Freya McCamant seconded the motion.

ROLLCALL
Mary Beth Alexander, President – aye
Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – absent

(M-38) Passed 4-0

5. ADJOURNMENT OF THE MEETING

The motion to adjourn the meeting was made by Member Sophia Layne and seconded by Member Kimberly Hines.

ROLLCALL
Mary Beth Alexander, President – aye
Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – absent

(M-39) Passed 4-0

The meeting was adjourned at 7:11 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

Thursday, April 21, 2022 • Public Session: 6:00 PM

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

Board Members Present:	Mary Beth Alexander, President Freya McCamant, Vice President Sophia Layne, Clerk to the Governing Board Kimberly Hines, Member
Board Members Absent:	Lizet Cortes, Member
Administrators Present:	Sean McPhetridge, Ed.D., Superintendent Leticia Bhatia, Ed.D., Assistant Superintendent
Student Board Member Present:	Sara Gorman, Student Board Member

1. CALL TO ORDER – 5:31 PM

a. Roll Call / Quorum

Mary Beth Alexander, President
Freya McCamant, Vice President
Sophia Layne, Clerk to the Governing Board
Kimberly Hines, Member
Lizet Cortes, Member

b. Pledge of Allegiance

Student Board Member Sara Gorman led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Member Kimberly Hines requested a motion to amend the agenda by moving the proclamation items 5.h, 5.i, 5.j, and 5.k to the end of the General Business agenda. Motion seconded by Member Freya McCamant.

ROLLCALL
Mary Beth Alexander, President – aye
Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – absent

(M-40) Passed 4-0 with Student Board Member voting aye

3. COMMUNICATIONS

a. Public Comments

Written Comments. The Board received six (6) comments via the Google Public Comment Request form related to this agenda item. To read the full public comments submitted via the Google Public Comment Request form, please follow the link provided below:

https://docs.google.com/spreadsheets/d/1-9BJy0oxkyhDsf6HSkFazJOqB3qKqRxzSfdc76QUQWU/edit?usp=sharing

b. Employee Organizations Report

1. CUTA Representatives

CUTA Co-President Claudia Lunstroth reported that CUTA is happy and relieved with the result of the latest round of bargaining negotiations. Lunstroth said the proposed contract takes them in the direction needed to help the district be as strong as possible. To end the report, Lunstroth shared that CUTA is looking forward to the respect shown in this year's agreement for next year's bargaining, and they hope this is efficient and beneficial.

2. CSEA Representatives

CSEA President Stig Lynne said that CSEA is also glad they reached an agreement with CUSD for a retroactive salary increase to July 2021. Lynne said there is language still pending agreement and hopes that gets resolved at the next negotiations meeting, so the contract is closed. Lynne thanked the district and the negotiations teams.

c. Board Members Report

Member Kimberly Hines shared she is also delighted they came to agreement with the unions after the lengthy process. Member Hines also said we need to keep our eyes on how funding is allocated across the state as a district and community. Member Hines noted the district now has a bit more money as a Basic Aid district than if the district were just on LCFF, but that is not always guaranteed. Member Hines lastly spoke about the VAPA meeting where members drafted an aspirational plan, and she looks forward to this plan being shared with the rest of the Board.

Member Freya McCamant followed on Member Hines' appreciation for staff reaching settlement with unions for a salary raise. She said she hopes to continue making a faster process and cut out some difficulties. Member McCamant said it was exciting to hear about the VAPA report from Member Hines and that it was also great to see the Half Moon Bay High School musical again after these kinds of school events were canceled last year because of the pandemic. To end, Member McCamant wished everybody a happy Earth Day and expressed her appreciation for high school students who lead the Environmental Committee and the letter sent to all teachers encouraging them to act.

Member Sophia Layne started the report by saying that it was great to connect with colleagues at the Latino Roundtable and the PTO Alliance and that she was also thrilled that tonight's agenda has the CUTA and CSEA contract updates for final approval that includes well-deserved salary raises and an additional one-time bonus. Member Layne said she hopes the next round of negotiations run faster, so Board, district, and staff focus on the mission of helping students learn and grow. Member Layne shared this month that she participated in a series of CSBA advocacy meetings and met with county colleagues and local state legislators, where they advocated for fair funding and other bureaucratic opportunities like ERAF, tax revenues, and Special Education support.

President Mary Beth Alexander shouted out to CUSD's new Director of Personnel and Pupil Services, Bianca Forrester. President Alexander said this job is vital to building a solid foundation the district needs because this position supports families and employees in all capacities. President Alexander also gave a shout-out to Cunha teacher Tom Cox for making learning in his class engaging and fun for students. President Alexander expressed her appreciation to CSEA President Stig Lynne for providing the CSEA updates. President Alexander said Lynne provides an overview of CSEA staff duties and the importance

of their job to keep schools running. Lastly, President Alexander shouted out to CUTA Co-President Sean Riordan for his dedication leading the Robotic Team competing in Robotics World Championship in Houston, Texas.

d. Student Board Member Report

Student Board Member Sara Gorman provided the Board and public an update on Farallone View Elementary, Hatch Elementary, Kings Mountain Elementary, Cunha Intermediate, Half Moon Bay High, Pilarcitos High, Los Listos Preschool, La Costa Adult School events and activities.

c. Superintendent Report

Superintendent Dr. Sean McPhetridge also voiced his gratitude for all the good things happening in the district, and as shared in the latest joint press release, Superintendent McPhetridge was very happy to be able to come to an agreement with both unions to provide employees with well-deserved raises and a one-time bonus. Superintendent McPhetridge said he is grateful Bianca Forrester has joined the district and that on the Consent Agenda, the Board will vote on reassigning Forrester from interim director to permanent Director of Personnel and Pupil Services.

Superintendent McPhetridge continued by reporting that the Board had a Special Board Meeting on Tuesday, April 19, 2022, to approve the robotics field trip and said he feels very grateful to HMBHS teacher Sean Riordan and the students participating in the competition. At the Tuesday meeting, the Board also approved Jennifer Marsh's assignment as Interim Chief Business Office while Chief Business Officer J Jesús Contreras is on leave and approved the new Director of La Costa Adult School, Andrew Gamet.

To end, Superintendent McPhetridge shared he attended the HMBHS musical "Little Shop of Horrors," and it was wonderful, and he also gave praise to Cunha science teacher Kurt Murray and the students who participated at the San Mateo County Science Fair.

4. CONSENT AGENDA

a. Approval of Certificated Personnel Report
b. Approval of Classified Personnel Report
c. Adoption Resolution No. 07-2022, Declaration for Substitute CBEST Waiver
d. Approval of Donations to Cabrillo Unified School District
e. Approval of Warrant Register Report Processed from March 1, 2022 to March 31, 2022
f. Approval of Quarterly Report on Williams Uniform Complaints
g. Approval of Regular and Special Governing Board Meetings Minutes
h. Approval of Governing Board Policy Updates as Recommended by the
i. California School Boards Association

President Mary Beth Alexander made a motion to approve the Consent Agenda. Motion seconded by Member Kimberly Hines.

ROLLCALL
Mary Beth Alexander, President – aye
Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – absent

(M-41) Passed 4-0 with Student Board Member voting aye

5. GENERAL BUSINESS

a. Student Recognition - Science Fair Winners: Lucy Collins, Aya Naito, Andrew Hide, Danika Gonzalez-Johnston, Nicole Hide, Miranda Sarabia, and Sydney Sarabia

Cunha Intermediate School Principal James Barnes, Cunha Intermediate Assistant Principal Ben Bartel, and Cunha Intermediate School Science Teacher Kurt Murray recognized and presented certificates to the

students who earned Honorable Mentions, second place, and first place at the 2022 San Mateo County Science Fair.

b. Cunha Intermediate School Site Presentation

Cunha Intermediate School Principal James Barnes and Cunha Intermediate Assistant Principal Ben Bartel provided an overview of site-based programs and services unique to Cunha Intermediate School.

c. Update on Federal Program Monitoring Results

Assistant Superintendent Dr. Leticia Bhatia provided an overview of the 2022 Federal Program Monitoring review and results. CUSD was required to resolve five findings, and Dr. Bhatia shared the district's steps to address these findings with the board.

d. Update on One-Time COVID- Relief Funds and CUSD's ESSER III Plan

Assistant Superintendent Dr. Leticia Bhatia provided an update on the state and federal funds received to mitigate the effects of the COVID-19 pandemic and how the ESSER III Plan is implemented.

e. Community Hub Update

Jill Jacobson of Boys and Girls Club of the Coastside (BGCC), Corrine Bucher of Cabrillo Education Foundation (CEF), and Pat Carbullido of Ayudando Latinos a Soñar (ALAS) provided an overview of the Community Hub that will be located on the Cunha Intermediate School campus near BGCC classrooms. The Community Hub would offer students and families a space for educational activities and other community services and programs.

f. Comprehensive Coordinated Early Intervention Services (CCEIS Plan)

Director of Educational Support Services Martha Ladd provided an update on the CCEIS plan, the district's progress in addressing significant disproportionality, and an overview of ongoing support to students to prevent significant disproportionality.

g. CUSD g. Education Support Services Team: Update on Student Wellness Programs

Director of Educational Support Services Martha Ladd, Mental Health Specialized Program Coordinator Caroline Morton, and District Nurse Susan Vana presented a report detailing the progress of the Educational Support Services Team in the implementation of the tiered support in the areas of behavioral, medical, and mental health.

l. Adoption of Resolution No. 08-2022 Supporting Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program - Revised

Member Freya McCamant made a motion to approved the revised Resolutions No. 08-2022A, 08-2022B, and 08-2022A. Motion seconded by Member Kimberly Hines.

Jordan Miles of CFW joined the meeting to answer questions the Board might have and to advocate for the approval of the resolutions.

ROLLCALL
Mary Beth Alexander, President – aye
Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – absent

(M-42) Passed 4-0 with Student Board Member voting aye

m. Approval of Resolution No. 09-22, TRAN Issuance and Resolution Maximum Amount Borrowing - Revised

Member Kimberly Hines made a motion to adopt Resolution No. 09-22, TRAN Issuance and Resolution Maximum Amount Borrowing (revised.) Motion seconded by Member Freya McCamant.

n. CUSD/CSEA Tentative Agreement

Member Sophia Layne made a motion to approve the Tentative Agreement between CUSD and CSEA. Motion seconded by Member Freya McCamant.

o. CUSD/CUTA Tentative Agreement

Member Kimberly Hines made a motion to approve the Tentative Agreement between CUSD and CUTA. Motion seconded by Member Sophia Layne.

p. Adoption of Resolution No. 10-2022 to Make Findings Allowing Continued Remote Meetings Under AB361

Member Sophia Layne made a motion to vote on the adoption of Resolution No. 10-2022 to Make Findings Allowing Continued Remote Meetings Under AB361. Motion seconded by President Mary Beth Alexander.

ROLLCALL
Mary Beth Alexander, President – no
Freya McCamant, Vice President – no
Sophia Layne, Clerk to the Governing Board – no
Kimberly Hines, Member – no
Lizet Cortes, Member – absent

(M-43) Failed 0-4 with Student Board Member voting no

h. Adoption of Proclamation Declaring May 9-13, 2022 as Student Mental Health Week

Member Kimberly Hines made a motion to adopt the Proclamation Declaring May 9-13, 2022 as Student Mental Health Week. Motion seconded by Member Sophia Layne.

ROLLCALL
Mary Beth Alexander, President – aye
Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – absent

(M-44) Passed 4-0 with Student Board Member voting aye

i. Adoption of Proclamation Recognizing May as Jewish American Heritage Month

Member Freya McCamant made a motion to adopt the Proclamation Recognizing May as Jewish American Heritage Month. Motion seconded by Member Sophia Layne.

ROLLCALL
Mary Beth Alexander, President – aye
Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – absent

(M-45) Passed 4-0 with Student Board Member voting aye

j. Adoption of Proclamation Recognizing May as Asian American and Pacific Islander Heritage Month

Member Kimberly Hines made a motion to adopt the Proclamation Recognizing May as Asian American and Pacific Islander Heritage Month. Motion seconded by Member Sophia Layne.

ROLLCALL
Mary Beth Alexander, President – aye

Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – absent

(M-46) Passed 4-0

k. Approval of Proclamation Endorsing May 2022 as Employee Appreciation Month

Member Freya McCamant made a motion to adopt the Proclamation Endorsing May 2022 as Employee Appreciation Month. Motion seconded by Member Sophia Layne.

ROLLCALL
Mary Beth Alexander, President – aye
Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – absent

(M-47) Passed 4-0

8. ADJOURNMENT OF THE MEETING

The motion to adjourn was made by Member Freya McCamant 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 – absent

(M-48) Passed 4-0

The meeting was adjourned at 9:49 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
Cabrillo Unified School District

Special Governing Board Meeting

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Friday, April 22, 2022 • 2:00 PM

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

Board Members Present:	Mary Beth Alexander, President Freya McCamant, Vice President Sophia Layne, Clerk to the Governing Board Kimberly Hines, Member
Board Members Absent:	Lizet Cortes, Member
Administrators Present:	Dr. Sean McPhetridge, Ed.D., Superintendent

1. CALL TO ORDER – 2:01 PM

a. Public Session

1. Roll Call / Quorum

Mary Beth Alexander, President
Freya McCamant, Vice President
Sophia Layne, Clerk to the Governing Board
Kimberly Hines, Member

2. Pledge of Allegiance

Board President Mary Beth Alexander led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Member Kimberly Hines made a motion to approve the agenda as presented. Member Freya McCamant seconded the motion.

ROLLCALL
Mary Beth Alexander, President – aye
Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – absent

(M-49) Passed 4-0

3. GENERAL BUSINESS

a. Approval Adoption of Resolution No. 11-2022, Designating Authorized Representatives of Cabrillo Unified School District as Signatories Effective April 22, 2022

Member Kimberly Hines made a motion to adopt the Resolution No. 11-2022, Designating Authorized Representatives of Cabrillo Unified School District as Signatories Effective April 22, 2022. Member Kimberly seconded the motion.

ROLLCALL
Mary Beth Alexander, President – aye
Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – absent

(M-50) Passed 4-0

4. CLOSED SESSION

a. Public Comments on Closed Session Topics

None.

b. Adjourn to Closed Session – 2:04 PM

d. Reconvene to Open Session – 3:35 PM

1. Closed Session Report: If Applicable

Board President Mary Beth Alexander reported no action was taken in Closed Session.

5. ADJOURNMENT OF THE MEETING

The motion to adjourn the meeting was made by Member Kimberly Hines and seconded by Member Sophia Layne.

ROLLCALL
Mary Beth Alexander, President – aye
Freya McCamant, Vice President – aye
Sophia Layne, Clerk to the Governing Board – aye
Kimberly Hines, Member – aye
Lizet Cortes, Member – absent

(M-51) Passed 4-0

The meeting was adjourned at 3:36 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

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: May 12, 2022
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Alyssa Jaramillo, Principal
Daniel Robles, Assistant Principal
CATEGORY: Presentation
ITEM TITLE: Hatch Elementary School Site Presentation

BACKGROUND INFORMATION

The Hatch Elementary School administration team will provide an overview of site-based programs and services that are unique to the school.

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!

Alvin S. Hatch Elementary School

CUSD Governing Board Meeting

May 12, 2022

AGENDA

I. School Overview
II. Assessments
III. CA Dashboard School Overview
IV. Enrichment Learning Opportunities
V. SPSA Overview
    A. 3 glows (aka success)
    B. 1 grow (aka areas of improvement)
VI. Other



School Overview



About Hatch

Hatch is located in Half Moon Bay near Highway 1 and just a short walk from the beach. We are fortunate to house 2 elementary programs. Our Spanish Dual Language Immersion Program and Traditional Program support over 500 Tk-5th grade students as they grow academically.

We are thankful for the great support we have from our community partners! Together, we strive to make Hatch Elementary School a student-focused and dynamic place of learning.



Assessments

ELA

Brigance

Fountas & Pinnel

Lexia

SLA

Fountas & Pinnel

iStation

Math

Bridges

CAASPP

California Assessment of Student Performance and Progress

ELA & Math:	3rd-5th grade
SLA:	3rd-5th grade Immersion students
Science:	5th grade

Who attends Hatch? (CA Dashboard)

Hispanic:	350
White:	179
Two or more races:	20
Asian and Pacific Islander:	14
Total:	**563**

English Learners
37.3%

Homeless
1.4%

Socioeconomically Disadvantaged
51.2%

Students with Disabilities
10.7%

Enrichment Learning Opportunities

ALAS- Music, Dance, Visual Arts

Kinder Movement

The HEAL Project

Band

Music 4 Minors

Art in Action

Jr. Sheriff's Activity League

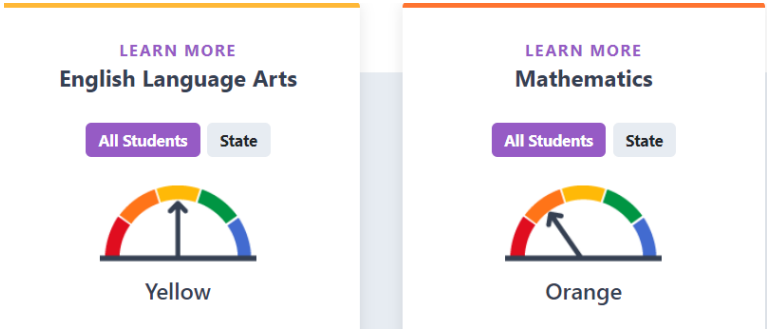


SPSA Overview



Glows

- After school intervention offered in various classrooms
- Time provided for additional collaboration and preparation
- Enriching digital presentations and programs



Grows

Student achievement on CAASPP



Educational Celebrations!

Ocean's Week

Read-A-thon/Young Author's Week

Science Fair

President's Fair





Questions?

Thank you!

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: May 12, 2022
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
CATEGORY: Presentation/Action
ITEM TITLE: Presentation and Approval of Universal Transitional Kindergarten Plan

BACKGROUND INFORMATION

Research shows that when young children have a foundation of high-quality learning opportunities before kindergarten, they not only gain an advantage in school and in life but also in brain development. Universal Prekindergarten (UPK) in California is intended to provide this foundation for all four-year-old children.

The Kindergarten Readiness Act of 2010 made Transitional Kindergarten (TK) available for 4-year-olds turning 5 between September 2 and December 2. This legislation gave new support for these students, but it did not include younger children who didn't qualify for public preschool because of their age and who weren't old enough yet to enroll in Kindergarten or a TK classroom.

The vision of UPK is to resolve this issue, providing equitable access to programs for all 4-year-olds, without regard to income. The state of California is devoting the funds to train staff and prepare school facilities in order to give our children equitable access to quality teachers and programs. UPK will begin with a rollout in fall of 2022 for some LEAs.

For that reason, the Cabrillo Unified School District is applying to the Universal Prekindergarten (UPK) Planning and Implementation Grant Program ("Grant Program") which, among other things, expands transitional kindergarten (TK) age eligibility in two-birth month increments over a period of four years, resulting in universal transitional kindergarten for all children who are 4 years of age in the 2025–26 school year.

This presentation will provide an overview of our UTK Plan that is required to be presented to an LEA/School District no later than June 30, 2022.

FISCAL ANALYSIS

The General Fund may be impacted due to increased UTK enrollment. All UTK expenditures will be the same as the expenditures for TK-12th grade students. CUSD has applied for multiple grants that will support the startup costs for UTK, and this includes the grants below:

Cabrillo Unified School District					
Funding Source	**BASE Component**	**ENROLLMENT Compone**	**SUPPLEMENTAL Compor**	**TOTAL**	**STATUS**
UTK Planning & Implementation State F	$100,000.00	$17,244.00	$7,994.00	$125,238.00	Received Funds
UTK Facilities Grant	TBD			~$3,000,000	Currently Applying
UTK PD Grant Funding	TBD			??	Currently Applying
Dual Immersion UTK Grant	TBD			~$300,000	Applied and Waiting to hear results

RECOMMENDATION

This item is presented for presentation and approval.

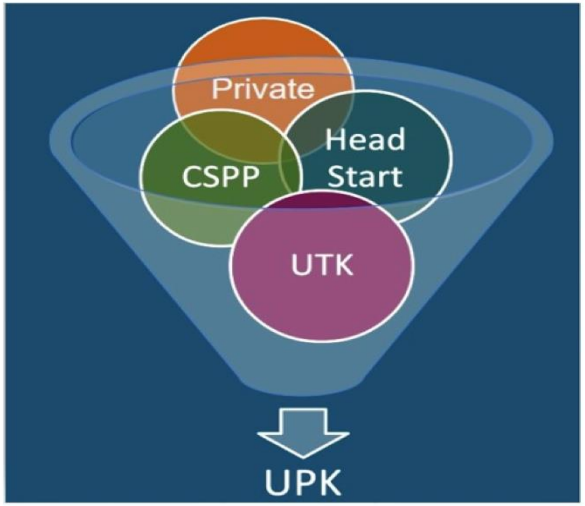
CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Universal Transitional Kindergarten Plan

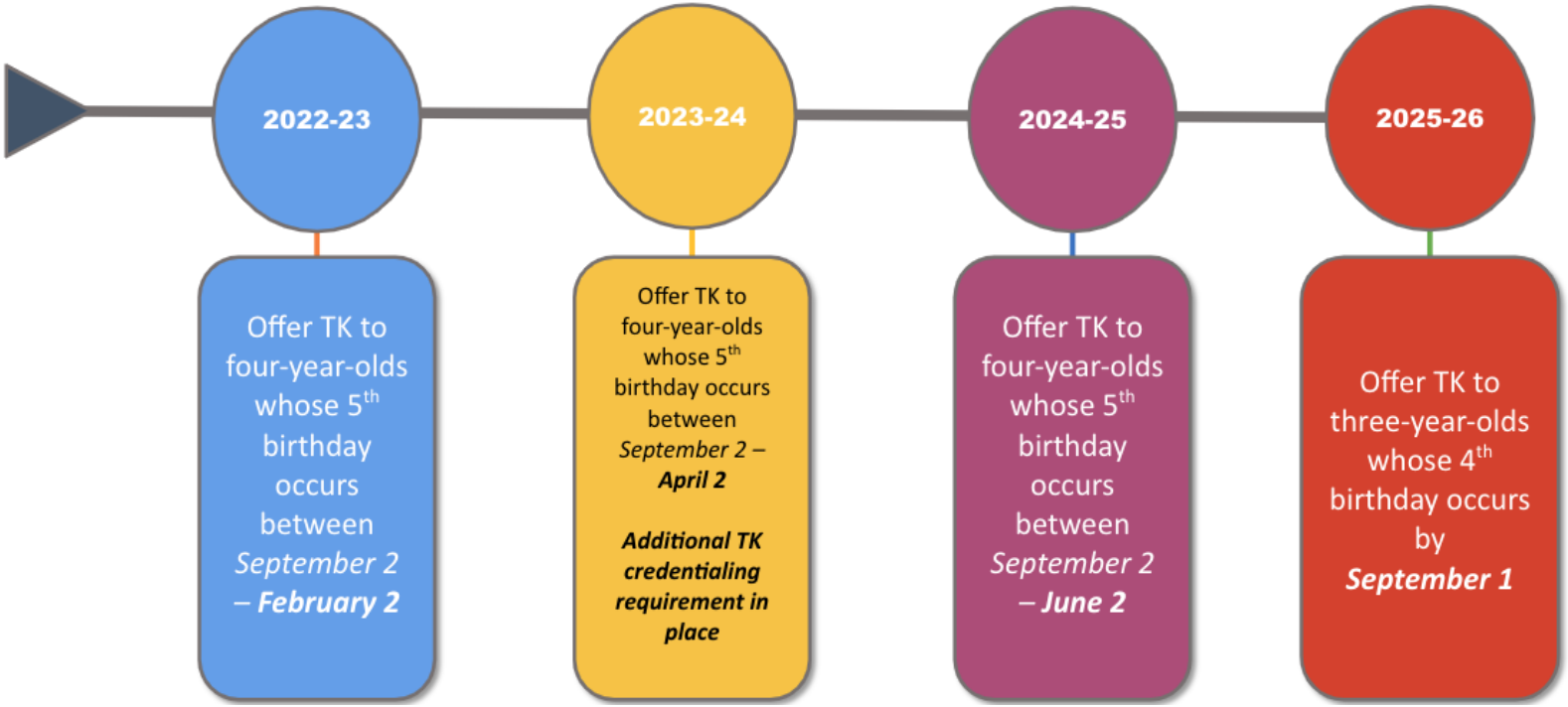
Leticia Bhatia
Assistant Superintendent, Curriculum and Instruction
Governing Board Meeting
May 12, 2022

What is UPK vs UTK?



UPK will bring together programs across early learning and K-12, relying heavily on Universal Transitional Kindergarten (UTK) and California State Preschool Program (CSPP), as well as Head Start, community-based organizations (CBOs), and private preschool to ensure every four-year old child – regardless of background, race, zip code, immigration status, or income level has access to a quality learning experience the year before kindergarten.

UTK - Age Eligibility



UPK Is now a Requirement

The *intent* of the legislation is to have affordable/free care for all kids 3-4 years old to be in a program.

That program can be TK for some, but it does not have to be.

- Families can opt not to attend
- Options must be available as per the plan approved and submitted June 2022
- Goal is to serve TK students no less than 9 hours

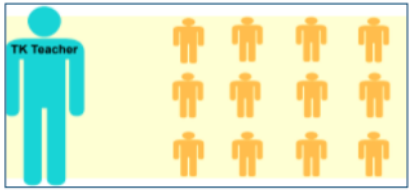
UPK Plan Elements

LEAs must develop a plan for access to full-day learning program the year before kindergarten.

- Student enrollment
- Vision and program coherence (TK-3)
- Community engagement and partnerships
- Staffing and professional development
- Curriculum, instruction, and assessment
- Facilities, services, and operations

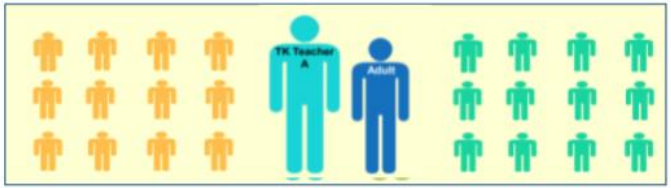
Classroom Staffing Options

1 teacher 10 students



1 teacher + 1 ECE teacher to 20 students

CUSD Preferred Model



Multiple Subject TK **ECE**

Projected Enrollment and Staffing

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)4	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	35	31	50	70	90	110
CSPP (if applicable)	12	12 (4 @ Hatch and 1 @ EG)	15	17	19	21

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Multiple Subject K-6	2 FTE	2	4	6	8	10
TK Teacher's Assistants (CUSD ECE)	0 FTE	1 FTE	4	6	8	10
CSPP (if applicable)	6	8	10	10	10	10
Other CSPP Classroom Staff (if applicable)	NA	NA	NA	NA	NA	NA

Projected Facilities

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	2.5	2.5	3	5	7	9
CSPP Classrooms	3	3	4	4	4	4
Head Start or Other Early Learning and Care Classrooms	NA	NA	NA	NA	NA	NA

Currently CUSD is applying for a UPK facilities grant as presented at the April 21, 2022 Governing Board meeting and planning to add a UTK hub at El Granada Elementary School.

Vision and Program Coherence

- The District's TK program will be considered one of our 7 elementary grades and completely integrated into the instructional program, facilities, and in all aspects of selected schools.
- Transitional kindergarten (TK) bridges the pre-kindergarten and kindergarten years. It is the first year of a two-year kindergarten program that has been implemented in California for families of children who are not old enough yet for kindergarten but who want to build their social, developmental and academic skills.
- TK classrooms are taught by a multiple-subject credentialed teacher and a second adult with an ECE credential (or working on a minimum of 24 ECE credits).
- TK curriculum is based on the California Preschool Learning Foundations and the Kindergarten Common Core Standards.

Community Engagement and Partnership

- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- Organization of Supporters Serving CUSD (District Advisory Committee)
- LCAP educational partners input sessions
- Co-hosting events with community-based organizations (CBOs) - Big Lift Collaborative
- Hosting meet and greets with the early learning and care community

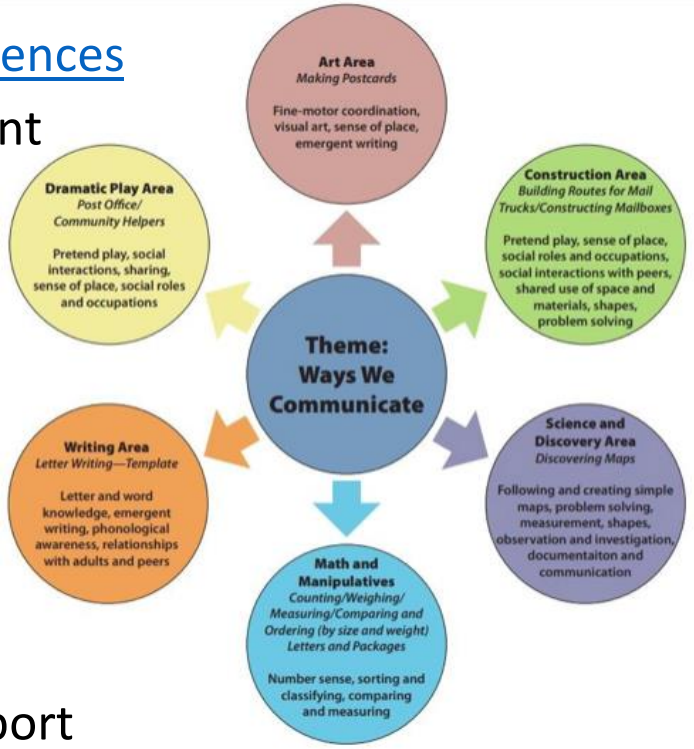
Staffing & Professional Development

- Staffing assignments, both Traditional and Dual Immersion Bilingual Staff
- Clarify credentialing information
  - Multi-Subject credential
  - ECE units
- Summer TK Institute - July 25-29
- Planning time
- Facilities/equipment/supplies order
- TK coaching and classroom visits

Staffing & Professional Development

- Learn more at the Summer TK Institute
- Preschool Foundational Learning Experiences
- Developmentally appropriate assessment
  - Brigance
  - DRDP





- Thematic instruction
- Language Learner support

Facilities, Services, & Operations

- Kindergarten classroom w/ some furniture adjustments
- El Granada UTK playground
- Assigned UTK lunch areas (El Granada & Hatch)
- Invited to participate in all District/School programs
  - Universal Meal Program
  - Student Services/Special Education
  - Transportation
- Instructional supplies and materials
- Student/family activities

Questions?

Thank you!

Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies
Released – December 17, 2021

Universal Prekindergarten in California....3
The California Universal Prekindergarten Planning and Implementation Grant Program – Overview....3
Planning Template Purpose....4
Accompanying Guidance....5
Directions, Timeline, and Suggested Planning Process....5
Key Considerations....6
Transitional Kindergarten Implementation Timeline....6
Supporting a Preschool through Third Grade Continuum....7
Full-Day, Extended Learning and Care....7
Creating Joint or Aligned Plans....8
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Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

The California Universal Prekindergarten Planning and Implementation Grant Program – Overview

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides $200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (EC Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
    a. Vision and Coherence
    b. Community Engagement and Partnerships
    c. Workforce Recruitment and Professional Learning
    d. Curriculum, Instruction, and Assessment
    e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
    a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
    b. Funding sources that can be utilized for facilities;
    c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

Key Considerations

Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
Eligibility	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
Ratios	Not specified	1:12	1:10**	1:10**	1:10**
Class Size	24	24	24	24	24

* average class size across the school site
** Subject to future legislative appropriation

Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children's opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California's early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA's plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families' needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA's UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community's needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

Creating Joint or Aligned Plans

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

UPK Planning Template
Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Cabrillo Unified School District	Sean McPhetridge Superintendent	mcphetridges@cabrillo.k12.ca.us	650-712-7100

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

Projected Enrollment and Needs Assessment
Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)4	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	35	31	50	70	90	110
CSPP (if applicable)	12	12	15	17	19	21

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	2.5	2.5	3.5	5	7	9
CSPP Classrooms	3	3	4	4	4	4
Head Start or Other Early Learning and Care Classrooms	NA	NA	NA	NA	NA	NA

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	2	2	4	6	8	10
TK Teacher's Assistants	0	1	4	6	8	10

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)	6	8	10	10	10	10
Other CSPP Classroom Staff (if applicable)	NA	NA	NA	NA	NA	NA
Early Education District-level staffing (if applicable)	1	1	2	2	3	3

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
5	5	15	17	19	21

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	5	5	15	17	19	21
Head Start	NA	NA	NA	NA	NA	NA
ASES Program/ELO-P	NA	NA	NA	NA	NA	NA

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.
There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programing and before school and after-school, intersession, and summer learning and care.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

   TK offered at some sites

   CSPP and TK combination classes (CSPP funding and ADA funding)

   Other [describe, open response]

   Goal is to offer a TK Dual Immersion Classroom

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

   Both

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

   At CUSD, we have some families who prefer a part day TK and others who will need a full 9 hours of support. We will offer both models using a Student Study team to ensure we meet the needs of our students and their families. At this time, we are only offering TK at two sites.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

   Yes - the LEA applied to expand its existing CSPP contract in 2022–23

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

a. 2022–23 (Birthdays February 3 or after) [select one]

No

b. 2023–24 (Birthdays April 3 or after) [select one]

Maybe

c. 2024–25 (Birthdays June 3 or after) [select one]

Maybe

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

Co-hosting events with community-based organizations (CBOs)
District English Learner Advisory Committee (DELAC)
District Advisory Committee
LCAP educational partners input sessions
Hosting meet and greets with the early learning and care community
LCAP educational partners input sessions
Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)
CSPP (on an LEA site)

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate $100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

a. At least 24 units in early childhood education, or childhood development, or both.
b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

- Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
- Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
- Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
- Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
- Provide advising on credential requirements and options for how to meet these requirements
- Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
- Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

- Partner with a local IHE offering eligible early childhood education or childhood development coursework
- Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
- Provide information on scholarship and grant opportunities
- Apply for workforce development funding and grant opportunities
- Provide advising on requirements and how to meet the requirements

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

- Partner with a local IHE offering eligible early childhood education or childhood development coursework
- Provide information on scholarship and grant opportunities
- Apply for workforce development funding and grant opportunities
- Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

- BRIGANCE Early Childhood Screen
- Desired Results Developmental Profile (DRDP)

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

- Effective adult-child interactions
- Children’s literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)
- Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Implicit bias and culturally- and linguistically-responsive practice
- ACEs and trauma- and healing-informed practice
- Curriculum selection and implementation

Creating developmentally-informed environments
Administration and use of child assessments to inform instruction
Support for multilingual learners, including home language development and strategies for a bilingual classroom
Serving children with disabilities in inclusive settings, including Universal Design for Learning
Engaging culturally- and linguistically-diverse families
Other [describe, open response]

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the California Preschool Learning Foundations (https://www.cde.ca.gov/sp/cd/re/psfoundations.asp) and the California Preschool Curriculum Frameworks (https://www.cde.ca.gov/sp/cd/re/psframework.asp) to support the development of skills across the domains outlined in those documents.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

   Dual language program with a language allotment of 90/10 [open response for language offered]

   Spanish Dual Immersion

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

   None

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

   Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model

   Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)

   Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings

   Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

   Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

   Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

   Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

- Implement Universal Design for Learning
- Provide adaptations to instructional materials
- Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
- Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

- BRIGANCE Early Childhood Screen

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California's mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA's Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

   CUSD participates in the Big Lift Program which has welcomed opportunities to meet with our local early childhood education partners to determine how we can collaborate to support a 9 hour day of support for our TK students. We will continue this collaboration and work with both families and local preschools.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

   No

i. If no, how many more classrooms does the LEA need? [identify number, open response]

   We currently have enough classrooms for 2022-2023 and 2023-2024. We will need approximately 4-6 more classes that are fit for TK students along with TK (3-5 year old playgrounds.

ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

   We currently have enough classrooms for 2022-2023 and 2023-2024. We will need approximately 4-6 more classes that are fit for TK students along with TK (3-5 year old playgrounds.

3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section14030(h)(2)? [multiple choice]

   No

i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding) [describe, open response]

   Currently, for 2022-2023 and 2023-2024, our classes do meet the kindergarten standards. However, as we expand to add an additional 4-6 classrooms, we will be applying for the UTK Facilities Grant program to build and retrofit current classrooms along with adding a play structure/lunch area.

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

No

i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

Currently, for 2022-2023 and 2023-2024, our classes do meet the kindergarten standards. However, as we expand to add an additional 4-6 classrooms, we will be applying for the UTK Facilities Grant program to build and retrofit current classrooms along with adding a play structure/lunch area. This will include inclusive classroom and playground facilities.

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

No

i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

We will be modifying our current Facilities Master Plan to support expansion of TK and other early education programming.

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

Total square feet required

Apparatus area

Land required for buildings and grounds

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

No transportation will be provided

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

No.

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

   - Information on program eligibility requirements to project enrollment across programs
   - Data analysis capacity building to support staff to refine enrollment projections based on community context
   - Support for parent surveys to gauge interest in service delivery models

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

   - Guidance on best practices for smooth transitions through the P–3 continuum
   - Technical assistance on how to integrate UPK and P–3 in the district LCAP
   - Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)
   - Creating inclusive classrooms, including implementing Universal Design for Learning
   - Templates or framework for drafting a P–3 vision that partners and parents support
   - Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]

   - Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
   - Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children
   - Increasing UPK enrollment and parent awareness of programs

4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]

   - Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)
   - Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs

Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs

Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P–3 vision

Creating professional learning opportunities to provide site leaders with more early childhood knowledge

Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment

Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]

Effective adult-child interactions

Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children's math and science development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Implicit bias and culturally- and linguistically-responsive practice

Trauma- and healing-informed practice

Curriculum selection and implementation

Creating developmentally-informed environments

Administration and use of child assessments to inform instruction

Support for multilingual learners, including home language development and strategies for a bilingual classroom

Serving children with disabilities in inclusive settings, including Universal Design for Learning

Engaging culturally- and linguistically-diverse families

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

Coaching and mentoring

Classroom observations and demonstration lessons with colleagues

Workshops with external professional development providers

Internally-delivered professional learning workshops and trainings

Operating an induction program

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]

- Guidance on how to adopt the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks into a specific UPK setting (for example, mixed-age classrooms)
- Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades
- Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings
- Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students
- Guidance on creating dual language immersion or bilingual programs
- Guidance on appropriate assessment selection and utilization
- Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]
   - Universal Design for Learning
   - Using manipulatives to develop fine motor skills
   - Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities
   - Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences
   - Using differentiated groups that include individual, small, and large group experiences
   - Encouraging purposeful play, choice, social interactions, and collaboration
   - Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment
   - Using child development knowledge to guide instructional approaches
   - Providing language- and literacy-rich environments
   - Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms
   - Facilitating development and exploration through art
   - Incorporating inclusive practices
   - Supporting students' home language and English language development
   - Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity
   - Integrated English language development

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]
   - Guidance on how to modify an elementary school classroom to serve young children

Strategies to address transportation issues related to UPK access and enrollment

Guidance to support strategies that ensure TK students have access to meals and adequate time to eat

Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings

Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA's development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA's should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA's application for its CSPP contract) what updates would the LEA like to make to the LEA's program narrative to reflect implementation of TK?

2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?

3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?

4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?

5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?

2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA's Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families.

5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.

6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.

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.

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MEMORANDUM

MEETING DATE: May 12, 2022
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
CATEGORY: Presentation
ITEM TITLE: Update on CUSD's Visual Arts and Performing Arts Master Plan Draft

BACKGROUND INFORMATION

Cabrillo Unified School District is committed to arts education for all students. Visual and Performing Arts (VAPA) refers to artistic disciplines such as visual arts, dance, theater, digital arts, vocal, and instrumental arts. The goal of the VAPA Master Plan is that students in grades TK-12 receive high-quality, standards-based instruction in one or more of the art disciplines during the school day.

Our commitments are embedded in equity to provide access to VAPA opportunities for all CUSD students, with particular access for our at-promise students:

- *An inclusive and compassionate arts education program that addresses and rectifies* ***Access and Equity*** *issues.* We will begin with a survey that maps all the schools and arts instruction to look for gaps and begin to create a plan to provide arts education access for all students in the district.

- *An inspired arts education program for all students (TK-12) that is* ***Culturally Relevant****.* The ecosystem of students, teachers, parents, and community members is rich with the arts, and through this plan we will work to ensure direct connections to school day learning.

- *A rigorous arts education program for all students that is* ***Embedded in the Core Curriculum****.* Arts integrated curriculum will be taught by classroom teachers across subject areas that builds and supports the foundations of creativity, collaboration, critical thinking, and communication.

- *An arts learning program that* ***Empowers Student Voice and Expression*** *via experiences in spoken, written, and artistic languages.* Students will have opportunities to make meaning of the world through the arts and to share their evolving understandings with the community.

This presentation is for information purposes, and our final Master Plan will be brought to the Governing Board for approval in June 2022.

FISCAL ANALYSIS

There is minimal financial impact to the General Fund. VAPA services will currently be funded through LCAP and State/Federal one-time grants.

RECOMMENDATION

This item is presented for information only.

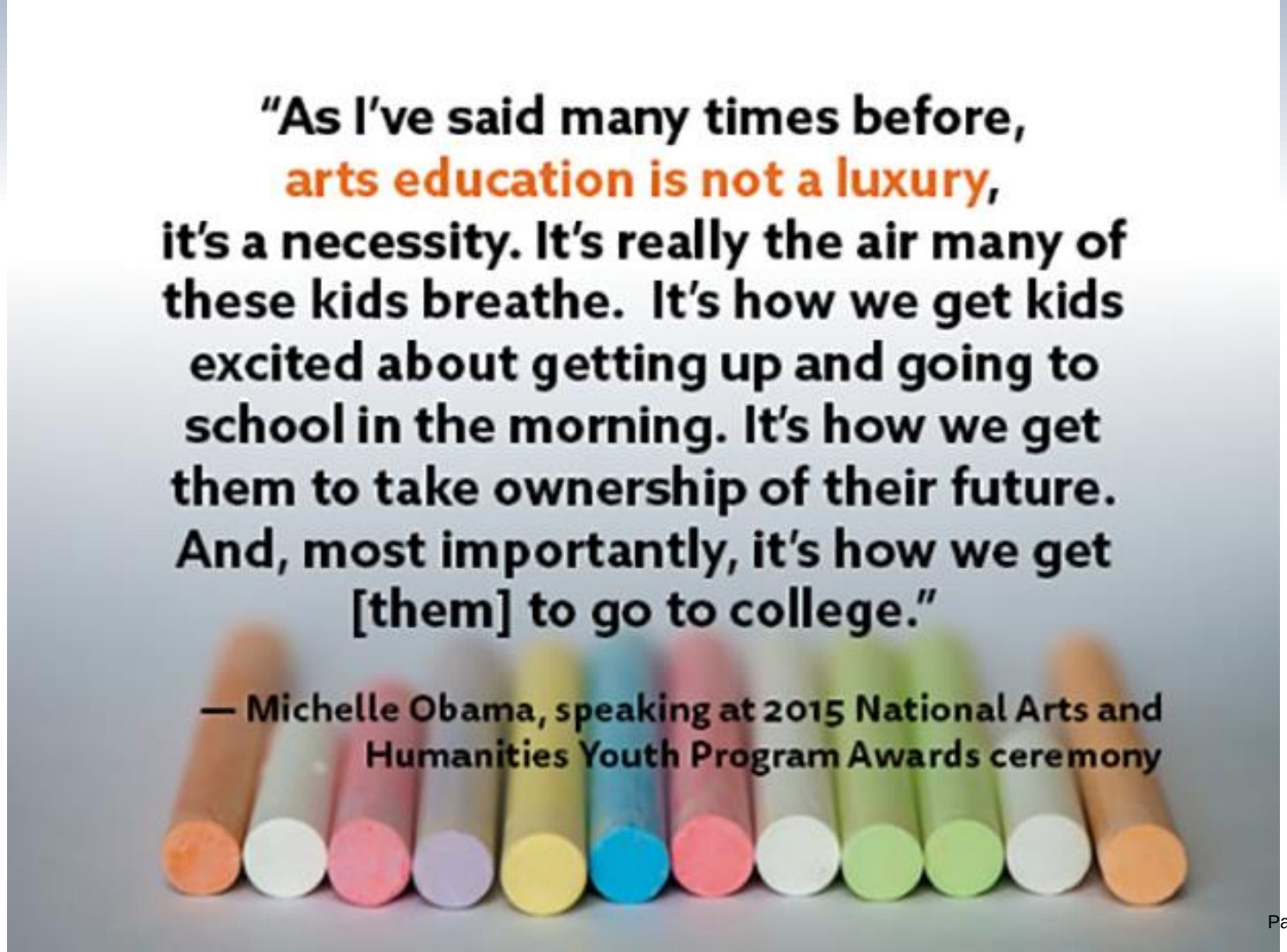
CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Visual Arts and Performing Arts Master Plan Draft

Leticia Bhatia
Assistant Superintendent, Curriculum and Instruction

Governing Board Meeting
May 12, 2022


"As I've said many times before,
arts education is not a luxury,
it's a necessity. It's really the air many of these kids breathe. It's how we get kids excited about getting up and going to school in the morning. It's how we get them to take ownership of their future. And, most importantly, it's how we get [them] to go to college."
— Michelle Obama, speaking at 2015 National Arts and Humanities Youth Program Awards ceremony

San Mateo County Office of Education (SMCOE)
Visual, Performing, and Media Arts Strategic Plan

The Vision

Every Student in San Mateo County Public Schools Receives an Engaging, Impactful Arts Education Delivered by a High Quality Instructor

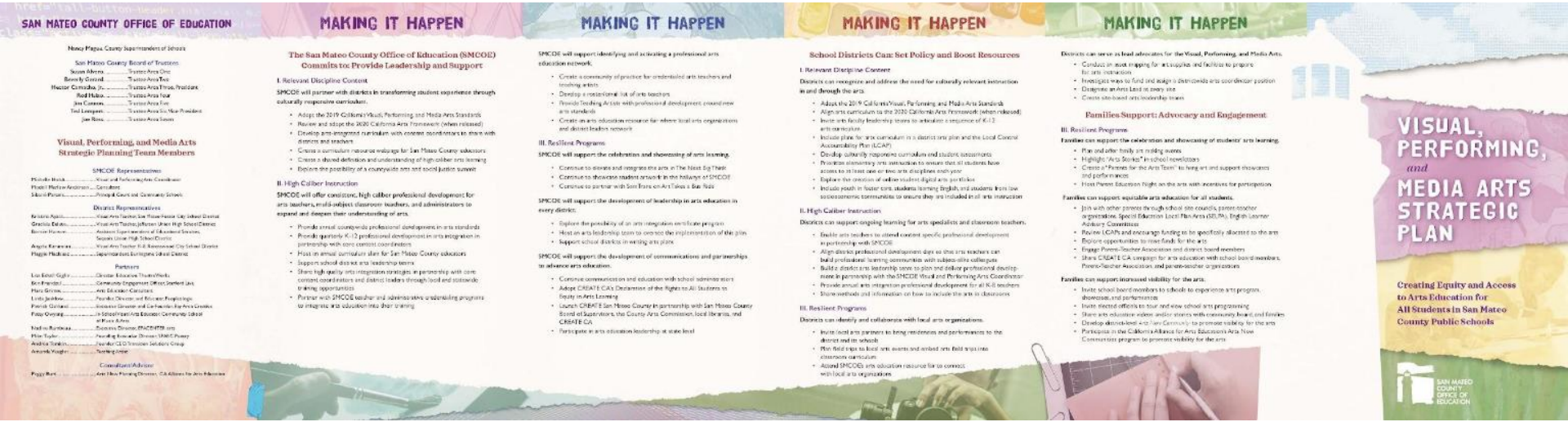
The Goal: Equity And Access To Arts Education For All Students

According to data from the Arts Education Data Project, only 44 percent of students in San Mateo County received some arts education at the secondary level. In schools with a high population of students facing socioeconomic challenges, that number goes down to 36 percent. These data points reflect the need to place equity and access to arts education at the forefront of our work.

https://www.smcoe.org/assets/files/For%20Educators_FIL/Content%20Areas_FIL/VAPA_Strategic_Plan.pdf

This Visual, Performing, and Media Arts Strategic Plan was developed over nine months with input from district leaders, teachers, community arts education organizations, and SMCOE staff. It is organized around three strategic directions to accomplish its goal.

SMCOE Visual, Performing, and Media Arts Strategic Plan (1 of 2)



SAN MATEO COUNTY OFFICE OF EDUCATION

Nancy Magee, County Superintendent of Schools

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Visual, Performing, and Media Arts Strategic Planning Team Members

SMCOE Representatives

Michelle Hunt ..... Visual and Performing Arts Coordinator
Heidi Harlow Anderson ..... Consultant
Sherri Person ..... Principal, Court and Community Schools

District Representatives

Kristin Apolo ..... Visual Arts Teacher, Las Pulgas Middle, Cabrillo Unified School District
Graciela Delatorre ..... Visual Arts Teacher, Jefferson Union High School District
Bonnie Hansen ..... Assistant Superintendent of Educational Services, Sequoia Union High School District
Angela Kenamore ..... Visual Arts Teacher K-8, Ravenswood City School District
Maggie Machado ..... Superintendent, Burlingame School District

Partners

Lisa Ewell-Ogilvie ..... Director, Education Theatre Works
Kim Fraindorf ..... Community Engagement Officer, Stanford Live
Mara Grimm ..... Arts Educator Consultant
Linda Jaskow ..... Founder, Director, and Educator, Playbridge
Pamela Gutman ..... Assistant Director and Co-Founder, Bay Area Creates
Peggy Quong ..... K-8 School Visual Arts Educator, Community School of Music & Arts
Nadine Rumbaut ..... Business Director, CREATE/ED arts
Mike Taylor ..... Founding Executive Director, MAVEN Project
Andrea Tonkin ..... Founder, CEO, Tonkin Solutions Group
Amanda Vaughn ..... Teaching Artist

Consultant/Advisor

Peggy Burt ..... Arts Ideas Planning, Director, CA Alliance for Arts Education

MAKING IT HAPPEN

The San Mateo County Office of Education (SMCOE) Commits to: Provide Leadership and Support

I. Relevant Discipline Content

SMCOE will partner with districts in transforming student experience through culturally responsive curriculum.

- Adopt the 2019 California Visual, Performing, and Media Arts Standards
- Review and adopt the 2020 California Arts Framework (when released)
- Develop arts-integrated curriculum with content recommendations to share with districts and teachers
- Create a curriculum resource webpage for San Mateo County educators
- Create a shared definition and understanding of high-caliber arts learning
- Explore the possibility of a countywide arts and social justice summit

II. High Caliber Instruction

SMCOE will offer consistent, high caliber professional development for arts teachers, multi-subject classroom teachers, and administrators to expand and deepen their understanding of arts.

- Provide annual countywide professional development in arts standards
- Provide quarterly K-12 professional development in arts integration in partnership with core content coordinators
- Host an annual curriculum plan for San Mateo County educators
- Support school district arts leadership teams
- Share high-quality arts integration strategies, in partnership with core content coordinators and district leaders through local and statewide training opportunities
- Partner with SMCOE teacher and administrative credentialing programs to integrate arts education into their training

MAKING IT HAPPEN

SMCOE will support identifying and activating a professional arts education network.

- Create a community of practice for credentialed arts teachers and teaching artists
- Develop a roster/online list of arts teachers
- Provide Teaching Artists with professional development around new arts standards
- Create an arts education resource list, where local arts organizations and district leaders network

III. Resilient Programs

SMCOE will support the celebration and showcasing of arts learning.

- Continue to elevate and integrate the arts in The Next Big Think
- Continue to showcase student artwork in the hallways at SMCOE
- Continue to partner with San Mateo Arts Takes a Bow Night

SMCOE will support the development of leadership in arts education in every district.

- Explore the possibility of an arts integration certificate program
- Host an arts leadership team to oversee the implementation of the plan
- Support school districts in writing arts plans

SMCOE will support the development of communications and partnerships to advance arts education.

- Continue communication and education with school administrators
- Adopt CREATE CA's Declaration of the Rights to All Students to Equity in Arts Learning
- Launch CREATE San Mateo County in partnership with San Mateo County Board of Supervisors, the County Arts Commission, local libraries, and CREATE CA
- Participate in arts education leadership at state level

MAKING IT HAPPEN

School Districts Can: Set Policy and Boost Resources

I. Relevant Discipline Content

Districts can recognize and address the need for culturally relevant instruction in and through the arts.

- Adopt the 2019 California Visual, Performing, and Media Arts Standards
- Align arts curriculum to the 2020 California Arts Framework (when released)
- Invite arts faculty leadership teams to articulate a sequence of K-12 arts curriculum
- Include plans for arts curriculum in a district arts plan and the Local Control Accountability Plan (LCAP)
- Develop culturally responsive curriculum and student assessments
- Prioritize elementary arts instruction to ensure that all students have access to at least one or two arts disciplines each year
- Explore the creation of online student digital arts portfolios
- Include youth in foster care, students learning English, and students from low socioeconomic communities to ensure they are included in all arts instruction

II. High Caliber Instruction

Districts can support ongoing learning for arts specialists and classroom teachers.

- Enable arts teachers to attend content specific professional development in partnership with SMCOE
- Align district professional development days so that arts teachers can build professional learning communities with subject-alike colleagues
- Build a district arts leadership team to plan and deliver professional development in partnership with the SMCOE Visual and Performing Arts Coordinator
- Provide annual arts integration professional development for all K-8 teachers
- Share methods and information on how to include the arts in classrooms

III. Resilient Programs

Districts can identify and collaborate with local arts organizations.

- Invite local arts partners to bring residencies and performances to the district and its schools
- Plan field trips to local arts events and embed arts field trips into classroom curriculum
- Attend SMCOE's arts education resource fair to connect with local arts organizations

MAKING IT HAPPEN

Districts can serve as lead advocates for the Visual, Performing, and Media Arts.

- Conduct an asset mapping for arts supplies and facilities to prepare for arts instruction
- Investigate ways to fund and assign a districtwide arts coordinator position
- Designate an Arts Lead at every site
- Create site-based arts leadership teams

Families Support: Advocacy and Engagement

III. Resilient Programs

Families can support the celebration and showcasing of students' arts learning.

- Plan and offer family art making events
- Highlight "Arts Stories" in school newsletters
- Create a "Partners for the Arts Team" to hang art and support showcases and performances
- Host Parent Education Night on the arts with incentives for participation

Families can support equitable arts education for all students.

- Join with other parents through school site councils, parent-teacher organizations, Special Education Local Plan Area (SELPA), English Learner Advisory Committees
- Review LCAPs and encourage funding to be specifically allocated to the arts
- Explore opportunities to raise funds for the arts
- Engage Parent-Teacher Association and district board members
- Share CREATE CA campaign for arts education with school board members, Parent-Teacher Associations, and parent-teacher organizations

Families can support increased visibility for the arts.

- Invite school board members to schools to experience arts program, showcases, and performances
- Invite elected officials to tour and view school arts programming
- Share arts education videos and/or stories with community boards and families
- Develop district-level Arts Hero Community to promote visibility for the arts
- Participate in the California Alliance for Arts Educations Arts Now Commission program to promote visibility for the arts

VISUAL, PERFORMING, *and* MEDIA ARTS STRATEGIC PLAN

Creating Equity and Access to Arts Education for All Students in San Mateo County Public Schools

SAN MATEO COUNTY OFFICE OF EDUCATION

SMCOE Visual, Performing, and Media Arts Strategic Plan (2 of 2)



MESSAGE FROM THE SUPERINTENDENT

The San Mateo County Office of Education (SMCOE) believes the visual, performing, and media arts are essential to student success in education and in life. I am honored to celebrate San Mateo County's inaugural strategic plan for the Visual, Performing, and Media Arts and am especially inspired by its focus on creating equity and access to arts education for every San Mateo County student regardless of life circumstances or exposure to systemic barriers.

Each and every student deserves equitable opportunities to explore creativity and to learn about their own rich historical narrative. Research shows that for students who have been historically underserved, access to a rich arts education program results in improved outcomes including better grades and increased rates of college enrollment and overall achievement and success.

A high quality, standards-based arts education can be integrated across the curriculum in every content area as well as delivered as its own stand-alone pathway, but no matter the delivery approach, arts education is essential to our success as a nation. The challenges our students will face as future leaders are not yet known, but it is clear they will need a strong academic foundation that includes the ability to make connections across disciplines, identify and understand patterns, think outside the box, and create and innovate for solutions. Arts education for today's students is essential for us all.

Our SMCOE lighthouse logo provides the perfect symbol for our Visual, Performing, and Media Arts Strategic Plan. A lighthouse illuminates dark or complex areas and provides a clear path forward. The beacon's power to light also represents the creativity and inspiration that arts education can inspire in our students, giving them the confidence and tools needed to make our County and our world a better place.

My heartfelt thanks to Michelle Hicks, SMCOE's Visual and Performing Arts Coordinator, for her leadership on this project and to all those who shared their time, ideas, and resources to help make this plan a reality. It will take all of us together to bring this plan to life, but there is no limit to what is possible when we work together on behalf of our youth.

Nancy Magee

—Nancy Magee,
San Mateo County Superintendent of Schools

CALIFORNIA COUNTY SUPERINTENDENT'S ARTS INITIATIVE

The California County Superintendent Educational Services Associates (CCSESA) has made a deep commitment to arts education through its California County Superintendent's Arts Initiative whose vision statement proclaims, "The visual and performing arts are an integral part of a comprehensive curriculum and are essential for learning in the 21st century. All California students—in every culture, geographic region and socio-economic level—deserve quality arts learning in dance, music, theatre, and visual arts as part of the core curriculum." The SMCOE shares this vision for arts education, and this plan represents our local commitment to action.

THE VISION

Every Student in San Mateo County Public Schools Receives an Engaging, Impactful Arts Education Delivered by a High Quality Instructor

THE GOAL

Equity And Access To Arts Education For All Students

According to data from the Arts Education Data Project, only 44 percent of students in San Mateo County received some arts education at the secondary level. In schools with a high population of students facing socioeconomic challenges, that number goes down to 36 percent. These data points reflect the need to place equity and access to arts education at the forefront of our work.

This Visual, Performing, and Media Arts Strategic Plan was developed over nine months with input from district leaders, teachers, community arts education organizations, and SMCOE staff. It is organized around three strategic directions to accomplish its goal.

THREE STRATEGIC DIRECTIONS

I. Relevant Discipline Content

- Develop a more diverse, culturally responsive, and relevant arts education
- Provide arts education curriculum that enables students to deepen their connections to society and themselves

II. High Caliber Instruction

- Expand professional development in both the arts and arts integration for educators and administrators
- Provide students with access to credentialed arts teachers and teaching artists in all grade levels

III. Resilient Programs

- Create equitable access to arts education for all students
- Develop consistent, robust advocacy and visibility for arts learning that influences funding streams to support arts education
- Create a multilevel network of visual, performing, and media arts leaders and professionals
- Promote the visual, performing, and media arts as an essential and integral part of a public school education

THE VALUE OF ARTS EDUCATION

Research has repeatedly shown the important connections between an arts education and success in school, career, and life. Examples of this research include the following:

- Longitudinal data of 25,000 students demonstrate that involvement in the arts is linked to higher academic performance, increased standardized test scores, more community service, and lower dropout rates. Students regardless of their socioeconomic status reap these cognitive and developmental benefits. (Catterall, Dumais, & Hampden-Thompson, 2012)
- 1,500 Chief Executive Officers surveyed by IBM ranked creativity as the most important leadership quality they are looking for in their workers, and 85 percent of those same executives connect find the creative applicants they seek. (IBM Corporation, 2010)
- One out of ten jobs in California is now in the creative industries and the creative economy is the second largest regional business sector. (Bacon Economics, 2014)
- The arts can help engender respect for cultural differences and honor all voices, while helping students embrace/create their own unique identity. (CREATE CA, 2015)
- Arts-based programs reinforce second language acquisition for English Language Learners. (Davis, 2006)

"... the arts have been an inseparable part of the human journey; indeed, we depend on the arts to carry us toward the fullness of our humanity. We value them for themselves, and because we do, we believe knowing and practicing them is fundamental to the healthy development of our children's minds and spirits. That is why, in any civilization – ours included – the arts are inseparable from the very meaning of the term 'education.' We know from long experience that no one can claim to be truly educated who lacks basic knowledge and skills in the arts."

—National Standards for Arts Education

WHAT THE ARTS CAN TEACH

Claudine Camacho-Fabe, a fifth-grade teacher at the Jefferson Elementary School District's Woodrow Wilson Elementary School, was excited to implement a new standards-based lesson on documentary photography.

After her students learned about American documentary photographers and basic vocabulary used in the industry, she gave her students disposable cameras to document their experiences outside of school.

Students took pictures of their surroundings, family, and friends to capture specific moments within their lives. Then they chose their favorite photograph and wrote about it, considering prompts such as:

Why did they choose the specific photograph? What does the photograph say about them, their feelings, or experiences? What does the photograph say about their culture or their family's traditions? What emotions were they able to capture in their photograph?

After her students presented their photographs and narratives at an end-of-year art show, Ms. Camacho-Fabe shared how impressed she was by their work.

"Some of my students shared their humor. Some used the opportunity to heal," she said. "I was amazed with how much each of the students truly spoke from their heart."

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- Arts-based programs reinforce second language acquisition for English Language Learners. (Spina, 2006)

Cabrillo Unified School District
Current VAPA Programs



Visual Arts

ELEMENTARY

Integrated Art Lessons

Art In Action

Schoolwide Projects

PTO Support

SECONDARY

Introductory & Advanced Courses:

- Digital Art and Design
- Art I-III & AP Art
- AP Studio Art
- Metal Sculpture (Beg & Adv)

Enrollment:

HMB High School (345)

Cunha Intermediate (240)

Performing Arts

ELEMENTARY

Developing Literacy

Partnerships in Performing Arts

Unique Opportunities for Participation

PTO Support

SECONDARY

Courses:
Drama

Broadcasting

Enrollment:
HMB High School
Cunha Intermediate

Music

ELEMENTARY

Music in Daily Routines

Distinct Site Specific Programs (PTO Support)

5th Grade Band

SECONDARY

Courses and Activities:

- Band
  - Jazz
  - Instrumental
  - Chorale
  - Marching
  - Ensemble
- Community Performances

Course Enrollment:

- HMB High School
- Cunha Intermediate



Cabrillo Unified School District Visual and Performing Arts Master Plan (DRAFT)

CUSD VAPA MASTER PLAN
Governing Board Member Quotes



"Every child deserves the opportunity to learn and develop through the arts. Parents become more engaged when their children's visual and performance talents are showcased. Learning in all subjects becomes attainable through the arts, enhancing the growth of cognitive, emotional, and psychomotor pathways. Our schools have an obligation to expose children to the arts as early and as often as possible and to consider the arts as fundamental curriculum areas.

Neuroscience research shows the impressive impact that the arts have on a young brain… as a positive outlet for stress or trauma and a tool for communication. The arts are not just pleasurable, they impact cognitive function. Participation in music is closely linked to overall academic success. Every child's brain needs a variety of experiences to excel in learning!

A music or an art class may be what motivates a student to get up in the morning. Not all children have access to the arts outside of school. As a community, institutional investment in Visual and Performing Arts is essential for Cabrillo Unified School District. High quality instruction in the arts must be woven into the school day and be intentionally planned for K-12.

We are proud to have participated in the past two years of planning for Visual and Performing Arts in Cabrillo Unified School District."

~Kimberly Hines & Lizet Cortes
Governing Board Member's Quote

CUSD VAPA MASTER PLAN
Superintendent Quote

Our goal in public education is to prepare students with experiences that will support them to realize their potential as individuals in the world that awaits them. I am delighted the Cabrillo Unified School District Visual and Performing Arts Committee has worked to focus on the development of the whole child, and this means connecting arts education to the daily experience of students here in CUSD.

As a district, we are envisioning how arts education can be integrated throughout the school day in elementary (K-5) grades and secondary (6-12) grades. As we work to strengthen teaching and learning to meet our district goal of developing the whole child, we look forward to new opportunities to support the creativity of children through visual and performing arts instruction.

I am grateful to CUSD educators, families, and all other stakeholders for their work together to imagine new learning possibilities for our children and youth: I know by working together we can support arts education here to help young people learn more about themselves and the world around them.



~Dr. Sean McPhetridge
Superintendent

CUSD | Visual and Performing Arts Commitments

- *An inclusive and compassionate arts education program that addresses and rectifies* ***Access and Equity*** *issues.* We will begin with a survey that maps all the schools and arts instruction to look for gaps and begin to create a plan to provide arts education access for all students in the district.

- *An inspired arts education program for all students (TK-12) that is* ***Culturally Relevant****.* The ecosystem of students, teachers, parents, and community members is rich with the arts and through this plan we will work to ensure direct connections to school day learning.

- *A rigorous arts education program for all students that is* ***Embedded in the Core Curriculum****.* Arts integrated curriculum will be taught by classroom teachers across subject areas that builds and supports the foundations of creativity, collaboration, critical thinking, and communication.

- *An arts learning program that* ***Empowers Student Voice and Expression*** *via experiences in spoken, written, and artistic languages.* Students will have opportunities to make meaning of the world through the arts and to share their evolving understandings with the community.

Elementary Proposed Services

Grade Level	Art Form (Proposed Schedule)	SERVICE
TK	VAPA Integrated or Designated ★ Visual Arts ★ Performing Arts	**30 weeks per school year** Class length | 1 x per week • 30 minutes Visual Arts • 30 min Performing Arts
K	VAPA Integrated or Designated ★ Visual Arts ★ Performing Arts	**30 weeks per school year** Class length | 1 x per week • 30 minutes Visual Arts • 30 min Performing Arts
1	VAPA Integrated or Designated ★ Visual Arts ★ Performing Arts	**30 weeks per school year** Class length | 1 x per week • 30 minutes Visual Arts • 30 min Performing Arts
2	VAPA Integrated or Designated ★ Visual Arts ★ Performing Arts	**30 weeks per school year** Class length | 1 x per week • 30 minutes Visual Arts • 30 min Performing Arts
3	VAPA Integrated or Designated ★ Visual Arts ★ Performing Arts	**30 weeks per school year** Class length | 1 x per week • 30 minutes Visual Arts • 30 min Performing Arts
4	VAPA Integrated or Designated ★ Visual Arts ★ Performing Arts	**30 weeks per school year** Class length | 1 x per week • 45 minutes Visual Arts • 45 min Performing Arts
5	VAPA Integrated or Designated ★ Visual Arts ★ Performing Arts	**30 weeks per school year** Class length | 1 x per week • 45 minutes Visual Arts • 45 min Performing Arts
GOAL	1) Minimum of 1 FTE at Elementary School	

Middle School Proposed Services

Grade Level	Art Form (Proposed Schedule)	SERVICE
6	Music Program* *Art* Drama* *Music Appreciation* *Media Arts (Digital Art, Music, Video)*	Full year provided using combination of wheel (8-week rotation) **and required** for ALL 6th grade students via wheel only Explore elective programming options to stabilize music pipeline
7	Concert Band* Art Drama* Music Appreciation Media Arts (Digital Art, Music, Video)	Full year provided using combination of wheel (8-week rotation) **or** electives optional for 7th grade students Explore elective programming options to stabilize music pipeline
8	Symphonic Band* Art Drama* Multi-media (Yearbook) Media Arts (Digital Art, Music, Video)	Full year provided using combination of wheel (8-week rotation) **or** electives optional for 8th grade students Explore elective programming options to stabilize music pipeline
GOAL	Minimum of 1 FTE at Middle School	

*current Middle School Art programs

High School Proposed Services

Art Form	Courses	Service
Visual Art	Art Spectrum*, Art 2*, Art 3* Web Design*, Computer Animation* Metal Sculpture* AP Studio Art*	FTE
Arts, Media, Entertainment	Broadcasting* Adv Video Production (CTE)* Drama*	FTE
Music	Beginning Music* Concert Band* Marching Band* Jazz Ensemble* Chorale*	FTE
GOAL	1) Create Career Technical Education (CTE) Visual and Performing Arts Pathways 2) Embed culturally relevant VAPA opportunities for our students that are a reflection of our community 3) Work with Middle School to support music student enrollment "pipeline" 4) Increase VAPA FTE or Sections offered @ HMBHS 5) Minimum of 1 FTE at Half Moon Bay High School	

*current High School Art programs

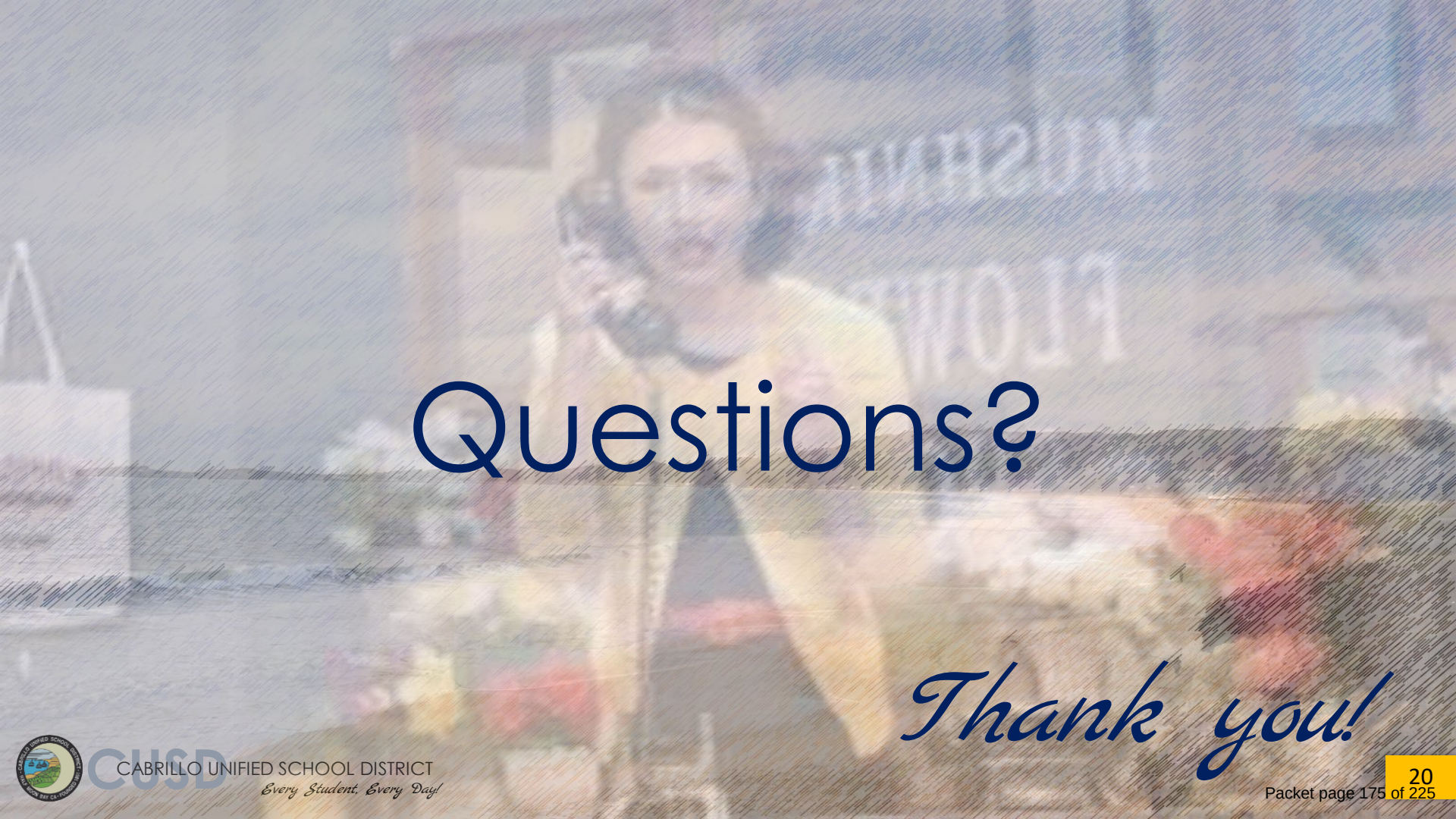
Long term VAPA Goals (by 2026)

In 5 years, CUSD's Arts Education Program will have:

- A District-wide, mission-aligned Integrated and Discrete Arts Education Program (TK-12)
- A funding plan comprising of multiple income streams to sustain high-quality Arts Teaching and Learning at every site. This includes Local Control Accountability Plan (LCAP), state/federal funding, and grants.
- A Professional Development Plan designed specially for Arts Specialists, General Education Teachers, and Administrators
- A fully articulated District-coordinated Vocal and Instrumental Music Pathway (TK-12)
- An Elementary Arts Lead at every site to promote, coordinate, and support the CUSD Arts Education Program
- A Scheduling Process at Cunha and the HS that enables all students to participate in Arts Courses
- Multiple opportunities for all students to share their creative work with the Community and for students to work with/learn from local artists in their professional settings

Next Steps

- Confirm details on VAPA services 2022-2023, 2023-2024, and 2024-2025
- Hire site-based VAPA leaders via stipends
- Embed VAPA services within all site based plans, not limited to LCAP, SPSA, and local grants
- Explore a VAPA Career Technical Education (CTE) Pathway
- Increase VAPA Professional Development



CABRILLO UNIFIED SCHOOL DISTRICT
Every Student, Every Day!



CABRILLO UNIFIED SCHOOL DISTRICT

Visual and Performing Arts Master Plan (Tk-12)

HALF MOON BAY, CA
MAY 2022

Visual and Performing Arts Master Plan (TK-12)
Cabrillo Unified School District

District Board of Trustees:

MARY BETH ALEXANDER, President
FREYA MCCAMANT, Vice President
SOPHIA LAYNE, Clerk to the Governing Board
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District Cabinet:

SEAN MCPHETRIDGE, Superintendent
JESUS CONTRERAS, Chief Business Officer
LETICIA BHATIA, Assistant Superintendent of Curriculum & Instruction
BIANCA FORRESTER, Director of Pupil and Personnel Services
MARTHA LADD, Director of Educational Support Services
STIG LYNNE, Interim Director of Technology

VAPA Committee:

Nina Andersen, CUSD, Half Moon Bay High School, Art Teacher
Walter Anderson, CUSD, Half Moon Bay High School, Music Teacher
Annette Angeles-Hagarty, CUSD, El Granada, Kindergarten Teacher
Diane Angst, CUSD, Cunha Middle School, Drama Teacher
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Celena Turney, CUSD, District Literacy Support Specialist

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As a district, we are envisioning how arts education can be integrated throughout the school day in elementary (K-5) grades and secondary (6-12) grades. As we work to strengthen teaching and learning to meet our district goal of developing the whole child, we look forward to new opportunities to support the creativity of children through visual and performing arts instruction.

I am very grateful to CUSD educators, families, and all other stakeholders for their work together to imagine new learning possibilities for our children and youth. I know by working together we can support arts education here to help young people learn more about themselves and the world around them.

Sean McPhetridge, Ed.D.
Superintendent
Cabrillo Unified School District

Visual and Performing Arts Master Plan (TK-12)
Cabrillo Unified School District

Every child deserves the opportunity to learn and develop through the arts. Parents become more engaged when their children's visual and performance talents are showcased. Learning in all subjects becomes attainable through the arts, enhancing the growth of cognitive, emotional, and psychomotor pathways. Our schools have an obligation to expose children to the arts as early and as often as possible, and to consider the arts as fundamental curriculum areas.

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We are proud to have participated in the past two years of planning for Visual and Performing Arts in Cabrillo Unified School District.

~Kim Hines & Lizet Cortes
Governing Board Members
Cabrillo Unified School District

Equity Statement

Equity in education is defined as the targeted allocation of resources based on critical unmet needs so that all students may develop to their full academic and social-emotional potential. These resources may include adequate funding; rigorous and culturally meaningful curriculum, instruction, and enrichment; technology; family engagement; and social-emotional support or other specialized support services.

In CUSD we firmly believe all students can succeed when given the support and experiences they need. Academic outcomes in school districts (including CUSD) have long been predictable due to a variety of student characteristics such as race, ethnicity, home language, national origin, family income, ability, gender identity, sexual orientation, family educational attainment, religion, and immigration status. While achievement gaps in public education can be attributed to complex societal and historical factors, we regard all learners as having promise, and we pledge to help all students achieve their potential.

As leaders in our community, it is our responsibility to guide strategic district actions and leverage partnerships so opportunity gaps disappear and all can access academic excellence. To ensure all students achieve at high levels, we need to focus on student needs and a review of data to determine additional support. This work requires collaboration, continuous improvement, and commitment to the work required for success of all students. When all our students are empowered to choose their own paths to thrive in college, career, and life (rather than paths being predetermined or predictable based on individual or family characteristics), then we will be successful in achieving our mission of serving "every child, every day" and getting students what they need when they need it.

(Equity Statement adopted by the Governing Board on October 14, 2021.)

We believe that...

- Education is a partnership between student, family, school, and community
- Each individual deserves the opportunity to reach their potential
- High expectations promote success
- Knowledge creates opportunity
- Learning is a lifelong process that enriches the quality of life
- Flexibility provides opportunity and promotes innovation
- The well-being of the individual is essential to learning
- Everyone has the right to be treated with respect
- Education is essential to our democratic society
- Accountability guides continuous improvement
- Leadership embraces responsible change
- Excellence is worth the investment
- Everyone has the right to be safe
- Diversity enriches society
- Everyone can learn

Visual and Performing Arts Master Plan (TK-12)
Cabrillo Unified School District

CUSD Mission Statement

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 and are 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.

In the Visual and Performing Arts, we are committed to:

- *An inclusive and compassionate arts education program that addresses and rectifies **Access and Equity** issues.* We will begin with a survey that maps all the schools and arts instruction to look for gaps and begin to create a plan to provide arts education access for all students in the district.

- *An inspired arts education program for all students (TK-12) that is **Culturally Relevant**.* The eco-system of students, teachers, parents, and community members is rich with the arts and through this plan we will work to ensure direct connections to school day learning.

- *A rigorous arts education program for all students that is **Embedded in the Core Curriculum**.* Arts integrated curriculum will be taught by classroom teachers across subject areas that builds and supports the foundations of creativity, collaboration, critical thinking, and communication.

- *An arts learning program that **Empowers Student Voice and Expression** via experiences in spoken, written, and artistic languages.* Students will have opportunities to make meaning of the world through the arts and to share their evolving understandings with the community.

Cabrillo Unified School District – State of the Arts:

2021-2022 Programs

- New
    - Teaching artists contracted by ALAS provided 30 weeks of visual arts, percussion lessons, and restorative learning experiences to Kinder students – funded by District
    - Creativity 360 -- 6 week Pilot Creative Movement Residency @ Eagle Club serving 63 students 1st-5th grade -- funded by CEF; 4 week Dance Residency @ Cunha for students 4th-8th grade – funded by Migrant Education
- Ongoing
    - Instrumental Music @ the Elementary sites (varies per grade and site)
    - Music in 5th grade (optional at some sites)

Visual and Performing Arts Master Plan (TK-12)
Cabrillo Unified School District

District Strengths

- Active Leadership in District Office
- Supportive Board of Trustees
- Strong Equity lens
- District funding of Arts Programming
- Supplemental funding for teacher projects by CEF and site-based PTOs
- Strong community support for the arts

District Challenges

- Lack of program coordination across or within sites
- Few opportunities for arts-focused PD (discrete or integrated)
- Scheduling at sites to ensure all students have access to VAPA
- Lack of Funding
- Limited Professional Development opportunities

Cabrillo Unified School District

VISUAL AND PERFORMING ARTS PLAN

EMBEDDED IN CORE CURRICULUM

Teacher Professional Development

Arts integrated professional development will be taught to K-5 classroom teachers across subject areas that builds-on and supports the foundations of creativity, collaboration, critical thinking, and communication. At each site, there will be an also arts coordinator.





CULTURALLY RELEVANT

Connections to community

The eco-system of students, teachers, parents, and community members is rich with the arts and through this plan we will work to ensure direct connections to school day learning through partnerships with arts organizations.

ACCESS AND EQUITY

Includes ALL students

We began with a survey that maps all the schools and arts instruction to look for gaps and have begun to create this plan to provide arts education access for all students in the district.



Visual and Performing Arts Master Plan (TK-12)
Cabrillo Unified School District

PRACTICAL VISION

In 7 years, CUSD's Arts Education Program will have:

- A District-wide, mission-aligned, Integrated and Discrete Arts Education Program (TK-12)
- A funding plan comprising of multiple income streams to sustain high-quality Arts Teaching and Learning at every site. This includes Local Control Accountability Plan (LCAP), state/federal funding, and grants.
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- A Scheduling Process at Cunha and the HS that enables all students to participate in Arts Courses
- Multiple opportunities for all students to share their creative work with the Community and for students to work with/learn from local artists in their professional settings

Key Recommendations

- Confirm details on VAPA services 2022-2023, 2023-2024, and 2024-2025
- Hire site-based VAPA leaders via stipends
- Embed VAPA services within all site-based plans, not limited to LCAP, SPSA, and local grants
- Explore a VAPA Career Technical Education (CTE) Pathways
- Increase VAPA Professional Development

Project Background and Planning Process

Beginning 2020-2021 CUSD formed a CUSD VAPA Arts Committee made up of the following members:

Nina Andersen, CUSD, Half Moon Bay High School, Art Teacher
Walter Anderson, CUSD, Half Moon Bay High School, Music Teacher
Annette Angeles-Hagarty, CUSD, El Granada, Kindergarten Teacher
Diane Angst, CUSD, Cunha Middle School, Drama Teacher
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Visual and Performing Arts Master Plan (TK-12)
Cabrillo Unified School District

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Pauline Shue, CUSD, El Granada, 3rd Grade Teacher
Celena Turney, CUSD, District Literacy Support Specialist

With the support of SMCOE, VAPA Coordinator Dr. Michelle Holdt, CUSD VAPA Committee members met on the following dates to review our current VAPA Plan and build a VAPA Master Plan:

November 18, 2020

February 24, 2020

May 19, 2020

June 16, 2020

October 5, 2021

November 20, 2021

February 15, 2022

March 22, 2022

May 10, 2022

We are grateful for our VAPA Committee members who were instrumental in the development of our VAPA Master Plan.

Visual and Performing Arts Master Plan (TK-12)
Cabrillo Unified School District

ACTIONABLE GOALS

Content:

Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development

- Develop an elementary arts education program that introduces students to the art disciplines and provides opportunities for culminating activities.
- Establish a pathway for secondary arts education.
- Develop a multi-year plan for professional development in integrated arts education for elementary teachers.
- Design arts education courses to incorporate English language development.
- Explore elective programming options to stabilize music pipeline

Infrastructure Proposal:

Adequate Funding, Facilities & Equipment, Partnerships & Collaborations, Program Administration & Personnel:

- Minimum of 1 Music FTE at Middle School and 1 Music FTE at High School to support stability of our music pathway
- $2,599 Stipend for Site Arts Coordinator (Cocurricalar Stipend C) (K-12)
- Provide one time site-based funding for VAPA Art Closet/Cart (non-consumable)- $15 per student. (elementary)
    - Cart design will be coordinated with the Principal and Site Arts Coordinator.
- Yearly funding for grade level teams to purchase consumable art supplies - $5 per student (as funding allows)
- Design a coordinated funding plan for the secondary VAPA program, establishing a 7-year rotating budget for each art form (non-consumables).
    - Place VAPA courses on the same 7-year textbook adoption cycle as per CORE Content
- Yearly opportunities for all secondary VAPA teachers to replenish their consumables via the Curriculum Purchases request from C&I. Needs principal and C&I approval.
- Study bell schedules at the secondary level and revise to allow for all students to participate in arts electives (2022-2023)
- Establish and nurture relationships with community partners to support and extend school day arts education instruction and funding opportunities.
- Create internal “outreach” to primary schools from secondary to excite, inform, and engage students in VAPA programs.
- Build and deepen cultural arts education partnership with ALAS.

Sustainability Proposal:

Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy

- Approve a district-wide Arts Education Policy and VAPA plan for all students TK-12.
- Administer a district-wide inventory of arts instruction to determine student access; analyze results for strengths and gaps.

- Create a district-wide professional learning community for teachers to collaborate, share skills, talents, and resources with peers.
- Provide guidance to secondary administrators regarding arts electives for the remainder of the year.
- Review VAPA Plan and goals to determine needs or supports to achieve goals at least 3 times a year
- Update CUSD Governing Board on VAPA Master Plan goals at least 1 time per year to review articulated K-12 VAPA pathways

Policy 6142.6: Visual And Performing Arts Education
Status: ADOPTED
Original Adopted Date: 12/11/2008 | Last Reviewed Date: 11/18/2021

The Governing Board believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The district's arts education program shall be designed to foster students' artistic competencies, cultivate students' appreciation and understanding of the arts in ways that are enjoyable, fulfilling, and transferable to students' personal, academic, and professional endeavors, and support students to fully engage in lifelong arts learning.

The Board shall adopt academic standards for dance, media arts, music, theatre, and visual arts that lead to artistic literacy and promote access and equity in the arts. District standards shall describe the skills, knowledge, and abilities that students are expected to possess at each grade level and shall meet or exceed state standards.

The Superintendent or designee shall develop a sequential curriculum for dance, media arts, music, theatre, and visual arts which is consistent with the state curriculum framework and includes the following artistic processes:

1. Creating: conceiving and developing new artistic ideas and work
2. Performing/producing/presenting: realizing artistic ideas and work through interpretation and presentation
3. Responding: understanding and evaluating how the arts convey meaning
4. Connecting: relating artistic ideas and work with personal meaning and external content

The Board shall adopt standards-based instructional materials for visual and performing arts which may incorporate a variety of media and technologies.

As appropriate, the Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of and ability to teach the arts and to implement the district's arts education program.

The Superintendent or designee shall encourage the integration of community arts resources into the educational program. Such resources may include opportunities for students to attend musical and theatrical performances, observe the works of accomplished artists, and work directly with artists-in-residence and volunteers. In addition, the Superintendent or designee may collaborate with community organizations to share resources and seek grant opportunities.

The Superintendent or designee shall regularly evaluate the implementation of the district's arts education program at each grade level and report to the Board regarding its effectiveness in enabling students to meet academic standards.

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: May 12, 2022
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Action
ITEM TITLE: Adoption of Proclamation Recognizing June as LGBTQ+ Pride Month

BACKGROUND INFORMATION

The Cabrillo Unified School District Governing Board supports the rights, freedoms, and equality of all people, including those who are lesbian, gay, bisexual, transgender, queer, and/or questioning (LGBTQ+). The Governing Board believes all students, staff, and families deserve to feel safe and welcome in their schools, to be known by their preferred name, gender identity, and story, and to see themselves represented in the curricula, in our staff, and in our community.

The District recognizes our students, staff, and families are legally entitled to a safe environment and community where their rights to be free from the harm of discrimination are guaranteed and upheld. June has become a symbolic month in which LGBTQ+ persons and allies come together in various celebrations of pride to support the community's right to live their lives out loud. We are proud of the ongoing work done by CoastPride representatives with CUSD staff to continue our important work of helping all people feel safe in CUSD schools and in the Coastside community.

The Cabrillo Unified Governing Board, district leadership, faculty, students, and staff recognize and understand that creating an inclusive environment to increase understanding and acceptance requires daily diligence. The Cabrillo Unified School District recognizes the month of June as LGBTQ+ Pride Month in our schools, and CUSD's Governing Board and staff invite everyone to reflect during this month particularly on the ways we all can live and work together with a commitment to mutual respect and understanding. The Governing Board is committed to these efforts beyond June to ensure all students can learn and thrive in our inclusive schools.

FINANCIAL IMPACT

There is no financial impact to the General Fund.

RECOMMENDATION

Adopt CUSD's Proclamation Recognizing June as LGBTQ+ Pride Month.

CABRILLO UNIFIED SCHOOL DISTRICT
HALF MOON BAY, CALIFORNIA

PROCLAMATION

Recognizing June as LGBTQ+ Pride Month in the Cabrillo Unified School District

WHEREAS, Cabrillo Unified School District is committed to supporting dignity, equity, and visibility for all people in the community; and

WHEREAS, the Cabrillo Unified School District and Coastside region have a diverse Lesbian, Gay, Bisexual, Transgender, Queer, and/or Questioning (LGBTQ+) community; and

WHEREAS, many residents, students, family members, and school personnel are part of the lesbian, gay, bisexual, transgender, queer, and/or questioning community, and they contribute greatly to the enrichment of our CUSD schools and Coastside community; and

WHEREAS, although advancements have been made with respect to equitable treatment of LGBTQ+ persons, LGBTQ+ persons still face discrimination simply for being who they are, thus making it important for all districts and all communities to stand up and show support for all our students, staff, and families who are affected; and

WHEREAS, many cities across the United States recognize and celebrate June as LGBTQ+ Pride Month; and

WHEREAS, June has historically become a symbolic month in America in which LGBTQ+ persons and allies come together in various celebrations of pride to support the community's right to live their lives out loud; and

WHEREAS, this year, although it was made more difficult by COVID-19 for us to physically come together as LGBTQ+ persons and allies, we continued to work closely with our partner CoastPride on our shared goals of developing and implementing ongoing educational, equity, and visibility projects for our LGBTQ+ students; and

WHEREAS, in June of 2021, we celebrated CoastPride's second birthday at the opening of the CoastPride Center and strongly endorsed such a community center for all LGBTQ+ persons and allies; and

WHEREAS, this June, we will again be raising the LGBTQ+ flag at our school campuses and district office because we proudly stand in solidarity with CoastPride to signal to all who are fortunate to live or visit the Coastside that people of all sexual orientations, gender identities, and gender expressions are welcome; and

WHEREAS, the Rainbow Flag, created in 1978, is a flag with six distinct colors (red, orange, yellow, green, blue, and violet) that has come to be known as the internationally recognized symbol of the LGBT community; and

WHEREAS, the Progress Flag, created in 2018, has added five arrow-shaped lines to the Rainbow Flag (including black and brown stripes to represent LGBTQ+ communities of color along with the colors pink, light blue, and white which are used on the Transgender Pride Flag), and the Progress Flag is now recognized as underscoring the intersections within the LGBTQ+ community and honoring LGBTQ+ people of color (whose activism inspired the very first Pride Month) as well as people of different gender identities; and

WHEREAS, flying the Progress Flag at the District Office throughout the month of June further symbolizes the District's celebration of diversity and support for all the LGBTQ+ students, families, and staff in our community;

NOW, THEREFORE, the Cabrillo Unified School District does hereby declare the month of June as LGBTQ+ Pride Month in our schools and invites everyone to reflect on ways we all can live and work together with a commitment to mutual respect and understanding; and

FURTHERMORE, CUSD will recognize June as LGBTQ+ Pride Month by flying the Rainbow Flag and/or the Progress Flag at the District Office and at our schools during the month of June.

PASSED AND ADOPTED this 12th day of May, 2022 at a regular meeting of the Governing Board of Cabrillo Unified School District 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

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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: May 12, 2022
TO: Members of the Governing Board
FROM: Jennifer Marsh, Interim Chief Business Officer
CATEGORY: Action
ITEM TITLE: Adoption of Resolution 13-2022, Establishing a Tax Rate for Bonds for Fiscal Year 2022-23

BACKGROUND INFORMATION

The Cabrillo Unified School District passed a school bond measure on June 5, 2012 ("Measure S") which authorizes the District to issue $81 million in general obligation bonds. CUSD intends to issue a series of general obligation bonds for purposes authorized by the voters of the District when approving Measure S.

The Board of Supervisors of the County is required to take action approving a tax rate for payment of indebtedness of the District during Fiscal Year 2022-23.

In anticipation of issuance of a series of District's bonds during Fiscal Year 2022-23, as authorized by the Education Code, and to authorize that the County levy a tax for payment on debt service estimated to come due on such bonds during Fiscal Year 2022-23, this resolution is presented for approval.

FISCAL ANALYSIS

No impact to the general fund. Bond (Measure S) issuance will serve to support Measure S authorized purposes.

RECOMMENDATION

Approve Resolution as presented.

RESOLUTION NO. 13-2022
BEFORE THE GOVERNING BOARD
OF THE CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY, CALIFORNIA

REQUESTING THAT THE BOARD OF SUPERVISORS OF THE COUNTY OF SAN MATEO ESTABLISH A TAX RATE FOR BONDS EXPECTED TO BE SOLD DURING FISCAL YEAR 2022-23 AND AUTHORIZING NECESSARY ACTIONS IN CONNECTION THEREWITH

WHEREAS, the Cabrillo Unified School District ("District") passed a school bond measure on June 5, 2012 ("Measure S"), which measure did authorize the District to issue $81 million in general obligation bonds; and

WHEREAS, the Governing Board ("Board") of the District, located in San Mateo County ("County"), California, intends to issue a series of general obligation bonds for purposes authorized by the voters of the District when approving Measure S; and

WHEREAS, the Board of Supervisors of the County is required to take action approving a tax rate for payment of indebtedness of the District during fiscal year 2022-23, and it is the responsibility of the Controller-Treasurer of the County to calculate the tax rates for the Board of Supervisors' action thereon; and

WHEREAS, the Board has determined that it is not possible or advisable to sell the District's bonds in time to permit the Controller-Treasurer, or other appropriate County official, of the County to calculate the tax rates necessary to pay debt service on such bonds in order that such tax rates may be reflected on 2022-23 property tax bills of taxpayers in the District; and

WHEREAS, the Education Code of the State of California provides that the Board of Supervisors of each county shall annually, at the time of making the levy of taxes for county purposes, estimate the amount of money required to meet the payment of the principal and interest on the bonds authorized by the electors of the District and not sold, and which the Board of Trustees of the District informs the Board of Supervisors in their belief will be sold before the next tax levy, and further provides that said Board of Supervisors shall levy a tax sufficient to pay the principal and interest so estimated; and

WHEREAS, this Board deems it necessary and desirable to issue a series of the District's bonds during fiscal year 2022-23, as authorized by the Education Code, and that the County levy a tax for payment on debt service estimated to come due on such bonds during Fiscal Year 2022-23.

NOW, THEREFORE, BE IT RESOLVED BY THE GOVERNING BOARD OF CABRILLO UNIFIED SCHOOL DISTRICT:

Section 1. **Recitals.** All of the above recitals are true and correct.

Section 2. **Estimate of Tax Levy.** The Superintendent or the Chief Business Officer of the District or such other officer of the District as either authorized officer may designate (each, an "Authorized District Representative"), are hereby authorized and directed to prepare an estimate of all payments of principal and interest which shall become due on a series of bonds of the District expected to be sold prior to the calculation of the tax levy for fiscal year 2022-23 and to cause the debt service schedule so prepared to be provided to the officers of the County responsible for preparing the tax levy for bonds of the District and for levying said tax. The District anticipates issuing bonds during fiscal year 2022-23 in the approximate principal amount of not to exceed $23 million as authorized by Measure S on June 5, 2012.

Section 3. **Request to County to Levy Tax.** The Board of Supervisors of the County is hereby requested, in accordance with Education Code Section 15252-15254, to adopt a tax rate for bonds of the District expected to be sold during fiscal year 2022-23, based upon the estimated debt service schedule prepared by an Authorized District Official, and to levy a tax in Fiscal Year 2022-23 on all taxable property in the District sufficient to pay said estimated debt service. The proceeds of

such tax shall be deposited into the debt service fund of the District established pursuant to the Education Code for bonds of the District.

Section 4. **Application of Tax Proceeds.** In the event that the bonds of the District described hereunder are not sold, or sold in such amount and on such terms that the proceeds of the tax requested in Section 3 hereof, or any portion thereof, are not required for payment of debt service due on the bonds, or payment of other outstanding bonds of the District payable from the debt service fund of the District, this Board hereby requests that the Controller-Treasurer, or other appropriate official of the County, cause the remaining proceeds of the tax to be held in the debt service fund and applied to debt service on outstanding bonds of the District coming due in fiscal year 2022-23.

Section 5. **Filing of Resolution.** The Clerk of this Board is hereby authorized and directed to file forthwith a certified copy of this Resolution with the Clerk of the Board of Supervisors of the County, and to cause copies of this Resolution to be delivered to the Controller-Treasurer and the Tax Collector of the County.

Section 6. **Further Authorization.** The President and Clerk of this Board or any Authorized District Representative, shall be and they are hereby authorized and directed to take such additional actions consistent with the intent of this Resolution in connection with the sale of the bonds of the District, which any of them deem necessary and desirable to accomplish the purpose hereof.

Section 7. **Effective Date.** This resolution shall take effect from and after its adoption.

[Remainder of page left blank]

PASSED and ADOPTED by the Cabrillo Unified School District Governing Board, Half Moon Bay, County of San Mateo, California on the 12th day of May, 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:

_____
Mary Beth Alexander
President of the Governing Board
Cabrillo Unified School District

Attest by:

_____
Sophia Layne
Clerk of the Governing Board
Cabrillo Unified School District

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: May 12, 2022
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
Bianca Forrester, M.A. Ed., Director of Personnel and Pupil Services
CATEGORY: Action
ITEM TITLE: Approval of Outstanding Bargaining Provision Agreed Upon by Cabrillo Unified School District and Cabrillo Unified Teachers' Association

BACKGROUND INFORMATION

On April 27, 2022, the Cabrillo Unified School District (CUSD) and the Cabrillo Unified Teachers' Association (CUTA) agreed to reopening negotiations for Articles 2 (Compensation) and 3 (Health and Welfare Benefits) and up to 2 additional articles selected by each party. The agreement will be effective July 1, 2021 and continue in full force and effect through June 30, 2024. Further details are included in the attached TA.

FISCAL ANALYSIS

Financial impact is included in the budget.

RECOMMENDATION

Approve the Final Outstanding Bargaining Provisions Agreed Upon by Cabrillo Unified School District and Cabrillo Unified Teachers' Association.

ARTICLE 23: DURATION AND REOPENERS

23.1 Duration

This Agreement shall be effective July 1, 2021 and shall continue in full force and effect through and including until June 30, 2024.

23.2 Reopeners

23.2.1 For the second (2022-2023) and third (2023-2024) years of this Agreement, reopener negotiations shall occur on Articles 2 and 3 (Compensation and Health and Welfare Benefits, respectively) and up to two (2) additional articles selected by each party.

23.2.2 The District and CUTA will negotiate the calendar annually or with any other frequency mutually agreed to.

23.2.3 Notwithstanding any provision of this Agreement, the parties may mutually agree to reopen negotiations at any time on any matter covered by this Agreement.

23.2.4 On or before March 1, 2024, the parties shall submit initial proposals for a successor negotiated agreement to begin in 2024-2025.

Dated: 4/27/22

For the District:

Dated: 4/27/2022

For the Association:

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MEMORANDUM

MEETING DATE: May 12, 2022
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
Jennifer Marsh, Interim Chief Business Official
CATEGORY: Action
ITEM TITLE: Approval of AB 1200 for CSEA, CUTA, and Unrepresented Staff

BACKGROUND INFORMATION

The Cabrillo Unified School District's AB 1200 for CUTA consists of a schedule salary increase of $5,000 per cell of the schedule, retroactive to July 1, 2021. This is equivalent to a 5.29% salary increase. The negotiated salary increase also includes a one-time off-schedule payment of $2,000 per full time equivalent (FTE) unit member for the 2021-22 school year. This is a 3-year agreement for 2021-22, 2022-23 and 2023-24. For the second and third years, reopener negotiations shall occur on Article 2 and 3 (compensation and health and welfare benefits, respectively) and up to 2 additional articles selected by each party.

The Cabrillo Unified School District's AB 1200 for CSEA 486 consists of a one-time off-schedule payment of $2,000 per full time equivalent (FTE) for the 2021-22 school year. This is a 3-year agreement for 2021-22, 2022-23 and 2023-24. For the second and third years, reopener negotiations shall occur on Article VI- Salary and Article VIII- Health and Welfare Benefits and such other number of articles to be agreed upon by the parties prior to the conclusion of these successor negotiations. Also, the negotiated salary increases also included an on-schedule salary increase of 5.29%, retroactive to July 1, 2021, in alignment with the negotiated salary increase with CUTA.

The Cabrillo Unified School District's AB 1200 for Management & Confidential (unrepresented employees) consists of the same terms as the agreements with CSEA 486 and CUTA, which represents a 5.29% increase on the salary schedule, retroactive to July 1, 2021, with a one-time off-schedule bonus of $2,000 per FTE.

FISCAL ANALYSIS

The fiscal impact to the general fund will be $2,192,850.

RECOMMENDATION

Approval of salary increases as presented.

SAN MATEO COUNTY
PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), AB 2756 (Statutes of 2004), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: **Cabrillo Unified School District**

Name of Bargaining Unit: **CA School Employees Association (CSEA) Cabrillo Chapter**

Certificated, Classified, Other: **Classified**

The proposed agreement covers the period beginning: **July 1, 2021** (date) and ending: **June 30, 2024** (date)

The Governing Board will act upon this agreement at its meeting on: **5/12/2022** (date)

(Note: This form, along with a copy of the proposed agreement, must be submitted to the county office at least ten (10) working days prior to the date the governing board will take action.)

A. Proposed Change in Compensation

	Compensation	Annual Cost Prior to Proposed Agreement FY 21 - 22	Fiscal Impact of Proposed Agreement		
			Year 1 FY 21 - 22	Year 2 FY ____ - ____	Year 3 FY ____ - ____
1	**Salary Schedule** Increase (Decrease)	$ 5,336,888	$ 282,396	$ -	$ -
			5.2914%		
2	**Step and Column -** Increase (Decrease) Due to movement plus any changes due to settlement	$ -	$ -	$ -	$ -
			%	%	%
3	**Other Compensation -** Increase (Decrease)	$ -	$ 236,850	$ -	$ -
			%		
	Description of other compensation:		Off schedule bonus up to $2K per FTE		
4	**Statutory Benefits -** STRS, PERS, FICA, WC, UI, Medicate etc.	$ 1,764,375	$ 171,663	$ -	$ -
			9.7294%		
5	**Health/Welfare Plans:**	$ -	$ -	$ -	$ -
			%	%	%
	Description of health & welfare plans:				
6	**Total Compensation -** Increase (Decrease) (Total Lines 1-5)	$ 7,101,263	$ 690,909	$ -	$ -
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	118.43			
8	**Total Compensation Average Cost per Employee**	59,964.22	5,834.15	0	0
			9.73%		

9. Please provide summary of negotiated agreement. For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

Tentative agreement was for an on schedule increase of 5% for FY 21/22, retroactive to July 1, 2021; however, the agreement includes a provision that CSEA members shall be entitled to the same compensation percentage increase that any other bargaining unit receives for FY 2021-22, in the event said increase exceeds 5%. The CUTA bargaining group tentative agreement is for 5.29%. Also includes $2K per FTE off schedule bonus.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

NO

11. Does this bargaining unit have any recipients of life time benefits? If so, please indicate number of FTEs and health & welfare amounts.

NO

12. A. Does this bargaining unit have a negotiated cap for Health and Welfare benef Yes ☐ No ☒ X
If yes, please describe the cap amount.

B. Describe any negotiated changes in non-compensation items (i.e., class size adjustments, staff developme days, teacher prep time, classified staffing ratios, etc.)

N/A

Does the negotiated changes in non-compensation items impact the TK-3rd grade average class size requirements for Grade Span Adjustment (GSA) Yes ☐ No ☒ X
If yes, please describe the affects and if there's an alternative agreement for the TK-3rd grade average class size in the contract.

C. Are reduction to budget or program necessary to accommodate the settlement?
Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

N/A

D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

Duration of this agreement is from July 1, 2021 - June 30, 2024 with reopeners for the 2nd & 3rd years for Article VI "Salary" and Article VIII "Health & Welfare Benefits" and number of other articles to be agreed upon by Parties

E. Will this agreement create, increase or decrease deficit spending in the current or subsequent year(s)? "Deficit Spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Deficit spending will increase from the 2nd Interim budget; however, 2nd Interim assumed an annual 2% property tax growth that has been revised to 4% based on historical trends and the result allows deficit spending to decrease year over year ane eventually become a surplus.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

G. Source of Funding for Proposed Agreement

1. Current Year

LCFF and other general revenues

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e. LCFF, COLA, property taxes, staffing reductions, staffing ratio changes, one-time sources, etc.?

LCFF and other general revenues with assumed 4% annual property tax growth

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: **CA School Employees Association (CSEA) Cabrillo Chapter 485**

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 3/10/22)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ 30,313,331	$ -	$ 925,654	$ 31,238,985
Remaining Revenues (8100-8799)	$ 776,785	$ -	$ -	$ 776,785
TOTAL REVENUES	$ 31,090,116	$ -	$ 925,654	$ 32,015,770
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 12,028,150	$ -	$ 868,703	$ 12,896,853
Classified Salaries (2000-2999)	$ 2,996,289	$ 242,756	$ 40,504	$ 3,279,549
Employee Benefits (3000-3999)	$ 5,859,820	$ 80,255	$ 194,689	$ 6,134,764
Books and Supplies (4000-4999)	$ 416,193	$ -	$ -	$ 416,193
Services, Other Operating Expenses (5000-5999)	$ 2,486,864	$ -	$ -	$ 2,486,864
Capital Outlay (6000-6599)	$ -	$ -	$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ 70,047	$ -	$ -	$ 70,047
Direct Support/Indirect Cost (7300-7399)	$ -	$ -	$ -	$ -
Other Adjustments				
TOTAL EXPENDITURES	$ 23,857,363	$ 323,011	$ 1,103,896	$ 25,284,270
OPERATING SURPLUS (DEFICIT)	$ 7,232,753	$ (323,011)	$ (178,242)	$ 6,731,500
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 300,000	$ -	$ -	$ 300,000
CONTRIBUTIONS (8980-8999)	$ (7,625,153)	$ -	$ (765,943)	$ (8,391,096)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (692,400)	$ (323,011)	$ (944,185)	$ (1,959,596)
BEGINNING BALANCE	$ 6,731,962			$ 6,731,962
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	$ 6,039,562	$ (323,011)	$ (944,185)	$ 4,772,366
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	$ 45,000	$ -	$ -	$ 45,000
Restricted (9730-9749)	$ -	$ -	$ -	$ -
Committed (9750-9769)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Assigned (9770-9788)	$ -	$ -	$ -	$ -
Unassigned (9789-9790)	$ 5,994,562	$ (323,011)	$ (944,185)	$ 4,727,366

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: **CA School Employees Association (CSEA) Cabrillo Chapter 485**

	Column 1 Latest Board-Approved Budget Before Settlement (As of 3/10/22)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ 2,008,305	$ -	$ -	$ 2,008,305
Remaining Revenues (8100-8799)	$ 10,255,106	$ -	$ -	$ 10,255,106
TOTAL REVENUES	$ 12,263,411	$ -	$ -	$ 12,263,411
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 3,696,365	$ -	$ 304,624	$ 4,000,989
Classified Salaries (2000-2999)	$ 3,602,579	$ 276,490	$ 22,430	$ 3,901,499
Employee Benefits (3000-3999)	$ 4,547,368	$ 91,408	$ 70,991	$ 4,709,767
Books and Supplies (4000-4999)	$ 3,889,674	$ -	$ -	$ 3,889,674
Services, Other Operating Expenses (5000-5999)	$ 3,748,726	$ -	$ -	$ 3,748,726
Capital Outlay (6000-6599)	$ 171,012	$ -	$ -	$ 171,012
Other Outgo (7100-7299) (7400-7499)	$ 315,283	$ -	$ -	$ 315,283
Direct Support/Indirect Cost (7300-7399)	$ -	$ -	$ -	$ -
Other Adjustments				
TOTAL EXPENDITURES	$ 19,971,007	$ 367,898	$ 398,045	$ 20,736,950
OPERATING SURPLUS (DEFICIT)	$ (7,707,596)	$ (367,898)	$ (398,045)	$ (8,473,539)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ -	$ -	$ -	$ -
CONTRIBUTIONS (8980-8999)	$ 7,625,153	$ -	$ 765,943	$ 8,391,096
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (82,443)	$ (367,898)	$ 367,898	$ (82,443)
BEGINNING BALANCE	$ 2,314,768			$ 2,314,768
Prior-Year Adjustments/Restatements (9793/9795)	$ (882,533)			$ (882,533)
CURRENT-YEAR ENDING BALANCE	$ 1,349,792	$ (367,898)	$ 367,898	$ 1,349,792
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	$ -	$ -	$ -	$ -
Restricted (9730-9749)	$ 1,349,792	$ -	$ -	$ 1,349,792
Committed (9750-9769)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Assigned (9770-9788)	$ -	$ -	$ -	$ -
Unassigned (9789-9790)	$ -	$ (367,898)	$ 367,898	$ -

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: **CA School Employees Association (CSEA) Cabrillo Chapter 485**

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 3/10/22)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ 32,321,636	$ -	$ 925,654	$ 33,247,290
Remaining Revenues (8100-8799)	$ 11,031,891	$ -	$ -	$ 11,031,891
TOTAL REVENUES	$ 43,353,527	$ -	$ 925,654	$ 44,279,181
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 15,724,515	$ -	$ 1,173,327	$ 16,897,842
Classified Salaries (2000-2999)	$ 6,598,868	$ 519,246	$ 62,934	$ 7,181,048
Employee Benefits (3000-3999)	$ 10,407,188	$ 171,663	$ 265,680	$ 10,844,531
Books and Supplies (4000-4999)	$ 4,305,867	$ -	$ -	$ 4,305,867
Services, Other Operating Expenses (5000-5999)	$ 6,235,590	$ -	$ -	$ 6,235,590
Capital Outlay (6000-6599)	$ 171,012	$ -	$ -	$ 171,012
Other Outgo (7100-7299) (7400-7499)	$ 385,330	$ -	$ -	$ 385,330
Direct Support/Indirect Cost (7300-7399)	$ -	$ -	$ -	$ -
Other Adjustments				
TOTAL EXPENDITURES	$ 43,828,370	$ 690,909	$ 1,501,941	$ 46,021,220
OPERATING SURPLUS (DEFICIT)	$ (474,843)	$ (690,909)	$ (576,287)	$ (1,742,039)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 300,000	$ -	$ -	$ 300,000
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (774,843)	$ * (690,909)	$ (576,287)	$ (2,042,039)
BEGINNING BALANCE	$ 9,046,730			$ 9,046,730
Prior-Year Adjustments/Restatements (9793/9795)	$ (882,533)			$ (882,533)
CURRENT-YEAR ENDING BALANCE	$ 7,389,354	$ (690,909)	$ (576,287)	$ 6,122,158
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	$ 45,000	$ -	$ -	$ 45,000
Restricted (9730-9749)	$ 1,349,792	$ -	$ -	$ 1,349,792
Committed (9750-9769)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Assigned (9770-9788)	$ -	$ -	$ -	$ -
Unassigned (9789-9790)	$ 5,994,562	$ (690,909)	$ (576,287)	$ 4,727,366

*** If the total amount of the Adjustment in Col. 2 does not agree with the amount of the Total Compensation Increase (Decrease) in Section A, Line 6, Page 1, explain the variance below:** _____

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT FISCAL YEARS

Multiyear Projection - Combined General Fund

Enter Bargaining Unit: **CA School Employees Association (CSEA) Cabrillo Chapter 485**

	FY 21 - 22 Total Current Budget After Settlement	FY 22 - 23 First Subsequent Year After Settlement	FY 23 - 24 Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	$ 33,247,290	$ 34,368,827	$ 35,598,575
Remaining Revenues (8100-8799)	$ 11,031,891	$ 6,669,378	$ 6,648,402
TOTAL REVENUES	$ 44,279,181	$ 41,038,205	$ 42,246,977
EXPENDITURES			
Certificated Salaries (1000-1999)	$ 16,897,842	$ 16,775,211	$ 16,981,156
Classified Salaries (2000-2999)	$ 7,181,048	$ 6,827,989	$ 6,964,548
Employee Benefits (3000-3999)	$ 10,844,531	$ 11,316,628	$ 11,494,399
Books and Supplies (4000-4999)	$ 4,305,867	$ 1,049,449	$ 1,049,449
Services, Other Operating Expenses (5000-5999)	$ 6,235,590	$ 5,275,031	$ 5,275,031
Capital Outlay (6000-6999)	$ 171,012	$ 146,012	$ 146,012
Other Outgo (7100-7299) (7400-7499)	$ 385,330	$ 385,330	$ 385,330
Direct Support/Indirect Cost (7300-7399)	$ -	$ -	$ -
Other Adjustments		$ -	$ -
TOTAL EXPENDITURES	$ 46,021,220	$ 41,775,650	$ 42,295,925
OPERATING SURPLUS (DEFICIT)	$ (1,742,039)	$ (737,445)	$ (48,948)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 300,000	$ 300,000	$ 300,000
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (2,042,039)	$ (1,037,445)	$ (348,948)
BEGINNING BALANCE	$ 9,046,730	$ 6,122,158	$ 5,084,713
CURRENT-YEAR ENDING BALANCE	$ 6,122,158	$ 5,084,713	$ 4,735,765
COMPONENTS OF ENDING BALANCE:			
Nonspendable (9711-9719)	$ 45,000	$ 45,000	$ 45,000
Restricted (9730-9749)	$ 1,349,792	$ 1,496,042	$ 1,784,576
Committed (9750-9769)	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -
Assigned (9770-9788)	$ -	$ -	$ -
Unassigned (9789-9790)	$ 4,727,366	$ 3,543,671	$ 2,906,189

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		FY 21 - 22	FY 22 - 23	FY 23 - 24
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 46,321,220	$ 42,075,650	$ 42,595,925
b.	State Standard Minimum Reserve Percentage for this District: **(enter percentage)**:	3.00%	3.00%	3.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. OR $50,000	$ 1,389,637	$ 1,262,270	$ 1,277,878

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund (Fund 01) Stabilization Arrangements, % Unassigned Fund Balance (includes Reserve for Economic Uncertainties)	$ 4,727,366	$ 3,543,671	$ 2,906,189
b.	Special Reserve Fund (Fund 17) Unassigned Fund Balance	$ 75,300	$ 75,300	$ 75,300
c.	Total Available Reserves	$ 4,802,666	$ 3,618,971	$ 2,981,489
d.	Reserve for Economic Uncertainties Percentage	10.37%	8.60%	7.00%

3. Do unrestricted reserves meet the state minimum reserve amount?

FY 21 - 22	Yes	X	No	
FY 22 - 23	Yes	X	No	
FY 23 - 24	Yes	X	No	

4. If no, how do you plan to restore your reserves? Provide comments/explanations below:

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

(The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.)

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and the Chief Business Officer of Cabrillo Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the CA School Employees Association (CSEA) Cabrillo Chapter 485 (Bargaining Uni during the term of the agreement from 7/1/2021 to 6/30/2024.

District Superintendent (Signature Over Printed Name)	**Date**
Chief Business Officer (Signature Over Printed Name)	**Date**

L. CERTIFICATION NO. 2

(The disclosure document must be signed by the district Superintendent or designee and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.)

The information provided in this document summarizes the financial implications of the proposed agreement and submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (Signature Over Printed Name)	**Date**
Contact Person	Phone
President or Clerk of the Governing Board (Signature Over Printed Name)	**Date**

SAN MATEO COUNTY
PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), AB 2756 (Statutes of 2004), GC 3547.5, and CCR, Title V, Section 15449

Name of School District:	**Cabrillo Unified School District**
Name of Bargaining Unit:	**Cabrillo Unified Teachers Association (CUTA)**
Certificated, Classified, Other:	**Certificated**

The proposed agreement covers the period beginning: **July 1, 2021** (date) and ending: **June 30, 2024** (date)

The Governing Board will act upon this agreement at its meeting on: **5/12/2022** (date)

(Note: This form, along with a copy of the proposed agreement, must be submitted to the county office at least ten (10) working days prior to the date the governing board will take action.)

A. Proposed Change in Compensation

	Compensation	Annual Cost Prior to Proposed Agreement FY 21 - 22	Fiscal Impact of Proposed Agreement Year 1 FY 21 - 22	Year 2 FY ____ - ____	Year 3 FY ____ - ____
1	**Salary Schedule** Increase (Decrease)	$ 13,494,857	$ 714,000	$ -	$ -
			5.2909%		
2	**Step and Column -** Increase (Decrease) Due to movement plus any changes due to settlement	$ -	$ -	$ -	$ -
			%	%	%
3	**Other Compensation -** Increase (Decrease)	$ -	$ 285,600	$ -	$ -
			%		
	Description of other compensation:		Off schedule bonus up to $2K per FTE		
4	**Statutory Benefits -** STRS, PERS, FICA, WC, UI, Medicate etc.	$ 2,816,377	$ 208,617	$ -	$ -
			7.4073%		
5	**Health/Welfare Plans:**	$ -	$ -	$ -	$ -
			%	%	%
	Description of health & welfare plans:				
6	**Total Compensation -** Increase (Decrease) (Total Lines 1-5)	$ 16,311,234	$ 1,208,217	$ -	$ -
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	142.80			
8	**Total Compensation Average Cost per Employee**	114,224.33	8,460.90	0	0
			7.41%		

9. Please provide summary of negotiated agreement. For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

Tentative agreement is for an on schedule increase of $5,000 per FTE for FY 21/22, retroactive to July 1, 2021 which equates to a 5.29% increase across the board. This is accomplished by increasing each step of the salary schedule by $5,000. Also includes $2K per FTE off schedule bonus.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

NO

11. Does this bargaining unit have any recipients of life time benefits? If so, please indicate number of FTEs and health & welfare amounts.

NO

12. A. Does this bargaining unit have a negotiated cap for Health and Welfare benef Yes [ ] No [X]
If yes, please describe the cap amount.

B. Describe any negotiated changes in non-compensation items (i.e., class size adjustments, staff developme days, teacher prep time, classified staffing ratios, etc.)

N/A

Does the negotiated changes in non-compensation items impact the TK-3rd grade average class size requirements for Grade Span Adjustment (GSA) Yes [ ] No [X]
If yes, please describe the affects and if there's an alternative agreement for the TK-3rd grade average class size in the contract.

C. Are reduction to budget or program necessary to accommodate the settlement?
Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

N/A

D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

Duration of this agreement is from July 1, 2021 - June 30, 2024 with reopeners for the 2nd & 3rd years for Article 2 & 3 (compensation & health/welfare benefits, respectively) and up to 2 additional articles selected by each party

E. Will this agreement create, increase or decrease deficit spending in the current or subsequent year(s)? "Deficit Spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Deficit spending will increase from the 2nd Interim budget; however, 2nd Interim assumed an annual 2% property tax growth that has been revised to 4% based on historical trends and the result allows deficit spending to decrease year over year ane eventually become a surplus.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

G. Source of Funding for Proposed Agreement

1. Current Year

LCFF and other general revenues

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e. LCFF, COLA, property taxes, staffing reductions, staffing ratio changes, one-time sources, etc.?

LCFF and other general revenues with assumed 4% annual property tax growth

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: **Cabrillo Unified Teachers Association (CUTA)**

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 3/10/22)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ 30,313,331	$ -	$ 925,654	$ 31,238,985
Remaining Revenues (8100-8799)	$ 776,785	$ -	$ -	$ 776,785
TOTAL REVENUES	$ 31,090,116	$ -	$ 925,654	$ 32,015,770
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 12,028,150	$ 752,500	$ 116,203	$ 12,896,853
Classified Salaries (2000-2999)	$ 2,996,289	$ -	$ 283,260	$ 3,279,549
Employee Benefits (3000-3999)	$ 5,859,820	$ 157,047	$ 117,897	$ 6,134,764
Books and Supplies (4000-4999)	$ 416,193	$ -	$ -	$ 416,193
Services, Other Operating Expenses (5000-5999)	$ 2,486,864	$ -	$ -	$ 2,486,864
Capital Outlay (6000-6599)	$ -	$ -	$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ 70,047	$ -	$ -	$ 70,047
Direct Support/Indirect Cost (7300-7399)	$ -	$ -	$ -	$ -
Other Adjustments				
TOTAL EXPENDITURES	$ 23,857,363	$ 909,547	$ 517,360	$ 25,284,270
OPERATING SURPLUS (DEFICIT)	$ 7,232,753	$ (909,547)	$ 408,294	$ 6,731,500
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 300,000	$ -	$ -	$ 300,000
CONTRIBUTIONS (8980-8999)	$ (7,625,153)	$ -	$ (765,943)	$ (8,391,096)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (692,400)	$ (909,547)	$ (357,649)	$ (1,959,596)
BEGINNING BALANCE	$ 6,731,962			$ 6,731,962
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	$ 6,039,562	$ (909,547)	$ (357,649)	$ 4,772,366
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	$ 45,000	$ -	$ -	$ 45,000
Restricted (9730-9749)	$ -	$ -	$ -	$ -
Committed (9750-9769)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Assigned (9770-9788)	$ -	$ -	$ -	$ -
Unassigned (9789-9790)	$ 5,994,562	$ (909,547)	$ (357,649)	$ 4,727,366

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: **Cabrillo Unified Teachers Association (CUTA)**

	Column 1 Latest Board-Approved Budget Before Settlement (As of 3/10/22)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ 2,008,305	$ -	$ -	$ 2,008,305
Remaining Revenues (8100-8799)	$ 10,255,106	$ -	$ -	$ 10,255,106
TOTAL REVENUES	$ 12,263,411	$ -	$ -	$ 12,263,411
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 3,696,365	$ 247,100	$ 57,524	$ 4,000,989
Classified Salaries (2000-2999)	$ 3,602,579	$ -	$ 298,920	$ 3,901,499
Employee Benefits (3000-3999)	$ 4,547,368	$ 51,570	$ 110,829	$ 4,709,767
Books and Supplies (4000-4999)	$ 3,889,674	$ -	$ -	$ 3,889,674
Services, Other Operating Expenses (5000-5999)	$ 3,748,726	$ -	$ -	$ 3,748,726
Capital Outlay (6000-6599)	$ 171,012	$ -	$ -	$ 171,012
Other Outgo (7100-7299) (7400-7499)	$ 315,283	$ -	$ -	$ 315,283
Direct Support/Indirect Cost (7300-7399)	$ -	$ -	$ -	$ -
Other Adjustments				
TOTAL EXPENDITURES	$ 19,971,007	$ 298,670	$ 467,273	$ 20,736,950
OPERATING SURPLUS (DEFICIT)	$ (7,707,596)	$ (298,670)	$ (467,273)	$ (8,473,539)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ -	$ -	$ -	$ -
CONTRIBUTIONS (8980-8999)	$ 7,625,153	$ -	$ 765,943	$ 8,391,096
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (82,443)	$ (298,670)	$ 298,670	$ (82,443)
BEGINNING BALANCE	$ 2,314,768			$ 2,314,768
Prior-Year Adjustments/Restatements (9793/9795)	$ (882,533)			$ (882,533)
CURRENT-YEAR ENDING BALANCE	$ 1,349,792	$ (298,670)	$ 298,670	$ 1,349,792
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	$ -	$ -	$ -	$ -
Restricted (9730-9749)	$ 1,349,792	$ -	$ -	$ 1,349,792
Committed (9750-9769)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Assigned (9770-9788)	$ -	$ -	$ -	$ -
Unassigned (9789-9790)	$ -	$ (298,670)	$ 298,670	$ -

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: **Cabrillo Unified Teachers Association (CUTA)**

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 3/10/22)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ 32,321,636	$ -	$ 925,654	$ 33,247,290
Remaining Revenues (8100-8799)	$ 11,031,891	$ -	$ -	$ 11,031,891
TOTAL REVENUES	$ 43,353,527	$ -	$ 925,654	$ 44,279,181
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 15,724,515	$ 999,600	$ 173,727	$ 16,897,842
Classified Salaries (2000-2999)	$ 6,598,868	$ -	$ 582,180	$ 7,181,048
Employee Benefits (3000-3999)	$ 10,407,188	$ 208,617	$ 228,726	$ 10,844,531
Books and Supplies (4000-4999)	$ 4,305,867	$ -	$ -	$ 4,305,867
Services, Other Operating Expenses (5000-5999)	$ 6,235,590	$ -	$ -	$ 6,235,590
Capital Outlay (6000-6599)	$ 171,012	$ -	$ -	$ 171,012
Other Outgo (7100-7299) (7400-7499)	$ 385,330	$ -	$ -	$ 385,330
Direct Support/Indirect Cost (7300-7399)	$ -	$ -	$ -	$ -
Other Adjustments				
TOTAL EXPENDITURES	$ 43,828,370	$ 1,208,217	$ 984,633	$ 46,021,220
OPERATING SURPLUS (DEFICIT)	$ (474,843)	$ (1,208,217)	$ (58,979)	$ (1,742,039)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 300,000	$ -	$ -	$ 300,000
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (774,843)	* $ (1,208,217)	$ (58,979)	$ (2,042,039)
BEGINNING BALANCE	$ 9,046,730			$ 9,046,730
Prior-Year Adjustments/Restatements (9793/9795)	$ (882,533)			$ (882,533)
CURRENT-YEAR ENDING BALANCE	$ 7,389,354	$ (1,208,217)	$ (58,979)	$ 6,122,158
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	$ 45,000	$ -	$ -	$ 45,000
Restricted (9730-9749)	$ 1,349,792	$ -	$ -	$ 1,349,792
Committed (9750-9769)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Assigned (9770-9788)	$ -	$ -	$ -	$ -
Unassigned (9789-9790)	$ 5,994,562	$ (1,208,217)	$ (58,979)	$ 4,727,366

* **If the total amount of the Adjustment in Col. 2 does not agree with the amount of the Total Compensation Increase (Decrease) in Section A, Line 6, Page 1, explain the variance below:** _____

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT FISCAL YEARS

Multiyear Projection - Combined General Fund

Enter Bargaining Unit: **Cabrillo Unified Teachers Association (CUTA)**

	FY 21 - 22 Total Current Budget After Settlement	FY 22 - 23 First Subsequent Year After Settlement	FY 23 - 24 Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	$ 33,247,290	$ 34,368,827	$ 35,598,575
Remaining Revenues (8100-8799)	$ 11,031,891	$ 6,669,378	$ 6,648,402
TOTAL REVENUES	$ 44,279,181	$ 41,038,205	$ 42,246,977
EXPENDITURES			
Certificated Salaries (1000-1999)	$ 16,897,842	$ 16,775,211	$ 16,981,156
Classified Salaries (2000-2999)	$ 7,181,048	$ 6,827,989	$ 6,964,548
Employee Benefits (3000-3999)	$ 10,844,531	$ 11,316,628	$ 11,494,399
Books and Supplies (4000-4999)	$ 4,305,867	$ 1,049,449	$ 1,049,449
Services, Other Operating Expenses (5000-5999)	$ 6,235,590	$ 5,275,031	$ 5,275,031
Capital Outlay (6000-6999)	$ 171,012	$ 146,012	$ 146,012
Other Outgo (7100-7299) (7400-7499)	$ 385,330	$ 385,330	$ 385,330
Direct Support/Indirect Cost (7300-7399)	$ -	$ -	$ -
Other Adjustments		$ -	$ -
TOTAL EXPENDITURES	$ 46,021,220	$ 41,775,650	$ 42,295,925
OPERATING SURPLUS (DEFICIT)	$ (1,742,039)	$ (737,445)	$ (48,948)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 300,000	$ 300,000	$ 300,000
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (2,042,039)	$ (1,037,445)	$ (348,948)
BEGINNING BALANCE	$ 9,046,730	$ 6,122,158	$ 5,084,713
CURRENT-YEAR ENDING BALANCE	$ 6,122,158	$ 5,084,713	$ 4,735,765
COMPONENTS OF ENDING BALANCE:			
Nonspendable (9711-9719)	$ 45,000	$ 45,000	$ 45,000
Restricted (9730-9749)	$ 1,349,792	$ 1,496,042	$ 1,784,576
Committed (9750-9769)	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -
Assigned (9770-9788)	$ -	$ -	$ -
Unassigned (9789-9790)	$ 4,727,366	$ 3,543,671	$ 2,906,189

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		FY 21 - 22	FY 22 - 23	FY 23 - 24
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 46,321,220	$ 42,075,650	$ 42,595,925
b.	State Standard Minimum Reserve Percentage for this District: **(enter percentage)**:	3.00%	3.00%	3.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. OR $50,000	$ 1,389,637	$ 1,262,270	$ 1,277,878

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund (Fund 01) Stabilization Arrangements, % Unassigned Fund Balance (includes Reserve for Economic Uncertainties)	$ 4,727,366	$ 3,543,671	$ 2,906,189
b.	Special Reserve Fund (Fund 17) Unassigned Fund Balance	$ 75,300	$ 75,300	$ 75,300
c.	Total Available Reserves	$ 4,802,666	$ 3,618,971	$ 2,981,489
d.	Reserve for Economic Uncertainties Percentage	10.37%	8.60%	7.00%

3. Do unrestricted reserves meet the state minimum reserve amount?

FY 21 - 22	Yes	X	No	
FY 22 - 23	Yes	X	No	
FY 23 - 24	Yes	X	No	

4. If no, how do you plan to restore your reserves? Provide comments/explanations below:

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

(The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.)

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and the Chief Business Officer of Cabrillo Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Cabrillo Unified Teachers Association (CUTA) (Bargaining Unit), during the term of the agreement from 7/1/2021 to 6/30/2024.

District Superintendent (Signature Over Printed Name)	**Date**
Chief Business Officer (Signature Over Printed Name)	**Date**

L. CERTIFICATION NO. 2

(The disclosure document must be signed by the district Superintendent or designee and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.)

The information provided in this document summarizes the financial implications of the proposed agreement and submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (Signature Over Printed Name)	**Date**
Contact Person	Phone
President or Clerk of the Governing Board (Signature Over Printed Name)	**Date**

SAN MATEO COUNTY
PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

in Accordance with AB 1200 (Chapter 1213/1991), AB 2756 (Statutes of 2004), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: **Cabrillo Unified School District**

Name of Bargaining Unit: **Management & Confidential**

Certificated, Classified, Other: **Other Certificated & Classified**

The proposed agreement covers the period beginning: **July 1, 2021** (date) and ending: **June 30, 2024** (date)

The Governing Board will act upon this agreement at its meeting on: **5/12/2022** (date)

(Note: This form, along with a copy of the proposed agreement, must be submitted to the county office at least ten (10) working days prior to the date the governing board will take action.)

A. Proposed Change in Compensation

	Compensation	Annual Cost Prior to Proposed Agreement FY 21 - 22	Fiscal Impact of Proposed Agreement		
			Year 1 FY 21 - 22	Year 2 FY ____ - ____	Year 3 FY ____ - ____
1	**Salary Schedule** Increase (Decrease)	$ 3,427,079	$ 181,311	$ -	$ -
			5.2905%		
2	**Step and Column -** Increase (Decrease) Due to movement plus any changes due to settlement	$ -	$ -	$ -	$ -
			%	%	%
3	**Other Compensation -** Increase (Decrease)	$ -	$ 55,350	$ -	$ -
			%		
	Description of other compensation:		Off schedule bonus up to $2K per FTE		
4	**Statutory Benefits -** STRS, PERS, FICA, WC, UI, Medicate etc.	$ 820,258	$ 57,063	$ -	$ -
			6.9567%		
5	**Health/Welfare Plans:**	$ -	$ -	$ -	$ -
			%	%	%
	Description of health & welfare plans:				
6	**Total Compensation -** Increase (Decrease) (Total Lines 1-5)	$ 4,247,337	$ 293,724	$ -	$ -
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	27.68			
8	**Total Compensation Average Cost per Employee**	153,471.99	10,613.33	0	0
			6.92%		

9. Please provide summary of negotiated agreement. For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

Tentative agreement follows the agreement of the CUTA which is 5.29%. Also includes $2K per FTE off schedule bonus.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

NO

11. Does this bargaining unit have any recipients of life time benefits? If so, please indicate number of FTEs and health & welfare amounts.

NO

12. A. Does this bargaining unit have a negotiated cap for Health and Welfare benef Yes [ ] No [X]
If yes, please describe the cap amount.

B. Describe any negotiated changes in non-compensation items (i.e., class size adjustments, staff developme days, teacher prep time, classified staffing ratios, etc.)

N/A

Does the negotiated changes in non-compensation items impact the TK-3rd grade average class size requirements for Grade Span Adjustment (GSA) Yes [ ] No [X]
If yes, please describe the affects and if there's an alternative agreement for the TK-3rd grade average class size in the contract.

C. Are reduction to budget or program necessary to accommodate the settlement?
Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

N/A

D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

Following the CUTA & CSEA agreements, the duration of this agreement is from July 1, 2021 - June 30, 2024 with reopeners for the 2nd & 3rd years for compensation & health/welfare benefits

E. Will this agreement create, increase or decrease deficit spending in the current or subsequent year(s)? "Deficit Spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

Deficit spending will increase from the 2nd Interim budget; however, 2nd Interim assumed an annual 2% property tax growth that has been revised to 4% based on historical trends and the result allows deficit spending to decrease year over year ane eventually become a surplus.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

G. Source of Funding for Proposed Agreement

1. Current Year

LCFF and other general revenues

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e. LCFF, COLA, property taxes, staffing reductions, staffing ratio changes, one-time sources, etc.?

LCFF and other general revenues with assumed 4% annual property tax growth

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: **Management & Confidential**

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 3/10/22)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ 30,313,331	$ -	$ 925,654	$ 31,238,985
Remaining Revenues (8100-8799)	$ 776,785	$ -	$ -	$ 776,785
TOTAL REVENUES	$ 31,090,116	$ -	$ 925,654	$ 32,015,770
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 12,028,150	$ 116,203	$ 752,500	$ 12,896,853
Classified Salaries (2000-2999)	$ 2,996,289	$ 40,504	$ 242,756	$ 3,279,549
Employee Benefits (3000-3999)	$ 5,859,820	$ 37,642	$ 237,302	$ 6,134,764
Books and Supplies (4000-4999)	$ 416,193	$ -	$ -	$ 416,193
Services, Other Operating Expenses (5000-5999)	$ 2,486,864	$ -	$ -	$ 2,486,864
Capital Outlay (6000-6599)	$ -	$ -	$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ 70,047	$ -	$ -	$ 70,047
Direct Support/Indirect Cost (7300-7399)	$ -	$ -	$ -	$ -
Other Adjustments				
TOTAL EXPENDITURES	$ 23,857,363	$ 194,349	$ 1,232,558	$ 25,284,270
OPERATING SURPLUS (DEFICIT)	$ 7,232,753	$ (194,349)	$ (306,904)	$ 6,731,500
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 300,000	$ -	$ -	$ 300,000
CONTRIBUTIONS (8980-8999)	$ (7,625,153)	$ -	$ (765,943)	$ (8,391,096)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (692,400)	$ (194,349)	$ (1,072,847)	$ (1,959,596)
BEGINNING BALANCE	$ 6,731,962			$ 6,731,962
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	$ 6,039,562	$ (194,349)	$ (1,072,847)	$ 4,772,366
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	$ 45,000	$ -	$ -	$ 45,000
Restricted (9730-9749)	$ -	$ -	$ -	$ -
Committed (9750-9769)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Assigned (9770-9788)	$ -	$ -	$ -	$ -
Unassigned (9789-9790)	$ 5,994,562	$ (194,349)	$ (1,072,847)	$ 4,727,366

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: **Management & Confidential**

	Column 1 Latest Board-Approved Budget Before Settlement (As of 3/10/22)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ 2,008,305	$ -	$ -	$ 2,008,305
Remaining Revenues (8100-8799)	$ 10,255,106	$ -	$ -	$ 10,255,106
TOTAL REVENUES	$ 12,263,411	$ -	$ -	$ 12,263,411
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 3,696,365	$ 57,524	$ 247,100	$ 4,000,989
Classified Salaries (2000-2999)	$ 3,602,579	$ 22,430	$ 276,490	$ 3,901,499
Employee Benefits (3000-3999)	$ 4,547,368	$ 19,421	$ 142,978	$ 4,709,767
Books and Supplies (4000-4999)	$ 3,889,674	$ -	$ -	$ 3,889,674
Services, Other Operating Expenses (5000-5999)	$ 3,748,726	$ -	$ -	$ 3,748,726
Capital Outlay (6000-6599)	$ 171,012	$ -	$ -	$ 171,012
Other Outgo (7100-7299) (7400-7499)	$ 315,283	$ -	$ -	$ 315,283
Direct Support/Indirect Cost (7300-7399)	$ -	$ -	$ -	$ -
Other Adjustments				
TOTAL EXPENDITURES	$ 19,971,007	$ 99,375	$ 666,568	$ 20,736,950
OPERATING SURPLUS (DEFICIT)	$ (7,707,596)	$ (99,375)	$ (666,568)	$ (8,473,539)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ -	$ -	$ -	$ -
CONTRIBUTIONS (8980-8999)	$ 7,625,153	$ -	$ 765,943	$ 8,391,096
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (82,443)	$ (99,375)	$ 99,375	$ (82,443)
BEGINNING BALANCE	$ 2,314,768			$ 2,314,768
Prior-Year Adjustments/Restatements (9793/9795)	$ (882,533)			$ (882,533)
CURRENT-YEAR ENDING BALANCE	$ 1,349,792	$ (99,375)	$ 99,375	$ 1,349,792
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	$ -	$ -	$ -	$ -
Restricted (9730-9749)	$ 1,349,792	$ -	$ -	$ 1,349,792
Committed (9750-9769)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Assigned (9770-9788)	$ -	$ -	$ -	$ -
Unassigned (9789-9790)	$ -	$ (99,375)	$ 99,375	$ -

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: **Management & Confidential**

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 3/10/22)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	$ 32,321,636	$ -	$ 925,654	$ 33,247,290
Remaining Revenues (8100-8799)	$ 11,031,891	$ -	$ -	$ 11,031,891
TOTAL REVENUES	$ 43,353,527	$ -	$ 925,654	$ 44,279,181
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 15,724,515	$ 173,727	$ 999,600	$ 16,897,842
Classified Salaries (2000-2999)	$ 6,598,868	$ 62,934	$ 519,246	$ 7,181,048
Employee Benefits (3000-3999)	$ 10,407,188	$ 57,063	$ 380,280	$ 10,844,531
Books and Supplies (4000-4999)	$ 4,305,867	$ -	$ -	$ 4,305,867
Services, Other Operating Expenses (5000-5999)	$ 6,235,590	$ -	$ -	$ 6,235,590
Capital Outlay (6000-6599)	$ 171,012	$ -	$ -	$ 171,012
Other Outgo (7100-7299) (7400-7499)	$ 385,330	$ -	$ -	$ 385,330
Direct Support/Indirect Cost (7300-7399)	$ -	$ -	$ -	$ -
Other Adjustments				
TOTAL EXPENDITURES	$ 43,828,370	$ 293,724	$ 1,899,126	$ 46,021,220
OPERATING SURPLUS (DEFICIT)	$ (474,843)	$ (293,724)	$ (973,472)	$ (1,742,039)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 300,000	$ -	$ -	$ 300,000
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (774,843)	$ * (293,724)	$ (973,472)	$ (2,042,039)
BEGINNING BALANCE	$ 9,046,730			$ 9,046,730
Prior-Year Adjustments/Restatements (9793/9795)	$ (882,533)			$ (882,533)
CURRENT-YEAR ENDING BALANCE	$ 7,389,354	$ (293,724)	$ (973,472)	$ 6,122,158
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	$ 45,000	$ -	$ -	$ 45,000
Restricted (9730-9749)	$ 1,349,792	$ -	$ -	$ 1,349,792
Committed (9750-9769)	$ -	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -	$ -
Assigned (9770-9788)	$ -	$ -	$ -	$ -
Unassigned (9789-9790)	$ 5,994,562	$ (293,724)	$ (973,472)	$ 4,727,366

*** If the total amount of the Adjustment in Col. 2 does not agree with the amount of the Total Compensation Increase (Decrease) in Section A, Line 6, Page 1, explain the variance below:** _____

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT FISCAL YEARS

Multiyear Projection - Combined General Fund

Enter Bargaining Unit: **Management & Confidential**

	FY 21 - 22 Total Current Budget After Settlement	FY 22 - 23 First Subsequent Year After Settlement	FY 23 - 24 Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	$ 33,247,290	$ 34,368,827	$ 35,598,575
Remaining Revenues (8100-8799)	$ 11,031,891	$ 6,669,378	$ 6,648,402
TOTAL REVENUES	$ 44,279,181	$ 41,038,205	$ 42,246,977
EXPENDITURES			
Certificated Salaries (1000-1999)	$ 16,897,842	$ 16,775,211	$ 16,981,156
Classified Salaries (2000-2999)	$ 7,181,048	$ 6,827,989	$ 6,964,548
Employee Benefits (3000-3999)	$ 10,844,531	$ 11,316,628	$ 11,494,399
Books and Supplies (4000-4999)	$ 4,305,867	$ 1,049,449	$ 1,049,449
Services, Other Operating Expenses (5000-5999)	$ 6,235,590	$ 5,275,031	$ 5,275,031
Capital Outlay (6000-6999)	$ 171,012	$ 146,012	$ 146,012
Other Outgo (7100-7299) (7400-7499)	$ 385,330	$ 385,330	$ 385,330
Direct Support/Indirect Cost (7300-7399)	$ -	$ -	$ -
Other Adjustments		$ -	$ -
TOTAL EXPENDITURES	$ 46,021,220	$ 41,775,650	$ 42,295,925
OPERATING SURPLUS (DEFICIT)	$ (1,742,039)	$ (737,445)	$ (48,948)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 300,000	$ 300,000	$ 300,000
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (2,042,039)	$ (1,037,445)	$ (348,948)
BEGINNING BALANCE	$ 9,046,730	$ 6,122,158	$ 5,084,713
CURRENT-YEAR ENDING BALANCE	$ 6,122,158	$ 5,084,713	$ 4,735,765
COMPONENTS OF ENDING BALANCE:			
Nonspendable (9711-9719)	$ 45,000	$ 45,000	$ 45,000
Restricted (9730-9749)	$ 1,349,792	$ 1,496,042	$ 1,784,576
Committed (9750-9769)	$ -	$ -	$ -
Stabilization Arrangements (9750)	$ -	$ -	$ -
Assigned (9770-9788)	$ -	$ -	$ -
Unassigned (9789-9790)	$ 4,727,366	$ 3,543,671	$ 2,906,189

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		FY 21 - 22	FY 22 - 23	FY 23 - 24
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 46,321,220	$ 42,075,650	$ 42,595,925
b.	State Standard Minimum Reserve Percentage for this District: **(enter percentage)**:	3.00%	3.00%	3.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. OR $50,000	$ 1,389,637	$ 1,262,270	$ 1,277,878

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund (Fund 01) Stabilization Arrangements, % Unassigned Fund Balance (includes Reserve for Economic Uncertainties)	$ 4,727,366	$ 3,543,671	$ 2,906,189
b.	Special Reserve Fund (Fund 17) Unassigned Fund Balance	$ 75,300	$ 75,300	$ 75,300
c.	Total Available Reserves	$ 4,802,666	$ 3,618,971	$ 2,981,489
d.	Reserve for Economic Uncertainties Percentage	10.37%	8.60%	7.00%

3. Do unrestricted reserves meet the state minimum reserve amount?

FY 21 - 22	Yes	X	No	
FY 22 - 23	Yes	X	No	
FY 23 - 24	Yes	X	No	

4. If no, how do you plan to restore your reserves? Provide comments/explanations below:

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

(The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.)

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and the Chief Business Officer of Cabrillo Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Management & Confidential (Bargaining Unit), during the term of the agreement from 7/1/2021 to 6/30/2024.

District Superintendent (Signature Over Printed Name)	**Date**
Chief Business Officer (Signature Over Printed Name)	**Date**

L. CERTIFICATION NO. 2

(The disclosure document must be signed by the district Superintendent or designee and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.)

The information provided in this document summarizes the financial implications of the proposed agreement and submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (Signature Over Printed Name)	**Date**
Contact Person	Phone
President or Clerk of the Governing Board (Signature Over Printed Name)	**Date**