Regular Governing Board Meeting

CABRILLO UNIFIED SCHOOL DISTRICT

Public Session • Thursday, January 19, 2023 • 6:00 PM | Closed Session:Right After Public Session

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

Governing Board Meeting Broadcast Live on PacificCoast.TV

In compliance with the Americans with Disabilities Act, 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. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids, or services.

Documents provided to a majority of the Governing Board regarding an open session item on the agenda will be made available for public inspection in the District Office located at 498 Kelly Avenue, Half Moon Bay, California, during normal business hours. In addition, such writings and documents are posted on the District's website, www.cabrillo.k12.ca.us.

PUBLIC COMMENTS GUIDELINES

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. There are two ways in which members of the public may provide comments:

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 at: bit.ly/cusdcomments. Written comments will be accepted from when the agenda is posted 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:

A person wishing to be heard by the Board 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 Board President, please proceed to the podium and comment as briefly as the subject permits.

Individual speakers will be allowed three (3) minutes to address the Board on each agenda or nonagenda item, and the Board will limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances, when necessary to ensure full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint. The Administrative Assistant will keep the time and advise the speaker when there are 30 seconds left and again when the time is up. We ask speakers to keep within the time limits.

- Closed Session Items: may be addressed under Public Comment on Closed Session Topics.
- Nonagenda and Consent Items: may be addressed under Public Comments.
- Agenda Items: may be addressed after the conclusion of the staff presentation on the item.

IMPORTANT BOARD PROTOCOLS REGARDING PUBLIC COMMENTS

The Cabrillo Unified School District 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 Cabrillo Unified School District Governing Board to refer matters raised in this forum to staff for further examination and/or action where appropriate.

All Regular Governing Board meetings are broadcasted live on PacificCoast.TV. If available, video recordings will be uploaded to the CUSD YouTube channel in the next few days following the meeting.

1. OPENING BUSINESS

a. Call Public Session to Order - 6:00 PM - Welcome

b. Roll Call / Quorum

c. 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

Items listed under the Consent Agenda are items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item. The Consent Agenda requires a motion and a second and must be approved by a roll call vote. Each item on the Consent Agenda approved by the Governing Board shall be deemed to have been considered in full and adopted as recommended.

a. Adoption of Proclamation Declaring February 2023 as African American History Month (Consent Agenda)

4.a Board Memo Proclamation African America History Month.pdf (p. 5)

4.a.1 Proclamation African American History Month.pdf (p. 6)

b. Approval of Half Moon Bay High Future Farmers of America Field Trip to Chico, California – February 10-11, 2023 (Consent Agenda)

4.b Board Memo HMBHS FFA to Chico, California 2023.pdf (p. 8)

c. Approval of Ethnic Studies Course and Text Adoption Beginning the 2023-24 School Year (Consent Agenda)

4.c Board Memo Ethnic Studies Course and Text Adoption 2023-24.pdf (p. 9)

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

4.d Board Memo SARC 2023.pdf (p. 11)

4.d.1 2022_School_Accountability_Report_Card_Alvin_S._Hatch_Elementary_School.pdf (p. 12)

4.d.2 2022_School_Accountability_Report_Card_El_Granada_Elementary_School.pdf (p. 36)

4.d.3 2022_School_Accountability_Report_Card_Farallone_View_Elementary_School.pdf (p. 61)

4.d.4 2022_School_Accountability_Report_Card_Kings_Mountain_Elementary_School.pdf (p. 87)

4.d.5 2022_School_Accountability_Report_Card_Manuel_F._Cunha_Intermediate_School.pdf (p. 112)

4.d.6 2022_School_Accountability_Report_Card_Half_Moon_Bay_High_School.pdf (p. 135)

4.d.7 2022_School_Accountability_Report_Card_Pilarcitos_High_School.pdf (p. 166)

e. Approval of Certificated Personnel Report (Consent Agenda)

4.e Board Memo Certificated Personnel Report.pdf (p. 191)

f. Approval of Classified Personnel Report (Consent Agenda)

4.f Board Memo Classified Personnel Report.pdf (p. 192)

g. Approve Increases to Non-Bargaining Unit Salary Schedule (Consent Agenda)

4.g Board Memo Non-Barganing Unit Salary Increases.pdf (p. 193)

4.g.1 New Non-Bargaining Schedule 23-01-19.pdf (p. 194)

h. Approval of Warrant Register Report (Consent Agenda)

4.h Board_Memo_Warrant_Register_January_19_2023.pdf (p. 195)

4.h.1 Warrant_Register_120122-123122.pdf (p. 196)

i. Approve Audit Report for Year Ending June 30, 2022 (Consent Agenda)

4.i Board_Memo_Year_End_Audit_2021_2022.pdf (p. 222)

4.i.1 Audit_Report_2021-22.pdf (p. 223)

j. Approval of Quarterly Report on Williams Uniform Complaints ((Consent Agenda)

4.j Board Memo Williams UCP Report.pdf (p. 318)

4.j.1 2022-23_Williams_UCP_Report_Q2.pdf (p. 319)

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

4.k Board Memo Minutes.pdf (p. 320)

4.k.1 2022-12-13 Regular Board Meeting Minutes.pdf (p. 321)

5. GENERAL BUSINESS

a. Cunha Intermediate School Presentation (Presentation)

5.a Board Memo Cunha School Presentation 2022-23.pdf (p. 326)

5.a.1 Cunha Intermediate School Slide Presentation 2023.pdf (p. 327)

b. Approval of Student Information System Replacement (Action)

5.b Board_Memo_Student_Information_System_Replacement.pdf (p. 349)

5.b.1 Student_Information_System_Slide_Presentation_2023.pdf (p. 350)

6. FUTURE EVENTS

a. February 9 - Regular Board Meeting, Cunha Intermediate School Library Room - 6:00 PM

7. 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:** 230119A
2. **Public Employee Performance Evaluation (Government Code §54957)**
   - **Title:** Superintendent

c. Reconvene to Open Session

1. Closed Session Action Report: If applicable

8. ADJOURNMENT

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: January 19, 2023
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Adoption of Proclamation Declaring February 2023 as African American History Month

BACKGROUND INFORMATION

In 2013, President Obama proclaimed February as National African American History Month. In doing so, he called upon public officials, educators, librarians, and all the people of the United States to observe this month with appropriate programs, ceremonies, and activities.

This year the Cabrillo Unified School District Governing Board once again formally recognizes the countless contributions that African Americans have made and proclaims February 2023 as African American History Month. This annual observance calls our attention to the extraordinary contribution that African Americans have made to the rich cultural history of our nation.

FINANCIAL IMPACT

There is no financial impact to the General Fund by passing this proclamation.

RECOMMENDATION

Adopt the Proclamation Declaring February 2023 as African American History Month.

CABRILLO UNIFIED SCHOOL DISTRICT
HALF MOON BAY, CALIFORNIA

PROCLAMATION

African American History Month
February 2023

WHEREAS, each year during the month of February, the citizens of the United States celebrate African American History Month and the actions, words, and achievements of so many African Americans who have contributed to the success and prosperity of the United States; and

WHEREAS, African Americans have enriched our society through their commitment to promoting fairness, equality, and justice for all; and

WHEREAS, August 2019 marked 400 years since the first arrival of Africans to present-day America, and the United States Congress established the 400 Years of African American History Commission to commemorate the historical heritage and active contributions that Americans of African descent have made to help shape the cultural, academic, social, economic, and moral attributes of this nation; and

WHEREAS, in spite of the African slave trade that created an institution of white supremacy in this nation, Africans and African Americans have nonetheless continued to persevere and move forward in society, fighting for their freedom and also for the freedom of all Americans over time; and

WHEREAS, in 2008, the first African American President of the United States was elected; and

WHEREAS, in 2012, President Barack H. Obama was elected to serve a second term; and

WHEREAS, in 2012, California historically elected the most African Americans to serve in the Legislature, totaling 12 members; and

WHEREAS, 2018 marked the highest number of African American members serving in the United States Congress, totaling 55 members; and

WHEREAS, Africans and African Americans have been great inventors, inventing and improving on innovations such as the air-conditioning unit, almanac, automatic gearshift, blood plasma bag, clothes dryer, doorknob, doorstop, electric lamp bulb, elevator, fire escape ladder, fountain pen, gas mask, golf tee, horseshoe, lantern, lawnmower, lawn sprinkler, lock, lubricating cup, refrigerating apparatus, spark plug, stethoscope, telephone transmitter, thermostat control, traffic signal, and typewriter; and

WHEREAS, African American History Month commemorates and celebrates the many different achievements of African Americans, whether that be in academic pursuits, business, fine arts, political action, and science;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Cabrillo Unified School District that the District takes great pleasure in recognizing February 2023 as African American History Month, urges all Coastside citizens to join in celebrating the accomplishments of African Americans during African American History Month, and encourages the staff and students of CUSD to recognize not only the many different talents of African Americans but also the great achievements, contributions, and sacrifices they have made to help create equity and equality for all.

PASSED AND ADOPTED by the Governing Board of the Cabrillo Unified School District on the 19th day of January 2023, by the following vote:

Mary Beth Alexander:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Lizet Cortes:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Carmen Daniel:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Kimberly Hines:	_____	Aye	_____	No	_____	Abstain	_____	Absent
Sophia Layne:	_____	Aye	_____	No	_____	Abstain	_____	Absent

Certified by:

_____
Carmen Daniel
Clerk to the Governing Board
Cabrillo Unified School District

Attest by:

_____
Sean McPhetridge, Ed.D.
Secretary to the Governing Board
Cabrillo Unified School District

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MEMORANDUM

MEETING DATE: January 19, 2023
TO: Members of the Governing Board
FROM: Bianca Forrester, M.Ed., Director of Personnel and Pupil Services
CATEGORY: Consent/Action
ITEM TITLE: Approval of Half Moon Bay High Future Farmers of America Field Trip to Chico, California – February 10-11, 2023

BACKGROUND INFORMATION

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

Hana Hanson and Gayle Smith, teacher/advisors of the Half Moon Bay High School Future Farmers of America, are requesting that the Governing Board approve a field trip to Chico, California, on February 10 - 11, 2023, to compete in the FFA field day. Approximately 9 students will be chaperoned by two certificated staff members and approximately 1 additional adult. The group will travel from Half Moon Bay to Chico by Agriculture Department vehicles. They will stay at Oxford Inn & Suites in Chico (2035 Business Ln. Chico, CA 95928, (530) 899-9090).

FISCAL ANALYSIS

This field trip is funded by an Agriculture Industrial Grant.

RECOMMENDATION

Approve as submitted.

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MEMORANDUM

MEETING DATE: January 19, 2023
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Jennifer Shuen, Half Moon Bay High School, Assistant Principal
Patrick Olson, Half Moon Bay High School, History Social Science Department Lead
CATEGORY: Consent/Approval
ITEM TITLE: Approval of Ethnic Studies Course and Text Adoption Beginning the 2023-24 School Year

BACKGROUND INFORMATION

Ethnic Studies is a new required one-semester course in Social Studies that districts must have in place for freshmen on or before the 2025-2026 school year. We plan to offer our first Ethnic Studies course beginning the 2023-24 school year. The Ethnic Studies course aims to educate students on the ways in which race, ethnicity, and culture have shaped and continue to shape individuals and society in the United States. By studying the histories of race, ethnicity, nationality, sexuality, and culture, students will learn to cultivate respect and empathy for individuals and groups of people both nationally and locally. This course provides an in-depth study of the contributions of American ethnic groups in the United States, and it is intended for students of all backgrounds and cultures. The intent of the course is to expand students' awareness of the role of ethnic groups in a diverse American society in order to build community and solidarity across various groups and differences.

Mr. Olson, Mr. V, and Mr. Galvin attended a series of Ethnic Studies training workshops that were presented by San Mateo County Office of Education in the Spring of 2021. During the summer of 2021, Mr. Olson and Mr. V researched school districts already teaching Ethnic Studies, including San Mateo Unified School District, Ventura Unified School District, and Mt. Diablo School District, among others. The textbook chosen, *A Different Mirror* by Ronald Takaki, is the standard textbook being used by many districts throughout California.

It was recommended in the workshops that districts be flexible with the curriculum and include lessons based on the ethnic diversity within each particular district. Mr. Olson, with the help of Mr. V, created units and lesson plans with the state model and the ethnic diversity at Half Moon Bay High School in mind. Mr. Olson continued to attend the same series of workshops in the Fall of 2022 (this series will continue through the Spring of 2023) and is collaborating with educators and administrators from other school districts in these monthly remote workshops. Mr. Olson is also working closely with Mrs. Shuen and fine tuning the coursework and assignments.

Local Control Accountability Plan (LCAP) Goal Alignment

This will eventually impact the entire student population as this is a required class for all 9th graders.

SPSA/LCAP Goal Alignment

- **All students shall have the necessary academic skills so they are college and career ready. There shall be a particular focus on literacy and reclassification of the district English Learner students**
    - The Ethnic Studies course connects historical and contemporary issues to College and Career Readiness Standards.

- **Increase the percentage of students who are engaged in a curriculum that prepares them to be college or career ready**
    - The addition of Ethnic Studies will give students a preview to college curriculum that promotes the examination of multifarious points of view when working toward understanding complete social, cultural, racial, and economic issues.
- **Create a positive school climate where students feel safe and supported**
    - The Ethnic Studies class by design values diversity. For our students who come from diverse backgrounds, this course will encourage their agency with social-political life, as well as introduce topics and issues to all students in a way that will support all background experiences.

Monitor Progress and Success

Ethnic Studies is a core graduation requirement. It also prepares students for A-G requirements in their 10th, 11th, and 12th grade years. Data about how Ethnic Studies affects both indicators will be useful for progress and success analysis.

The Ethnic Studies course description includes a detailed scope and sequence, unit, and standards alignment.

FISCAL ANALYSIS

The cost of the textbook, *A Different Mirror* by Ronald Takaki purchase will include:

Description	Total Textbooks	Per Unit Cost	Total Cost
Take Home Copies	250	$12.99	$3,247.50
5 class sets & library copies	200	$12.99	$2,598
	Approximately	with $548.31 in tax	$6,393.81

RECOMMENDATION

Staff presented on this item in December of 2022 and now brings the item back for Governing Board approval. Staff recommend Governing Board approval of an Ethnic Studies Course and Text Adoption beginning the 2023-24 School Year.

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MEMORANDUM

MEETING DATE: January 19, 2023
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Israel Castillo, Coordinator Instruction, Categorical/Grants, and Special Projects
CATEGORY: Consent/Action
ITEM TITLE: Approval of School Accountability Report Cards (SARC)

BACKGROUND INFORMATION

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

The SARC includes the following type of information:

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

The SARCs for all Cabrillo Unified School District schools are made available to parents in English and Spanish on our CUSD website under Curriculum and Instruction, Federal Reports, and are accessible at the school site upon request. Site SARC copies will be made available no later than February 1, 2023.

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

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

Alvin S. Hatch Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

Hatch Elementary School, part of the Cabrillo Unified School District, is located in the historic coastal town of Half Moon Bay. The school is one of four elementary schools in the district, serving approximately 540 students in transitional kindergarten class (TK) through 5th grade. The school's attendance area extends from San Gregorio in the south to Wave Avenue and Terrace Avenue in the north. Hatch Elementary houses two programs, a structured English instruction program and a district school of choice program, a Two-Way Bilingual Immersion (Spanish) program.

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

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

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

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

The Hatch PTO gives generous support toward including but not limited to Kinder Movement for TK-3rd grade physical

2022-23 School Overview

education, the Amity Institute intern program, student assemblies. In addition, parents and other volunteers contribute thousands of additional hours directly to Hatch classrooms. Parent volunteers assist on field trips, share their knowledge in the classroom, assist with special projects such as our Young Author's Week, SF Opera a la carte, Ocean's Week, and the Book Fair. Hundreds of additional volunteer hours are dedicated to supporting PTO and district fundraising events.

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

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

Cabrillo Unified School District helps fund other enriching opportunities such as Music for Minors a comprehensive K-5 music program and Art in Action program.

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

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

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

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

About this School

2022-23 Student Enrollment by Grade Level

These fields will be populated by DTS with data provided by CDE as it becomes available.

Grade Level	Number of Students
TK	26

2022-23 Student Enrollment by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) TK-5: Benchmark Advance Edition 2022	Yes	0
Mathematics	Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center	Yes	0
Science	Grade(s) K-5: FOSS California Edition, 2007	Yes	0
History-Social Science	Grade(s) K-5: Scott Foresman - History-Social Science for California, 2006	Yes	0
Foreign Language	Grade(s) TK-5: Benchmark Adelante Edition 2022	Yes	0
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	August 2022

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

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table is populated N/A for 2020-21 since there is no data to report and will be populated with data by DTS when it is released by CDE.

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

2021-22 CAASPP Test Results in Math by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

CAASPP Test Results in Science for All Students

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2021-22 Career Technical Education Programs

2021-22 Career Technical Education (CTE) Participation

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

Course Enrollment/Completion

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results . Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	95%	98%	98%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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

The Hatch PTO supports available funds from the district, state, and federal level, by supporting Kinder Movement, Art in Action coordination and volunteers, Amity Institute intern program, our library program, student assemblies, and so much more. In addition, parents and other volunteers contributed thousands of hours directly to Hatch classrooms. Parent volunteers assist on field trips, share their knowledge in the classroom, and assist with special projects such as our Young Author's Week, Ocean's Week, and Book Fair. Hundreds of additional volunteer hours were given to PTO and district fundraising events.

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

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

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2021-22 Chronic Absenteeism by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

2022-23 School Safety Plan

Our Comprehensive Safety Plan provides guidance and direction to the principal, faculty and staff to create a vision for the school where students are safe to learn.

Our Safety plan is assessed by the School Site Council. Based on this assessment, safety goals will be set for the upcoming school year. The annual review and evaluation of the school comprehensive safety plan is certified by the School Site Council and the school Principal before being presented to the Governing Board for final review and adoption. The plan includes the development of all of the following: (Education Code 32282) (AR 0450)

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages, a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare, and adaptations for students with disabilities in accordance with the Americans with Disabilities Act
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Procedures for safe ingress and egress
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Hate Crime reporting procedures

Staff receives training from ICS for incident command procedures in emergency situations. Administration and staff are also trained in the San Mateo County Big 5 Safety Protocol for emergency response. During each school year, we hold monthly Evacuation drills, 2 Drop, Cover and Hold On Drills and 2 Lockdown/Barricade Drills.

Our site specific safety plan can be found by visiting our main website.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2019-20 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 Ratio of Pupils to Academic Counselor

This field will be populated by DTS with data provided by CDE as it becomes available.

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

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available:

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

Note:
The most recent data available from CDE is for fiscal year 2020-21. For comparison purposes, data for the same fiscal year is requested from the school.

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,046	$9,315	$1,731	$78,888
District	N/A	N/A	$12,871	$76,769
Percent Difference - School Site and District	N/A	N/A	-152.6	2.7
State	N/A	N/A	$13,981	$80,810
Percent Difference - School Site and State	N/A	N/A	-155.9	-2.4

2021-22 Types of Services Funded

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

2020-21 Teacher and Administrative Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

2021-22 Advanced Placement (AP) Courses

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

Percent of Students in AP Courses	

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

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6*	6	6

El Granada Elementary

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest

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

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

2022-23 School Contact Information

School Name	El Granada Elementary
Street	400 Santiago Street
City, State, Zip	Half Moon Bay, CA, 94019
Phone Number	(650) 712-7150
Principal	Ms. Erin O'Connor-Brown
Email Address	oconnor-browne@cabrillo.k12.ca.us
School Website	https://elgranada.cabrillo.k12.ca.us/
County-District-School (CDS) Code	41688906043624

2022-23 District Contact Information

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

2022-23 School Overview

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

El Granada Elementary School is a diverse school community that fosters the academic and social development of each student. Among the academic highlights are a school-wide commitment to the Benchmark language arts curriculum, a robust implementation of hands-on science including a functional lab for 5th-grade students, and full implementation of Bridges Math program that focuses on concepts, skills, and numerical fluency highlighted in the common core mathematical practices. El Granada utilizes a high-level use of computers and technology in all content areas and has an almost 50-year tradition of celebrating Arts and Science Week. El Granada has a full day Kindergarten and Transitional Kindergarten program. The El Granada parent community is highly involved as evidenced by the PTO's commitment and support of enrichment programs and school resources and materials including classroom supplies and playground equipment. In addition to funding our Transitional

2022-23 School Overview

Kindergarten through third grade PE and school-wide Music program, the PTO also supports the various needs of the school. El Granada participates in the Art in Action program that teaches art technique and art history through the examination of great and world-recognized masters. Teachers and parents partner to make this a valuable learning experience.

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

About this School

2022-23 Student Enrollment by Grade Level

These fields will be populated by DTS with data provided by CDE as it becomes available.

Grade Level	Number of Students
TK	26
Kindergarten	50
Grade 1	37
Grade 2	51
Grade 3	48
Grade 4	52
Grade 5	54

2022-23 Student Enrollment by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

CURRENT TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Reading/English Language Arts: Benchmark Advance is a comprehensive core literacy program that provides a cohesive structure for the development of literacy skills and content knowledge. Board adopted on June 9th, 2022 for all our elementary schools. The schedule displaying the topics/skills and outcomes to be covered during the school year can view in the Pacing Guides. Teachers can access the online portion through their Clever Portal.

Mathematics: Bridges in Mathematics is a clearly articulated PK-5 curriculum offering a unique blend of problem solving and skill building for our students. Teachers can access the Bridges Educator Site Support for educators 24/7 with online access and always up-to-date content. The list of the concepts, topics, and material that is covered in the course can be viewed in the Scope and Sequence.

Science: Foss (Full Option Science System) is a research-based science curriculum that bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.

History/Social Sciences: Teacher-selected materials and Studies Weekly, a standards-based K-6 core curriculum for Social Studies, Science and Social Emotional Learning in a periodical format with online access.

CURRENT SUPPLEMENTARY MATERIALS

Phonics: Fundations is a multi-sensory and systematic phonics, spelling, and handwriting program from Wilson Language Training that benefits all Pre-K-3 students. It systematically and comprehensively instructs students in phonemic awareness and word study (both phonetic and high frequency/sight words) and contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text. TK-2 teachers also use Heggerty Phonemic Awareness as a suppliment.

Scholastic Magazines: Classroom Magazines that cover the latest topics to enhance instruction in math, science, reading, social studies that fuel students' curiosity with fresh, high-interest texts, videos and activities.

CURRENT ONLINE PROGRAMS

Reading/Phonics: Lexia is a structured literacy program that helps students read, write and speak with confidence.

Reading (Fluency and Comprehension): Raz Kids offers Literacy and Science Learning to build students' reading skills at school, at home, or on the go.

Art: Art in Action and Art of Education University

Brainpop: Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology.

Science: Mystery Science offers open-and-go lessons that inspire kids to love science.

Math: Reflex math- Adaptive and individualized system for mastering basic facts in addition, subtraction, multiplication and division for grades 2+.

Year and month in which the data were collected	December/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) TK-5: Benchmark Advanced, 2022	Yes	0

	Grade(s) K-2: Wilson Fundations phonics Grade(s) K-5: The Fountas and Pinnell System 1 (Grades K-2) System 2 (Grades 3-5)		
Mathematics	Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center Reflex Math	Yes	0
Science	Grade(s) K-5 FOSS California Edition, 2007	Yes	0
History-Social Science	Grade(s) K-5 Scott Foresman - History-Social Science for California, 2006 Scholastic News Magazine	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	Music for Minors. Art in Action and Art of Education University		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	July 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table is populated N/A for 2020-21 since there is no data to report and will be populated with data by DTS when it is released by CDE.

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

2021-22 CAASPP Test Results in Math by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

CAASPP Test Results in Science for All Students

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2021-22 Career Technical Education Programs

2021-22 Career Technical Education (CTE) Participation

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

Course Enrollment/Completion

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results . Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92%	92%	92%	92%	92%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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

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

To enhance our Positive Behavioral Interventions and Support framework we have initiated regular meetings with families to discuss school safety and climate. In order to maximize parental involvement, there is an on-site bilingual liaison who organizes various parental involvement and educational activities throughout the school year.

The appropriate contacts are as follows:

- Community Liaison: Hilda Flores de Leon
- Parent-Teacher Organization President: Breanna Lafontaine
- School Site Council President: Carrie Blanton
- ELAC Co President: Pedro and Lupe Sarabia

C. Engagement

State Priority: Pupil Engagement

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

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

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

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2021-22 Chronic Absenteeism by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

2022-23 School Safety Plan

Our Comprehensive Safety Plan provides guidance and direction to the principal, faculty and staff to create a vision for the school where students are safe to learn.

Our Safety plan is assessed by the School Site Council. Based on this assessment, safety goals will be set for the upcoming school year. The annual review and evaluation of the school comprehensive safety plan is certified by the School Site Council and the school Principal before being presented to the Governing Board for final review and adoption. The plan includes the development of all of the following: (Education Code 32282) (AR 0450)

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages, a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare, and adaptations for students with disabilities in accordance with the Americans with Disabilities Act
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Dress Code
- Procedures for safe ingress and egress
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Hate Crime reporting procedures

Staff receives training from ICS4Schools for incident command procedures in emergency situations. Administration and staff are also trained in the San Mateo County Big 5 Safety Protocol for emergency response. During each school year, we hold monthly Evacuation drills, 2 Drop, Cover and Hold On Drills and engage in best practices around Lockdown/Barricade Drills.

Our site specific safety plan can be found by visiting our main website.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2019-20 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 Ratio of Pupils to Academic Counselor

This field will be populated by DTS with data provided by CDE as it becomes available.

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

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available:

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

Note:
The most recent data available from CDE is for fiscal year 2020-21. For comparison purposes, data for the same fiscal year is requested from the school.

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,585	$14,023	$562	$78,888
District	N/A	N/A	$12,871	$88,069
Percent Difference - School Site and District	N/A	N/A	-183.3	-11.0
State	N/A	N/A	$13,981	$80,810
Percent Difference - School Site and State	N/A	N/A	-184.5	-2.4

2021-22 Types of Services Funded

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

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

2020-21 Teacher and Administrative Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

2021-22 Advanced Placement (AP) Courses

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

Percent of Students in AP Courses	

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

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

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

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

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

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6



Farallone View Elementary School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



FARALLONE VIEW

ELEMENTARY SCHOOL

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

2022-23 School Contact Information

School Name	Farallone View Elementary School
Street	1100 Le Conte Avenue (P.O. Box 371360)
City, State, Zip	Montara, CA, 94037
Phone Number	650-865-5651
Principal	Ms. Amy McVicker
Email Address	mcvickera@cabrillo.k12.ca.us
School Website	https://faralloneview.cabrillo.k12.ca.us/
County-District-School (CDS) Code	41688906043632

2022-23 District Contact Information

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

2022-23 School Overview

Farallone View Elementary School is located in Montara, CA, a small community with access to San Francisco and the Silicon Valley. We provide approximately 170 students (288 during the 2019-2020 school year) in Kindergarten through fifth grade a holistic education that prepares them for college and careers in the 21st-century. Student enrollment by ethnic group is as follows: 65.7% White, 21.9% Hispanic or Latino, 12.4% Two or More Races.

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

About this School

2022-23 Student Enrollment by Grade Level

These fields will be populated by DTS with data provided by CDE as it becomes available.

Grade Level	Number of Students

2022-23 Student Enrollment by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

CURRENT TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Reading/English Language Arts: Benchmark Advance is a comprehensive core literacy program that provides a cohesive structure for the development of literacy skills and content knowledge. Board adopted on June 9th, 2022 for all our elementary schools. The schedule displaying the topics/skills and outcomes to be covered during the school year can view in the Pacing Guides. Teachers can access the online portion through their Clever Portal.

Mathematics: Bridges in Mathematics is a clearly articulated PK-5 curriculum offering a unique blend of problem solving and skill building for our students. Teachers can access the Bridges Educator Site Support for educators 24/7 with online access and always up-to-date content. The list of the concepts, topics, and material that is covered in the course can be viewed in the Scope and Sequence.

Science: Foss (Full Option Science System) is a research-based science curriculum that bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.

History/Social Sciences: Teacher-selected materials and Studies Weekly, a standards-based K-6 core curriculum for Social Studies, Science and Social Emotional Learning in a periodical format with online access.

CURRENT SUPPLEMENTARY MATERIALS

Phonics: Fundations is a multisensory and systematic phonics, spelling, and handwriting program from Wilson Language Training that benefits all Pre-K-3 students. It systematically and comprehensively instructs students in phonemic awareness and word study (both phonetic and high frequency/sight words) and contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text.

Scholastic Magazines: Classroom Magazines that cover the latest topics to enhance instruction in math, science, reading, social studies that fuel students' curiosity with fresh, high-interest texts, videos and activities.

Science Spin: Science Spin provides a full year of engaging, on-level lessons featuring simple, fun nonfiction; and step-by-step lesson plans that correlate to Next Generation Science Standards (NGSS).

CURRENT ONLINE PROGRAMS

Reading/Phonics: Lexia is a structured literacy program that helps students read, write and speak with confidence. Once students at Farallone View complete the Lexia program, they move on to Reading Plus, a web-based reading intervention that uses technology to provide individualized scaffolded silent reading practice for students in grades 3 and higher with the intention of developing and improving students' silent reading fluency, comprehension, and vocabulary.

Reading (Fluency and Comprehension): Raz Kids offers Literacy and Science Learning to build students' reading skills at school, at home, or on the go.

Art: Art in Action and Art of Education University

Brainpop: Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology.

Science: Mystery Science offers open-and-go lessons that inspire kids to love science.

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption ?	Assigned Copy
Reading/Language Arts	Grade(s) K-5: Benchmark Advance (Adopted 2022)	Yes	0
Mathematics	Grade(s) K-5: Bridges in Mathematics TK- 5 Program, 2017 Edition The Math Learning Center	Yes	0
Science	Grade(s) K-5: FOSS California Edition, 2007	Yes	0
History-Social Science	Grade(s) 2-5: Scott Foresman - History-Social Science for California, 2006 OR teacher-created instructional materials	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	Art in Action, Art of Education University, Music for Minors, and teacher-created instructional materials.		N/A
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Farallone View Elementary School is in the process of preparing for facilities modernization with Studio W Architects. School staff and community members have engaged in numerous hours of planning meetings in preparation to ensure that the modernization will meet the instructional needs of students as well as provide a safe and nurturing learning environment in alignment with our environmental education focus.

Year and month of the most recent FIT report	September 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table is populated N/A for 2020-21 since there is no data to report and will be populated with data by DTS when it is released by CDE.

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

2021-22 CAASPP Test Results in Math by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

CAASPP Test Results in Science for All Students

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2021-22 Career Technical Education Programs

2021-22 Career Technical Education (CTE) Participation

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

Course Enrollment/Completion

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results . Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Parents and members of our caring community donate hundreds of hours and generate thousands of dollars to ensure we provide our students with many outstanding programs over and above the basic curriculum provided by the state. Art, physical education, and Science teacher programs are not fully funded by the district, state, or federal government, but cost the school over $100,000 a year. This community considers these programs and staff a priority invaluable to our students and continues to fund them each year. Parent and community donations of time and money allow these programs and staff to exist. Additionally, Farallone View's very dedicated staff continues to actively seek out increased opportunities for parents to be highly involved in their students' education through the Parent Teacher Organization (PTO), which depends upon our families and communities in order to increase our capacity to serve our students. There are a number of events that bring parents, community members, and staff together and create a sense of community, such as Continent Day, Oceans Week, Literature Club Garage Sales, Holiday Bazaar, and Talent Show.

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2021-22 Chronic Absenteeism by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

2022-23 School Safety Plan

Our Comprehensive Safety Plan provides guidance and direction to the principal, faculty and staff to create a vision for the school where students are safe to learn.

Our Safety plan is assessed by the School Site Council each year. Based on this assessment, safety goals will be set for the upcoming school year. The annual review and evaluation of the school comprehensive safety plan is certified by the School Site Council and the school Principal before being presented to the Governing Board for final review and adoption. The plan includes the development of all of the following: (Education Code 32282) (AR 0450)

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages, a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare, and adaptations for students with disabilities in accordance with the Americans with Disabilities Act
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Dress Code
- Procedures for safe ingress and egress
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Hate Crime reporting procedures

Staff receives training from ICS4Schools for Incident Command System procedures in emergency situations. Administration and staff are also trained in the San Mateo County Big 5 Safety Protocol for emergency response. During each school year, we hold 2 Evacuation drills, 2 Drop, Cover and Hold On Drills and 2 Lockdown/Barricade Drills (Lockdown/Barricade drills are for staff only as of 2021-2022 school year).

Our site specific safety plan can be found by visiting our main website.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2019-20 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 Ratio of Pupils to Academic Counselor

This field will be populated by DTS with data provided by CDE as it becomes available.

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

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available:

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

Note:
The most recent data available from CDE is for fiscal year 2020-21. For comparison purposes, data for the same fiscal year is requested from the school.

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,895	$12,399	$1,496	$78,888
District	N/A	N/A	$12,871	$81,096
Percent Difference - School Site and District	N/A	N/A	-158.3	-2.8
State	N/A	N/A	$13,981	$80,810
Percent Difference - School Site and State	N/A	N/A	-161.3	-2.4

2021-22 Types of Services Funded

English Language Learner Services; In addition, Farallone View receives services in Speech and Language Therapy, Occupational Therapy, Special Education, and Counseling. Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education. This year, based on data review and input from our School Site Council (SSC), Farallone View will expand its after-school enrichment Art and Science program for select groups of at-promise students including our English Learners, students performing below grade level, and students in need of additional social-emotional supports.

2020-21 Teacher and Administrative Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

2021-22 Advanced Placement (AP) Courses

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

Percent of Students in AP Courses	

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

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

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

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

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

During the 2022-2023 school year, our district is providing eight hours of professional development on Super Fridays to all elementary school teachers in the newly adopted English Language Arts curriculum Benchmark Advance/Adelante. At Farallone View, teachers are participating in six hours of professional development centered on such topics as environmental education, outdoor education, and Social Studies.

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	7*	7	7



Kings Mountain Elementary School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest

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

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

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

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

Mission Statement:

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

2022-23 School Overview

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

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

Student Outcomes:

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

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

About this School

2022-23 Student Enrollment by Grade Level

These fields will be populated by DTS with data provided by CDE as it becomes available.

Grade Level	Number of Students

2022-23 Student Enrollment by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) K-5: Benchmark Advanced, 2022 Grade(s) K-2: Wilson Fundations phonics Grade(s) K-5: The Fountas and Pinnell System 1 (Grades K-2) System 2 (Grades 3-5) Benchmark Reading Assessment and other supplemental materials	Yes	0

Mathematics	Bridges in Mathematics TK- 5 Program, 2017 The Math Learning Center and other supplemental materials	Yes	0
Science	Grade(s) K-5 Delta Education FOSS California Edition, 2007 and other supplemental materials	Yes	0
History-Social Science	Grade(s) K-5 Scott Foresman - History-Social Science for California, 2006 Grade 5: Oxford University - A History of US and other supplemental materials	Yes	0
Foreign Language			
Health			
Visual and Performing Arts	VAPA by Young Audiences of Northern California		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	July 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table is populated N/A for 2020-21 since there is no data to report and will be populated with data by DTS when it is released by CDE.

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

2021-22 CAASPP Test Results in Math by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

CAASPP Test Results in Science for All Students

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2021-22 Career Technical Education Programs

2021-22 Career Technical Education (CTE) Participation

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

Course Enrollment/Completion

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results . Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92%	92%	92%	74%	92%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Kings Mountain School benefits immensely from its supportive family community.

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

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2021-22 Chronic Absenteeism by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

2022-23 School Safety Plan

Our Comprehensive Safety Plan provides guidance and direction to the principal, faculty and staff to create a vision for the school where students are safe to learn.

Our Safety plan is assessed by the School Site Council. Based on this assessment, safety goals will be set for the upcoming school year. The annual review and evaluation of the school comprehensive safety plan is certified by the School Site Council and the school Principal before being presented to the Governing Board for final review and adoption. The plan includes the development of all of the following: (Education Code 32282) (AR 0450)

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages, a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare, and adaptations for students with disabilities in accordance with the Americans with Disabilities Act
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Dress Code
- Procedures for safe ingress and egress
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Hate Crime reporting procedures

Staff receives training from ICS for incident command procedures in emergency situations. Administration and staff are also trained in the San Mateo County Big 5 Safety Protocol for emergency response. During each school year, we hold 2 Evacuation drills, 2 Drop, Cover and Hold On Drills and 2 Lockdown/Barricade Drills.

Our site specific safety plan can be found by visiting our main website.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2019-20 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 Ratio of Pupils to Academic Counselor

This field will be populated by DTS with data provided by CDE as it becomes available.

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

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available:

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

Note:
The most recent data available from CDE is for fiscal year 2020-21. For comparison purposes, data for the same fiscal year is requested from the school.

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,038	$5,133	$8,905	$78,888
District	N/A	N/A	$12,871	$89,673
Percent Difference - School Site and District	N/A	N/A	-36.4	-12.8
State	N/A	N/A	$13,981	$80,810
Percent Difference - School Site and State	N/A	N/A	-44.4	-2.4

2021-22 Types of Services Funded

SIP School Improvement Program:

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

2020-21 Teacher and Administrative Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

2021-22 Advanced Placement (AP) Courses

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

Percent of Students in AP Courses	

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

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

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

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6+	6+	

Manuel F. Cunha Intermediate

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

Cunha Intermediate School is part of the Cabrillo Unified School District located in Half Moon Bay, California, a city of approximately 13,000. We are 25 miles south of San Francisco, 40 miles east of San Jose and 48 miles north of Santa Cruz. Our school has an enrollment of approximately 590 students with 30 teachers instructing grades six, seven, and eight.

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

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

About this School

2022-23 Student Enrollment by Grade Level

These fields will be populated by DTS with data provided by CDE as it becomes available.

Grade Level	Number of Students
Grade 6	194
Grade 7	183
Grade 8	199

2022-23 Student Enrollment by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Mirrors & Windows ELA program 6-8 grades, 2016 Edition EMC Publishing, LLC	Yes	0
Mathematics	Grade 6: College Preparatory Mathematics: Core Connections (CPM) - Course 1, 2013 Grade 7 College Preparatory Mathematics: Core Connections (CPM) - Course 2, 2013 Grade 8 College Preparatory Mathematics: Core Connections (CPM) - Course 3 & Algebra 1, 2013	Yes	0
Science	Grade 6: Amplify Science (Earth Science), 2018 edition Grade 7: Amplify Science (Life Science), 2018 edition Grade 8: Amplify Science (Physical Science), 2018 edition	Yes	0
History-Social Science	Grade(s) 6-8: Teachers Curriculum Institute - History Alive! 2016 edition	Yes	0
Foreign Language	Grade 6: Galería de lengua y cultura : Español para hispanohablantes A, 2020 edition Grade 7: Galería de lengua y cultura : Español para hisplanohablantes A/B, 2020 edition Grade 8: Galería de lengua y cultura : Español para hisplanohablantes C, 2020 edition	Yes	0
Health			0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Planning to repair HVAC systems

Year and month of the most recent FIT report	August 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table is populated N/A for 2020-21 since there is no data to report and will be populated with data by DTS when it is released by CDE.

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

2021-22 CAASPP Test Results in Math by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

CAASPP Test Results in Science for All Students

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2021-22 Career Technical Education Programs

2021-22 Career Technical Education (CTE) Participation

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

Course Enrollment/Completion

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results . Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95%	41%	41%	40%	42%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Cunha Intermediate School offers many opportunities for parents and guardians to become involved in the school. The support for our students and programs is tremendous, and we encourage all parents to get involved in their child's school. Please contact the principal, Mr. Jeff Clinton, at clintonj@cabrillo.k12.ca.us, call Cunha Intermediate School at 650-712-7190, or connect via our website: https://cunha.cabrillo.k12.ca.us/

Some of our parent organizations and events include:
•Parent/Student Orientations
•Music Boosters
•Band Concerts and Parades
•Athletic Boosters
•Parent Teacher Organization
•English Learner Advisory Council
•Spanish Immersion Parent Association
•School Site Council
•Cabrillo Education Foundation
•Back to School Night
•Parent Information Nights
•5th Grade Parent Night
•Parent-Teacher Conferences
•Challenge Day
•Positive Behavior Intervention Strategies (PBIS) Committee
•Strategic Planning Committee

C. Engagement

State Priority: Pupil Engagement

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

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

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

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2021-22 Chronic Absenteeism by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

2022-23 School Safety Plan

Our Comprehensive Safety Plan provides guidance and direction to the principal, faculty, and staff to create a vision for the school where students are safe to learn.

Our Safety plan is assessed by the School Site Council. Based on this assessment, safety goals will be set for the upcoming school year. The annual review and evaluation of the school's comprehensive safety plan is certified by the School Site Council and the school Principal before being presented to the Governing Board for final review and adoption. The plan includes the development of all of the following: (Education Code 32282) (AR 0450)

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, human-created disasters, or power outages, a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare, and adaptations for students with disabilities in accordance with the Americans with Disabilities Act
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Dress Code
- Procedures for safe ingress and egress
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Hate Crime reporting procedures

Staff receives training from ICS for incident command procedures in emergency situations. Administration and staff are also trained in the San Mateo County Big 5 Safety Protocol for emergency response. During each school year, we hold 2 Evacuation drills, 2 Drop, Cover, and Hold On Drills, and 2 Lockdown/Barricade Drills.

Our site-specific safety plan can be found by visiting our main website.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2019-20 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 Ratio of Pupils to Academic Counselor

This field will be populated by DTS with data provided by CDE as it becomes available.

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

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available:

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

Note:
The most recent data available from CDE is for fiscal year 2020-21. For comparison purposes, data for the same fiscal year is requested from the school.

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,906	$11,418	$2,488	$78,888
District	N/A	N/A	$12,871	$82,485
Percent Difference - School Site and District	N/A	N/A	-135.2	-4.5
State	N/A	N/A	$13,981	$80,810
Percent Difference - School Site and State	N/A	N/A	-139.6	-2.4

2021-22 Types of Services Funded

Cunha Intermediate School funds several schoolwide initiatives to improve and enhance student academic performance. Currently, the programs funded at the school include:

- School Loop
- Homework Club/Intervention Center
- AVID Courses
- Boys and Girls Club After School Tutoring
- School/Community Liaison
- School Linked Services
- Google Apps for Education
- Brain Pop
- i-Ready
- Gizmos
- Delta Math
- Flocabulary
- Identified students also receive support from the Migrant Education Program, which provides additional educational support, health services, and parent education.

2020-21 Teacher and Administrative Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

2021-22 Advanced Placement (AP) Courses

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

Percent of Students in AP Courses	

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

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

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

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

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

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

Currently, during the 2022-23 school year, professional development at Cunha has continued to focus on refining and implementing the PBIS framework. Additionally, staff has been analyzing data from SBAC scores to better serve at-promise students. At the district level, professional development continues to focus on equity relating to grading and instruction.

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

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	7	7+	

Half Moon Bay High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

2022-23 School Contact Information

School Name	Half Moon Bay High School
Street	1 Lewis Foster Drive
City, State, Zip	Half Moon Bay, CA, 94019
Phone Number	(650) 638-8674
Principal	Andrew Boysen
Email Address	boysena@cabrillo.k12.ca.us
School Website	https://hmbhs.cabrillo.k12.ca.us/
County-District-School (CDS) Code	41688904132817

2022-23 District Contact Information

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

2022-23 School Overview

Half Moon Bay High School (HMBHS) is the only comprehensive high school in the Cabrillo Unified School District (CUSD), educating grades 9–12 with a total enrollment of 1038 students. Founded in 1909, the school is located on the San Mateo County Coast and serves students from Pescadero to Montara (30 miles) and the surrounding rural area (135 square miles).HMBHS is fully accredited by the Western Association of Schools & Colleges (WASC). In May of 2019, after an extensive self-study was completed, WASC granted a six-year accreditation effective through June 30, 2025.

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

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

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

2022-23 School Overview

Spanish Language
AP Statistics
US Government
US History
World History

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

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

CTE Pathway: Agriculture and Natural Resources
CTE Pathway: Building and Construction Trades
English Language Development I, II, and II
Five-year Spanish language program
Spanish for Spanish Speakers
Four-year French language program
Advancement Via Individual Determination (AVID) - Complete four-year program
Two-year CDE required Physical Education courses
Extensive After School Athletic Program
Academic and Social Emotional Learning Personal Learning Plans
Vape Escape

About this School

2022-23 Student Enrollment by Grade Level

These fields will be populated by DTS with data provided by CDE as it becomes available.

Grade Level	Number of Students

2022-23 Student Enrollment by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Grade(s) 9-12: Permabound, Everbind - Core full-length reading materials (novels, plays, and poems) Grade(s) 9 -12: Prentice Hall - Literature (Platinum, The American Experience, World Masterpieces) Grade(s) 9 - 12: Prentice Hall - Writing and Grammar, Communication in Action (Freshmen, Sophomore, Junior Level) Grade(s) 12: Houghton Mifflin - Perrine's Sound & Sense (AP) English Language Development Grade(s) 9-12: National Geographic--Impact (Foundation, 1, 2, 3) Grade(s) 9-12: English 3D--Course B and C	Yes	0
Mathematics	Algebra1, Geometry and Algebra 2 Grade(s) 9-12: College Preparatory Mathematics (CPM): Course 1,2, and 3. Core Connections. 2013 Second Edition, Version 5.0 Pre-Calculus Grade(s) 9-12: Cengage Learning - Larson, Hostetler and Edwards - Pre-Calculus with Limits: A Graphing Approach 7th. Ed., 2016 AP Statistics Grade(s) 11-12: W. H. Freeman and Company - The Practice of Statistics, 3rd Edition by Starnes, Tabor, Yates and Moore - 2015 Calculus Grade(s) 11-12: Cengage Learning - Calculus for AP, Larson and Battaglia, 2017	Yes	0

Science	AP Biology Grade(s) 11-12: Addison Wesley Longman, Inc. - Biology - 9th Edition (AP). Campbell, 2011 Marine Ecology Grade(s) 9-12: McGraw-Hill - Marine Science. Castro and Huber, 2019 Biology Grade(s) 9-12: Pearson/Savvas - Biology. Miller & Levine 2020 Chemistry Grade(s) 9-12: Pearson – Chemistry. Wilbraham, Staley, Matta, Waterman, 2012 Earth Science Grade(s) 9-12: Prentice Hall - Prentice Hall Earth Science California Edition. Tarbuck and Lutgens, 2006 Physics Grade(s) 9-12: Holt - Physics. Holt California Edition, 2007 AP Physics Grade(s) 9-12: Pearson – Physics, Principles with Applications – 6th edition. Giancoli, 2009 AP Environmental Science Grade(s) 9 -12: Environment: The Science Behind the Stories 7th edition, Withgott and Brennan, 2021 Introduction to Agriculture & Natural Resources Grade(s) 9-12: Pearson - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh Intermediate Agriculture & Natural Resources. Grade(s) 10-12: Pearson - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh Advanced Agriculture & Natural Resources Grade(s) 11-12: Pearson - Conceptual Integrated Science 3rd Edition 2020, Hewitt, Lyons, Suchocki, Yeh	Yes	0
History-Social Science	Freshmen Social Studies Grade 9: Prentice Hall - World Geography Grade 9: Pearson - The Cultural Landscape, 11th edition AP Human Geography Grade 9: Prentice Hall: The Cultural Landscape: An Introduction to Human Geography (AP Human Geography) by Rubenstein, James M. 2011, 10th edition World History Grade 10: McDougall-Littell - Modern World History: Patterns of Interaction Grade 10 Prentice-Hall - Documents in World History, 3rd-6th Eds. 2003-2012. (AP World History)	Yes	0

	Grade 10: World Studies - World Geography: Pearson. Building a Global Perspective. 2009 Grade 10 McGraw-Hill - Traditions & Encounters, 5th Ed. 2011. (AP World History) United States History Grade 11: Houghton Mifflin - The Americans - Reconstruction to the 20th Century, 2003 Grade 11: Houghton Mifflin - The American Pageant 2002 (AP) Grade 11: Give Me Liberty - Eric Foner - Early College United States History American Government/Economics Grade 12: Glencoe McGraw-Hill - US Government - Democracy in Action (Ag. Govt) Richard C. Remy, PhD Grade 12 EMC Publishing- Economics New Ways of Thinking Arnold 2007 (need new book) AP Psychology Psychology - Myers, David G. - 8th edition - 2007		
Foreign Language	Spanish Grade(s) 9-12: Vista Higher Learning: Descubre: Lengua y Cultura del Mundo Hispano (Spanish 1,2 and 3), 2017 Grade(s) 9-12: Houghton Mifflin: Sanmaniego, Mundo 21, 3rd edition (Inmersion) 2003 Grade(s) 9-12: Pearson: Encuentros Maravillosos:Gramática a través de la Literatura (Spanish for Spanish Speakers) 2011 Grade(s) 9-12: Vista Higher Learning: Galeria 1 Grade(s) 9-12: Vista Higher Learning: Galeria 2 French Grade(s): 9-12: French 1 - Discovering French 1 Bleu - 2001, Houghton Mifflin Harcourt Grade(s): 9-12: French 2 - Discovering French 2 Blanc - 2001, Houghton Mifflin Harcourt Grade(s): 9-12: French 3 - Discovering French 3 - 2001,Houghton Mifflin Harcourt Grade(s): 11-12: AP French Language - Themes - 2016, Vista Higher Learning	Yes	0
Health			
Visual and Performing Arts	Metal Sculpture Modern Metalworking- Gerhart-Wilcox - John Walker & Kenneth W Stier 2018	Yes	
Science Laboratory Equipment (grades 9-12)	Supplies	Yes	0

School Facility Conditions and Planned Improvements

HVAC mechanical systems need attention and repairs.

Year and month of the most recent FIT report	September 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table is populated N/A for 2020-21 since there is no data to report and will be populated with data by DTS when it is released by CDE.

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

2021-22 CAASPP Test Results in Math by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

CAASPP Test Results in Science for All Students

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2021-22 Career Technical Education Programs

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

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

All CTE programs are either approved UC/CSU and meet the A-G eligibility. Introduction to Agricultural and Natural Resources, Intermediate Agricultural and Natural Resources, and Advanced Agricultural and Natural Resources are approved 'D' (Laboratory Science) courses. The other CTE courses are 'G' electives for graduation and A-G readiness. The Assistant Principal for Curriculum and Instruction, Jennifer Shuen, and CUSD CTE Coordinator, Lisa Longaker, serve on the district CTE advisory committees for both Agriculture and Building and Construction Trades.

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

2021-22 Career Technical Education (CTE) Participation

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

Course Enrollment/Completion

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results . Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	88%	86%	75%	81%	90%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Half Moon Bay High School offers many opportunities for parents and guardians to become involved in the school. The support for our students and programs is tremendous, and we encourage all parents to get involved in their child's school. Parents are encouraged to communicate with teachers, counselors, principal, and other staff to ensure that open lines of communication exist. Ongoing communication is also provided by phone blast, email, and parents can also visit via website at: https://hmbhs.cabrillo.k12.ca.us/home

Some of our parent organizations include:
School Site Council - Elected positions
Half Moon Bay High School PTO - Open to all parents and guardians
Boosters Athletic Corporation (BAC) - Open to all parents and guardians
Agriculture Boosters (Future Farmers of America) - Open to all parents and guardians and community members
Friends of Cougars in Concert (Band/Chorale) - Open to all parents and guardians
English Language Advisory Committee (ELAC) - Open to all parents and guardians
District English Learner Advisory Committee (DELAC) - Elected position
Health and Wellness Committee - Open to all parents, guardians, community members and students

C. Engagement

State Priority: Pupil Engagement

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

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

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

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2021-22 Chronic Absenteeism by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

2022-23 School Safety Plan

Our Comprehensive Safety Plan provides guidance and direction to the principal, faculty and staff to create a vision for the school where students are safe to learn.

Our Safety plan is assessed by the School Site Council. Based on this assessment, safety goals will be set for the upcoming school year. The annual review and evaluation of the school comprehensive safety plan is certified by the School Site Council and the school Principal before being presented to the Governing Board for final review and adoption. The plan includes the development of all of the following: (Education Code 32282) (AR 0450)

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages, a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare, and adaptations for students with disabilities in accordance with the Americans with Disabilities Act
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Dress Code
- Procedures for safe ingress and egress
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Hate Crime reporting procedures

Staff receives training from ICS for incident command procedures in emergency situations. Administration and staff are also trained in the San Mateo County Big 5 Safety Protocol for emergency response. During each school year, we hold 2 Evacuation drills, 2 Drop, Cover and Hold On Drills and 2 Lockdown/Barricade Drills.

Our site specific safety plan can be found by visiting our main website.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2019-20 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 Ratio of Pupils to Academic Counselor

This field will be populated by DTS with data provided by CDE as it becomes available.

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

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available:

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

Note:
The most recent data available from CDE is for fiscal year 2020-21. For comparison purposes, data for the same fiscal year is requested from the school.

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,323	$11,275	$1,048	$78,888
District	N/A	N/A	$12,871	$73,115
Percent Difference - School Site and District	N/A	N/A	-169.9	7.6
State	N/A	N/A	$13,981	$80,810
Percent Difference - School Site and State	N/A	N/A	-172.1	-2.4

2021-22 Types of Services Funded

The goal at Half Moon Bay is to use data to drive our instruction and through the data analysis, we will provide the necessary services to support the needs of our students. The Types of services Funded at Half Moon Bay High School are the following:
1-to-1 Chromebook program
Bilingual (Spanish) Community Relations Assistant
English Learner Advisory Committee
English Language Development
Translation services
TUPE Tobacco Education
Advanced Placement
Staff Development
After school tutoring
AVID 4-year program
Safe Space
PBIS
Wellness program
Social-Emotional Personal Learning Plans
Academic Personal Learning Plans
Restorative practices
Alternate to Suspension Program for controlled substance use
Post suspension counseling
CTE program: Agriculture and Building Trades pathways
Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

2020-21 Teacher and Administrative Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

2021-22 Advanced Placement (AP) Courses

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Half Moon Bay has had the opportunity to participate in many professional developments aligned to the needs of our students. We use student data and survey responses to better meet the needs of our students and develope a cohesive professional development plan. Here are some examples of the professional development that the Half moon Bay has engaged in.

2021-2022
8/9/2021 - MTSS: Data Driven Decision Making
8/20/2021 - Design/plan and schedule initial assessment to gauge learning loss/unfinished learning
9/3/2021 - Continue to design/plan and schedule initial assessment to gauge learning loss/unfinished learning
9/14/2021 - Equity: Cultural Competence
9/17/2021 - Discuss assessment performance indicators and how data will inform curriculum and instructional pacing going forward
10/1/2021 - Misc. Items/Implementation of Governing Board Policy regarding Hate-Motivated Behavior/WASC
10/12/2021 - WASC Mid-Cycle Self-Study Preparation and Site-wide CCR Writing Standards
10/22/2021 - Plan and design second quarter common summative assessments and scoring criteria for non-Adv., Honors, and AP courses
10/29/2021 - Misc. Items/Social Emotional Learning
11/5/2021 - Plan and design second quarter common summative assessments and scoring criteria for non-Adv., Honors, and AP courses
12/3/2021 - Finalize and schedule second quarter common summative assessments and scoring criteria for non-Adv., Honors, and AP courses
12/10/2021 - Misc Items/WASC Mid-Cycle Self-Study Preparation
1/7/2022 - WASC Mid-Cycle Self-Study Preparation
1/18/2022 - Data Conversations with a Focus on At-Promise Students
1/28/2022 - Misc. Items/Data Conversations Discussion/WASC Preparation
2/4/2022 - WASC Mid-Cycle Self-Study Preparation
2/8/2022 - WASC Mid-Cycle Self-Study Preparation and Site-wide CCR Writing Standards
2/18/2022 - WASC Mid-Cycle Self-Study Preparation
3/1/2022 - Equitable Practices - EL Best Practices
3/11/2022 - "Final WASC preparation and walkthrough/CAASPP
3/25/2022 - Prepare for articulation with Cunha Middle School
4/8/2022 - Misc. Items/Super Tuesday preparation
4/19/2022 - Articulation with Cunha Middle School: Vertical Alignment
4/22/2022 - Develop final exams that align content standards and CCSS
4/29/2022 - Misc. Items/WASC Debrief Areas of Critical Need
5/6/2022 - Develop final exams that align content standards and CCSS

2022-2023
8/8/2022 - District led PD: "Equity; MTSS; Restorative Practices - Staff Meeting: Welcome Back; Introductions; school climate; grading policies; family communication; SLS Referrals; 504/IEP compliance.
8/12/2022 - Design/Plan and schedule initial assessment to gauge student learning level
9/2/2022 - Housekeeping; Compliance Packet
9/16/2022 - Equity; MTSS; PBIS
9/23/2022 - Debrief initial assessment to gauge student learning level
10/7/2022 - Safety/ICS4 School (safety consultant)
10/14/2022 - TUPE; whole site literacy; integrated ELD; differentiation; project based learning
11/4/2022 - Collaborate and plan implementation of Integrated ELD and differentiation instructional strategies
12/9/2022 - Share out and debrief about Integrated ELD and differentiation instructional strategies
1/6/2023 - Review Student Planning Guide; Complete teaching schedule requests; plan course informational meetings
1/13/2023 - Equity; MTSS; PBIS
1/27/2023 - PBIS; School Climate; housekeeping
2/10/2023 - School Climate (PBIS strategies; SLS referral process; restorative practices in the classroom)
3/3/2023 - Collaborate and plan implementation of Integrated ELD and differentiation instructional strategies
3/17/2023 - Equity; MTSS; PBIS
3/31/2023 - Prepare for Cunha and HMBHS Articulation: Vertical articulation & share your lesson/unit design (Integrated ELD; Differentiation, PBL, and/or AVID strategies)
4/21/2023 - Cunha IS and HMBHS Articulation: Share your lesson/unit design (Integrated ELD; Differentiation, PBL, and/or AVID strategies)
4/28/2023 - Debrief Super Friday; housekeeping

Professional Development

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10+	10+	10+

Pilarcitos High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

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

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

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

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

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

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

About this School

2022-23 Student Enrollment by Grade Level

These fields will be populated by DTS with data provided by CDE as it becomes available.

Grade Level	Number of Students

2022-23 Student Enrollment by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Teacher Preparation and Placement

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade(s) 9-12: Permabound; Everbind - Core full-length reading materials (novels, plays, and poems) Grade(s) 9 -12: Prentice Hall - Literature (Platinum, The American Experience, World Masterpieces) Grade(s) 9 - 12: Prentice Hall - Writing and Grammar, Communication in Action (Freshmen, Sophomore, Junior Level) Grade(s) 12: Houghton Mifflin - Perrine's Sound & Sense (AP) Adult Education: Paxen - TABE Tutor Reading and Language Levels E, M, D, A Grade 9-12: McGraw Hill - HSE Reading Grade 9-12: McGraw Hill - HSE Writing English Language Development Grade(s) 9-12: National Geographic--Impact (Foundation, 1, 2, 3) Grade(s) 9-12: English 3D--Course B and C	Yes	0
Mathematics	Algebra1, Geometry and Algebra 2 Grade(s) 9-12: College Preparatory Mathematics (CPM): Course 1,2, and 3. Core Connections. 2013 Second Edition, Version 5.0 Algebra 1 Grade 9-12: Pearson - Common Core Algebra 1 Basic Math Grade 9-12: McGraw Hill - HSE Math Adult Education: Paxen - TABE Tutor Math Levels E, M, D, A	Yes	0
Science	Biology Grade(s) 9-12: Pearson/Savvas - Biology. Miller & Levine 2020 Earth Science	Yes	0

	Grade(s) 9-12: Prentice Hall - Prentice Hall Earth Science California Edition. Tarbuck and Lutgens, 2006 Grade 9-12: McGraw Hill - HSE Science		
History-Social Science	Freshmen Social Studies Grade 9: Prentice Hall - World Geography Grade 9: Pearson - The Cultural Landscape, 11th edition AP Human Geography Grade 9: Prentice Hall: The Cultural Landscape: An Introduction to Human Geography (AP Human Geography) by Rubenstein, James M. 2011, 10th edition World History Grade 10: McDougall-Littell - Modern World History: Patterns of Interaction Grade 10 Prentice-Hall - Documents in World History, 3rd-6th Eds. 2003-2012. (AP World History) Grade 10: World Studies - World Geography: Pearson. Building a Global Perspective. 2009 Grade 10 McGraw-Hill - Traditions & Encounters, 5th Ed. 2011. (AP World History) United States History Grade 11: Houghton Mifflin - The Americans - Reconstruction to the 20th Century, 2003 Grade 11: Houghton Mifflin - The American Pageant 2002 (AP) Grade 11: Give Me Liberty - Eric Foner - Early College United States History American Government/Economics Grade 12: Glencoe McGraw-Hill - US Government - Democracy in Action (Ag. Govt) Richard C. Remy, PhD Grade 12 EMC Publishing- Economics New Ways of Thinking Arnold 2007 (need new book) Grade 9-12: McGraw Hill - HSE Social Studies	Yes	0
Foreign Language	Spanish Grade(s) 9-12: Vista Higher Learning: Descubre: Lengua y Cultura del Mundo Hispano (Spanish 1,2 and 3), 2017	Yes	0
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

The Pilarcitos campus is new, having been opened in 2017. It is a facility in excellent repair and provides modern accommodations and infrastructure for teaching and learning.

Year and month of the most recent FIT report	August 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table is populated N/A for 2020-21 since there is no data to report and will be populated with data by DTS when it is released by CDE.

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

2021-22 CAASPP Test Results in Math by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

CAASPP Test Results in Science for All Students

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2021-22 Career Technical Education Programs

Pilarcitos currently has no CTE offerings. However, we are looking at how to expand our aligned existing Farm-to-Desk program into a true CTE Culinary Arts class.

Wednesdays are Farm-to-Desk day; part of the week's farm harvest is cooked by students and for students, emphasizing the importance of eating healthy, fresh, local food. Great satisfaction is taken knowing that the students not only cooked the dish but actually carried its contents from seed, to harvest, to the plate. Students participate in the Coyote Farms Project to grow and market local produce, which why use in Farm-to-Table.

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

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

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

REAL FOOD EDUCATION: Throughout the year, cooking workshops teach students how to create nutritious dishes such as veggie quesadillas, salads, wood-fired pizza, bean chili and more.

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

2021-22 Career Technical Education (CTE) Participation

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

Course Enrollment/Completion

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results . Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	91%	41%	41%	40%	42%
Grade 9	88%	86%	75%	81%	90%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Our frontline of communication depends on our Administrative Assistant and our School-Community Liaison. They provide invaluable support in making connections with parents and guardians in English and Spanish. Office staff contacts parents and guardians when their students are either tardy or absent and also works with families in an effort to make them integral participants of Student Attendance Review Board Meetings, Individual Education Plan Meetings, and conferences regarding academics and behavior. Other opportunities for parent involvement in school activities include Coyote Fest, Parent-Teacher Conferences, WASAC visits, or becoming a member of the School Site Council. Our teaching staff, including counselors and special education teachers, are in regular contact with parents.

C. Engagement

State Priority: Pupil Engagement

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

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

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

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2021-22 Chronic Absenteeism by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

2022-23 School Safety Plan

Our Comprehensive Safety Plan provides guidance and direction to the principal, faculty and staff to create a vision for the school where students are safe to learn.

Our Safety plan is assessed by the School Site Council. Based on this assessment, safety goals will be set for the upcoming school year. The annual review and evaluation of the school comprehensive safety plan is certified by the School Site Council and the school Principal before being presented to the Governing Board for final review and adoption. The plan includes the development of all of the following: (Education Code 32282) (AR 0450)

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages, a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare, and adaptations for students with disabilities in accordance with the Americans with Disabilities Act
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Dress Code
- Procedures for safe ingress and egress
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Hate Crime reporting procedures

Staff receives training from ICS for incident command procedures in emergency situations. Administration and staff are also trained in the San Mateo County Big 5 Safety Protocol for emergency response. During each school year, we hold 2 Evacuation drills, 2 Drop, Cover & Hold On Drills, and 2 Lockdown/Barricade Drills.

Our site-specific safety plan can be found by visiting our main website.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2019-20 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 Ratio of Pupils to Academic Counselor

This field will be populated by DTS with data provided by CDE as it becomes available.

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

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available:

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

Note:
The most recent data available from CDE is for fiscal year 2020-21. For comparison purposes, data for the same fiscal year is requested from the school.

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,955	$14,538	$417	$78,888
District	N/A	N/A	$12,871	$70,268
Percent Difference - School Site and District	N/A	N/A	-187.4	11.6
State	N/A	N/A	$13,981	$80,810
Percent Difference - School Site and State	N/A	N/A	-188.4	-2.4

2021-22 Types of Services Funded

Pilarcitos receives Speech and Language and Special Education services

For 2021-22, the San Mateo County Office of Education funded consultant Matt Reddam, who works with staff on Social Emotional Learning in a regular series professional development sessions. This is ongoing for the next year, 2022-23

Pilarcitos' work at Potrero Nuevo Farm is funded through private donations

PHS was approved for 3 year grant from the Mental Health Student Services Act that will provide a .2 counselor position, exclusively for PHS students

For the 2022-23 school year, PHS will also be able to hire a .5 Academic and Wellness counselor funded by the A-G completion improvement grant

PHS has a part time Community Liaison to assist us in communications with Spanish-speaking families

Edgenuity is the primary online course program that PHS uses for our students for classes that we do not teach live, and for our Independent Study students, funded by the district

Identified students also receive support from the Migrant Education Program, which provides additional educational supports as well as social and health services and parent education.

2020-21 Teacher and Administrative Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

2021-22 Advanced Placement (AP) Courses

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

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

Percent of Students in AP Courses	

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

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Pilarcitos has 6 Super Fridays per year dedicated to staff development. For the 2021-2022 school year the staff development focused our exploration of trauma-informed strategies that are implemented in the classroom and other settings on campus. Staff analyzed data from the implementation of a trauma-informed unit of study to develop new goals based on the data. For the 2022-2023 school year, staff will work on concepts like self regulation, student identity, and power dynamics in the classroom in relation to student emotional well-being. The staff will analyze data from a Social-Emotional Learning survey for staff, students, and families.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6+	6+	6+

CABRILLO UNIFIED SCHOOL DISTRICT

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

SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: January 19, 2023
TO: Members of the Governing Board
FROM: Bianca Forrester, M.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. CUTA SENIORITY LIST

Seniority List has been distributed to and approved by CUTA members and CUTA President.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: January 19, 2023
TO: Members of the Governing Board
FROM: Bianca Forrester, M.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. RETIREMENT

Rosemarie Muzio, Paraprofessional Special Education II, Half Moon Bay High School, effective June 1, 2023. Ms. Muzio was hired by the District on February 3, 2005.

2. CSEA SENIORITY LIST

Seniority List has been distributed to and approved by CSEA members and CSEA President.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: January 19, 2023
TO: Members of the Governing Board
FROM: Bianca Forrester, M.A. Ed., Director of Personnel and Pupil Services
CATEGORY: Consent/Action
ITEM TITLE: Approve Increases to Non-Bargaining Unit Salary Schedule

BACKGROUND INFORMATION

The current Non-Bargaining Unit Salary Schedule has been updated with an increase to the hourly rates for credentialed non-bargaining unit assignments. This was done to mirror the CUTA teacher salary minimum hourly rate. Additionally, the Yard Duty Supervisor line item has been removed as this is now a CSEA position.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve increases to Non-Bargaining Unit Salary Schedule effective January 20, 2023.

Cabrillo Unified School District

NONBARGAINING UNIT EMPLOYEES

2022-2023

EFFECTIVE 6/24/2022	
Translator	$23.00 an hour
ADULT EDUCATION EFFECTIVE 12/14/22	
Adult Education Child Care Aide	$16.11 an hour*
Adult Education Child Care Worker	$16.11 an hour*
Adult Education Tutor Aide (SLS)	$16.11 an hour*
Adult Education Accompanist	$18.60 an hour
Adult Education Teacher/Proctors	$61.84 an hour
Adult Credentialed Teacher Tutors (SLS)	$45.84 an hour
SUBSTITUTE TEACHER EFFECTIVE 6/24/2022	
Regular Substitute Teacher	$195.00 a day
Substitute Teacher Long-Term Assignment (min. 10 consecutive days)	$232.00 a day
Retired Substitute Teacher	$216.00 a day
Retired Substitute Teacher Long-Term Assignment (min. 10 consecutive days)	$253.00 a day
EFFECTIVE 6/24/2022	
Nurse Substitute	$43.72 an hour
EFFECTIVE 01/20/2023	
Workability Student Worker	$16.11 an hour*
Summer School Maintenance Helpers	$16.11 an hour*
Summer School Teacher- Elementary	$60.00 an hour
Summer School Teacher- Middle/High School	$60.00 an hour
Student Homework Club Tutors	$16.11 an hour*
Student Tutors (SLS)	$16.11 an hour*
Expanded Learning Lead After School Tutor	$23.49 an hour
Expanded Learning After School Tutor	$16.72-19.67 an hour*
AVID Aide	$16.11 an hour*
Extended Academic Center Teacher	$39.22 an hour
Kinder Movement Instructor/After School Program Coordinator	$35.00 an hour (no credential/permit) $37.50 an hour (credentialed)
Extended Academic Center Tutor	$20.71 an hour
After School Kindergarten Enrichment Specialist	$37.74 an hour
After School Kindergarten Enrichment Tutor	$20.71 an hour
EFFECTIVE 01/20/2023	
CELDT Teachers	$39.22 an hour
Detention Supervisor (Teacher)	$39.22 an hour
Home Hospital Teacher	$39.22 an hour
In-Home Specialized Academic Instruction Teacher	$39.22 an hour
PARENT GROUP (PTO/BOOSTER/FOUNDATION) FUNDED ENRICHMENT SPECIALISTS **Athletic Trainer, Art, Band, Culinary, Drama, Music, Performing Arts, PE, Science, and any other instructional enrichment positions—Non-Benefited positions.**	
EFFECTIVE 01/20/2023	
Credentialed Specialist	$39.22 an hour
Non-Credentialed Specialist	$28.76 an hour

* Will adjust to current city & state minimum wage rates

Board Approved 12/13/2022

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
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Sophia Layne

MEMORANDUM

MEETING DATE: January 19, 2023
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Warrant Register Report Processed from December 1, 2022 to December 31, 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 Governing Board the warrants processed from December 1, 2022 through December 31, 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	12/20/2022 11:29:22 AM
District	41
Logon	MarshJ
Fiscal Year	2023

Options

Report Title	12/01/22-12/31/22 WARRANT REGISTER

Sorting

Sort By	Warrant/EFT#

Filters

Payment Type	District
Form of Payment	ALL
From Date Paid	12/01/2022
To Date Paid	12/31/2022
Year	2023
District	41

12/01/22-12/31/22 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2023**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-813317	011962-01 EMICS INC. DBA I	12/01/2022	30,000.00	PV230402-001	15,000.00	01-0000-0-0000-7300-5800-720	2386
			30,000.00	PV230402-001	15,000.00	01-0000-0-0000-7400-5800-750	2386
W-813318	011630-01 ENABLING DEVICES	12/01/2022	566.80	PV230406-001	566.80	01-9610-0-0001-1000-4300-740	0475068-IN
W-813319	011943-01 MAKERBOT	12/01/2022	4,487.47	PO230499-001	4,487.47	01-6388-0-1110-1000-4300-740-STEM	INV91876696
W-813320	011958-01 NICOLE WALTERS	12/01/2022	6,660.00	PO230631-001	3,375.00	01-6500-0-5750-1180-5864-730	1
			6,660.00	PO230631-002	3,285.00	01-6500-0-5750-1180-5864-730	2
W-813321	011171-01 ON POINT LANGUAG	12/01/2022	2,040.00	PO230450-003	2,040.00	01-6500-0-5760-1180-5800-730	SPED/10-2022
W-813322	011492-01 PENINSULA TRUCK	12/01/2022	371.98	PO230188-020	371.98	01-9723-0-0000-3600-5603-788	9360
W-813323	002160-02 SCHOOL MATE	12/01/2022	202.00	PO230013-001	202.00	01-0101-0-1310-1000-4300-101	IN000580386
W-813324	009536-01 SKYVIEW TREE SER	12/01/2022	8,000.00	PO230096-003	8,000.00	01-8150-0-0000-8110-5603-780	21
W-813325	011806-01 YOUMAN, MARTHA	12/01/2022	18,000.00	PO230564-003	15,000.00	01-6500-0-5001-2100-5800-730	1117
			18,000.00	PO230564-004	3,000.00	01-6500-0-5001-2100-5800-730	1121
W-813326	000161-02 SAN MATEO COUNTY	12/01/2022	56,133.90	PO230682-001	9.71	01-0000-0-0000-8205-5504-107	067-202-010
			56,133.90	PO230682-002	741.04	01-0000-0-0000-8205-5504-101	047-330-020
			56,133.90	PO230682-003	6,025.98	01-0000-0-0000-8205-5504-103	036-320-020
			56,133.90	PO230682-004	3,485.62	01-0000-0-0000-8205-5504-105	056-181-010
			56,133.90	PO230682-005	36,243.47	01-0000-0-0000-8205-5504-331	056-310-140
			56,133.90	PO230682-006	9.90	01-0000-0-0000-8205-5504-331	056-310-150
			56,133.90	PO230682-007	750.74	01-0000-0-0000-8205-5504-211	056-182-040
			56,133.90	PO230682-008	8,867.44	01-0000-0-0000-8205-5504-211	056-182-050
W-813327	009571-01 GOLD STAR FOODS	12/01/2022	95.85	PO230198-032	95.85	13-5310-0-0000-3700-4790-331	5623716
W-813328	004891-01 ORKIN EXTERMINAT	12/01/2022	131.71	PO230234-004	131.71	13-5310-0-0000-8205-5504-331	236953666

12/01/22-12/31/22 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2023**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-813329	008758-01 AMERICAN PORTABL	12/01/2022	127.31	PO230123-005	127.31	01-8150-0-0000-8110-5603-780	82048
W-813330	009750-01 CINTAS	12/01/2022	166.71	PO230174-010	55.57	01-8150-0-0000-8110-5603-780	4136538467
			166.71	PO230174-011	55.57	01-8150-0-0000-8110-5603-780	4135142558
			166.71	PO230174-012	55.57	01-8150-0-0000-8110-5603-780	4134569076
W-813331	000194-01 COASTSIDE COUNTY	12/01/2022	9,175.34	PO230257-003	1,268.58	01-0000-0-0000-8205-5503-720	CUSD-OCT 2022
			9,175.34	PO230257-003	1,597.98	01-0000-0-0000-8205-5503-211	CUSD-OCT 2022
			9,175.34	PO230257-003	3,861.05	01-0000-0-0000-8205-5503-331	CUSD-OCT 2022
			9,175.34	PO230257-003	806.41	01-0000-0-0000-8205-5503-101	CUSD-OCT 2022
			9,175.34	PO230257-003	1,641.32	01-0000-0-0000-8205-5503-105	CUSD-OCT 2022
W-813332	011312-01 RB PETROLEUM SVC	12/01/2022	555.00	PO230098-001	555.00	01-8150-0-0000-8110-5603-780	5191
W-813333	011944-01 CLEAN HARBORS EN	12/01/2022	6,330.24	PO230474-001	6,330.24	01-8150-0-0000-8110-5603-780	1004364663
W-813334	011523-01 CAL-STEAM	12/01/2022	8,431.61	PO230231-001	315.69	01-8150-0-0000-8110-4300-780	4417225
			8,431.61	PO230614-001	8,115.92	01-8150-0-0000-8110-4300-780	4417355
W-813335	009750-01 CINTAS	12/01/2022	55.57	PO230174-009	55.57	01-8150-0-0000-8110-5603-780	4137364849
W-813336	000061-01 DANNIS WOLIVER K	12/01/2022	20,302.64	PV230420-001	6,659.13	01-0000-0-0000-7400-5810-750	OCT 2022
			20,302.64	PV230420-001	1,880.52	21-9711-0-9621-8500-5810-211	OCT 2022
			20,302.64	PV230420-001	5,611.99	01-0000-0-0000-7111-5810-750	OCT 2022
			20,302.64	PV230420-001	6,151.00	01-0000-0-0000-7112-5810-750	OCT 2022
W-813337	011601-01 HMB SMOG	12/01/2022	880.80	PO230185-001	117.66	01-9723-0-0000-3600-5603-788	1793
			880.80	PO230185-002	528.14	01-9723-0-0000-3600-5603-788	1805
			880.80	PO230185-003	235.00	01-9723-0-0000-3600-5603-788	1975
W-813338	009231-02 MIZKAN AMERICA I	12/01/2022	1,618.15	PO230110-002	1,618.15	01-0000-0-0000-8220-4300-785	1766

12/01/22-12/31/22 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2023**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-813339	008883-01 PACIFICA COMMUNI	12/01/2022	800.00	PO230069-002	800.00	01-0000-0-0000-7150-5800-710	PCTCUSD1022
W-813340	011178-01 PAULO'S AUTO CAR	12/01/2022	337.20	PO230173-011	215.97	01-8150-0-0000-8110-5603-780	67760
			337.20	PO230173-012	121.23	01-8150-0-0000-8110-5603-780	68233
W-813341	011814-01 BROOKWOOD PROGRA	12/01/2022	73,972.50	PV230423-001	16,882.50	01-0000-0-0000-7150-5800-710	3950-11
			73,972.50	PV230424-001	32,617.50	01-0000-0-0000-7150-5800-710	3950-10
			73,972.50	PV230425-001	24,472.50	01-0000-0-0000-7150-5800-710	3950-12
W-813342	000061-01 DANNIS WOLIVER K	12/01/2022	27,204.23	PV230421-001	5,280.00	01-0000-0-0000-7150-5810-710	SEPT 2022
			27,204.23	PV230421-001	5,450.53	01-0000-0-0000-7400-5810-750	SEPT 2022
			27,204.23	PV230421-001	1,650.54	21-9711-0-9621-8500-5810-211	SEPT 2022
			27,204.23	PV230421-001	10,331.80	01-0000-0-0000-7111-5810-750	SEPT 2022
			27,204.23	PV230421-001	4,491.36	01-0000-0-0000-7112-5810-750	SEPT 2022
W-813343	009508-01 RESOURCE SOLUTIO	12/01/2022	19,027.76	PO230144-016	9,886.24	01-8150-0-0000-8110-4300-780	26017
			19,027.76	PO230144-017	9,141.52	01-8150-0-0000-8110-4300-780	25817
W-813344	009046-01 SIMMS PLUMBING &	12/01/2022	4,278.71	PV230422-001	4,278.71	21-9711-0-9637-8520-5603-100	64297V
W-813345	011909-01 ARCADIO'S PRODUC	12/01/2022	273.00	PO230194-016	210.00	13-5466-0-0000-3700-4710-331	191734
			273.00	PO230194-016	63.00	13-5466-0-0000-3700-4712-331	191734
W-813346	008911-01 DAVID'S BAGELS	12/01/2022	50.00	PO230269-029	50.00	13-5310-0-0000-3700-4712-331	37485
W-813347	005163-01 SYSCO FOOD SERVI	12/01/2022	923.94	PO230203-030	406.35	13-5310-0-0000-3700-4712-211	550408744
			923.94	PO230203-030	517.59	13-5310-0-0000-3700-4300-211	550408744
W-813348	004981-01 STRAW HAT PIZZA	12/01/2022	517.63	PO230200-017	517.63	13-5310-0-0000-3700-4710-331	22973
W-813349	005163-01 SYSCO FOOD SERVI	12/01/2022	1,731.10	PO230203-029	289.95	13-5310-0-0000-3700-4712-331	550408743
			1,731.10	PO230203-029	957.16	13-5310-0-0000-3700-4710-331	550408743

12/01/22-12/31/22 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2023**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			1,731.10	PO230203-029	307.46	13-5310-0-0000-3700-4790-331	550408743
			1,731.10	PO230203-029	176.53	13-5310-0-0000-3700-4300-331	550408743
W-814136	009405-01 ANTONIO, ERIC	12/06/2022	124.75	TC230036-001	124.75	01-0000-0-0000-2140-5200-790	OCT22 MILEAGE
W-814137	009617-01 BRIGGS OT	12/06/2022	1,500.00	PO230271-004	1,500.00	01-6500-0-5750-1180-5864-730	3239
W-814138	006007-02 CA. ASSOCIATION	12/06/2022	1,560.00	PV230407-001	1,560.00	01-6387-0-1110-1000-4300-331	109205
W-814139	011961-01 FORRESTER, BIANC	12/06/2022	276.99	PO230666-001	276.99	01-0000-0-0000-7300-4300-750	111522 REIMB.
W-814140	011947-01 HANA L. HANSON	12/06/2022	540.36	PO230601-001	128.39	01-7010-0-3800-1000-5200-331	102422 REIMB.
			540.36	PO230602-001	240.00	01-7010-0-3800-1000-5200-331	102422 REIMB.2
			540.36	PV230408-001	147.94	01-6387-0-1110-1000-4300-331	111022 REIMB.
			540.36	PO230605-001	24.03	01-7010-0-3800-1000-4300-331	102422 REIMB.3
W-814141	011597-01 MARIA EUGENIA YO	12/06/2022	311.12	TC230039-001	311.12	01-0700-0-1460-3140-5200-000	OCT22 MILEAGE
W-814142	011110-01 MORRISSEY-COMPTO	12/06/2022	6,700.00	PV230419-001	6,700.00	01-6500-0-5760-1180-5800-730	8071238
W-814143	010723-01 PALO ALTO PREP	12/06/2022	13,146.00	PO230477-003	6,573.00	01-6500-0-5750-1180-5100-730	102522-XS
			13,146.00	PO230479-002	6,573.00	01-6500-0-5750-1180-5100-730	192522AA
W-814144	011178-01 PAULO'S AUTO CAR	12/06/2022	6,154.67	PO230173-010	6,154.67	01-8150-0-0000-8110-5603-780	67833
W-814145	009453-01 SMITH, GAYLE	12/06/2022	100.00	PO230603-001	100.00	01-7010-0-3800-1000-5200-331	102422 REIMB.
W-814146	000583-01 DEPARTMENT OF JU	12/06/2022	716.00	PO230245-005	716.00	01-0000-0-0000-7400-5800-750	615152
W-814147	000915-01 HALF MOON BAY GL	12/06/2022	396.48	PO230128-002	396.48	01-8150-0-0000-8110-4300-780	7926
W-814148	005398-01 MOBILE MODULAR M	12/06/2022	957.00	PO230250-003	957.00	25-9010-0-9100-8700-5600-331	2335824
W-814149	008963-02 OTIS ELEVATOR CO	12/06/2022	640.37	PO230246-006	147.87	01-8150-0-0000-8110-5602-780	100400947587
			640.37	PO230246-007	246.25	01-8150-0-0000-8110-5602-780	100400946058
			640.37	PO230246-008	246.25	01-8150-0-0000-8110-5602-780	100400976065

12/01/22-12/31/22 WARRANT REGISTER
41 Cabrillo Unified School District **Fiscal Year: 2023**

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-814150	000105-04 REPUBLIC SERVICE	12/06/2022	288.61	PO230232-005	288.61	01-0000-0-0000-8205-5504-720	4227-000064357
W-814151	004143-02 RICOH USA INC	12/06/2022	165.72	PO230037-005	55.24	01-0103-0-1210-2700-4300-103	5065685257
			165.72	PO230037-005	55.24	01-0105-0-1210-2700-4300-105	5065685257
			165.72	PO230037-005	55.24	01-0107-0-1210-2700-4300-107	5065685257
W-814152	008758-01 AMERICAN PORTABL	12/06/2022	127.41	PO230123-006	127.41	01-8150-0-0000-8110-5603-780	80536
W-814153	000061-01 DANNIS WOLIVER K	12/06/2022	1,200.00	PO230321-001	1,200.00	01-0000-0-0000-3900-5800-750	283095
W-814154	011363-01 EIDE BAILLY LLP	12/06/2022	13,250.00	PV230426-001	13,250.00	01-0000-0-0000-7190-5820-720	1409744
W-814155	010633-02 GLOBAL INDUSTRIA	12/06/2022	9,100.48	PO230654-001	9,100.48	21-9711-0-9627-8520-4300-105	119829160
W-814156	010903-01 ILOBBY CORP.	12/06/2022	15,479.04	PO230626-001	15,479.04	01-0000-0-0000-2421-4300-790	11365
W-814157	009675-01 READY REFRESH BY	12/06/2022	404.66	PO230489-003	221.44	01-2600-0-1110-4000-4300-105	02K0034251553
			404.66	PO230233-003	183.22	01-0420-0-3350-1000-4300-420	22K5737216001
W-814158	008443-01 RECOLOGY OF THE	12/06/2022	2,704.73	PO230050-002	2,704.73	01-0000-0-0000-8205-5504-101	7563
W-814159	005897-01 TURF & INDUSTRIA	12/06/2022	26,150.25	PO230334-001	26,150.25	01-8150-0-0000-8110-4400-780	20980
W-814160	010865-01 BETANCOURT, JORG	12/06/2022	103.37	TC230038-001	103.37	01-0000-0-0000-2140-5200-790	0CT22 MILEAGE
W-814161	011239-01 LEARNING ALLY IN	12/06/2022	8,996.00	PO230487-001	8,996.00	01-6500-0-5001-2100-4300-730	123533
W-814162	011960-01 SAN MATEO YELLOW	12/06/2022	2,850.00	PO230651-001	2,850.00	01-6500-0-5750-1180-5863-730	12573
W-814163	009453-02 SMITH, GAYLE	12/06/2022	52.13	PV230409-001	52.13	01-6387-0-1110-1000-4300-331	110722 REIMB.
W-814164	008523-01 THE SPEECH PATHO	12/06/2022	55,035.10	PO230412-004	54,890.10	01-6500-0-5760-1180-5867-730	INV022371
			55,035.10	PO230412-005	145.00	01-6500-0-5760-1180-5867-730	INV022518
W-814165	008442-01 VISTA CENTER	12/06/2022	7,014.75	PO230263-004	3,283.50	01-6500-0-5760-1180-5800-730	0922-0005
			7,014.75	PO230262-003	2,985.00	01-6500-0-5760-1180-5800-730	0922-0004
			7,014.75	PO230261-002	746.25	01-6500-0-5760-1180-5800-730	0922-0003

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-814166	008898-01 WOODCRAFT	12/06/2022	9,001.02	PO230683-001	9,001.02	01-6387-0-1110-1000-4300-331	561-085189
W-814940	008259-01 ACHIEVEKIDS	12/08/2022	14,118.00	PO230548-004	11,143.00	01-6500-0-5750-1180-5100-730	31278
			14,118.00	PO230548-004	380.00	01-6500-0-5750-1180-5867-730	31278
			14,118.00	PO230548-004	285.00	01-6500-0-5750-1180-5864-730	31278
			14,118.00	PO230548-004	2,310.00	01-6500-0-5750-1180-5863-730	31278
W-814941	007627-01 AT&T MOBILITY	12/08/2022	6,431.51	PO230562-001	6,431.51	01-0000-0-0000-8205-5901-720	287298525082X111
W-814942	011046-02 AVID CENTER	12/08/2022	13,618.00	PO230290-001	13,618.00	01-0111-0-0000-2490-5800-740-107	00085161
W-814943	008304-01 CALIFORNIA WATER	12/08/2022	732.10	PO230459-004	366.05	01-0000-0-0000-8205-5503-107	2188039386-10262
			732.10	PO230459-005	366.05	01-0000-0-0000-8205-5503-107	2188039386-11282
W-814944	008861-01 ELLEN SILVA CREA	12/08/2022	3,655.00	PO230613-001	3,655.00	01-6010-0-1110-4000-5800-101	7134
W-814945	011940-01 JWEINAT, ILEANA	12/08/2022	345.00	PO230453-002	345.00	01-6500-0-5750-1180-5100-730	9/6&9/12 REIMB.
W-814946	008443-02 RECOLOGY OF THE	12/08/2022	1,118.07	PO230289-004	142.89	01-0000-0-0000-8205-5504-103	13112081
			1,118.07	PO230289-005	142.89	01-0000-0-0000-8205-5504-103	13195706
			1,118.07	PO230289-006	832.29	01-0000-0-0000-8205-5504-101	13194832
W-814947	008496-01 SCI CONSULTING G	12/08/2022	1,500.00	PO230424-001	1,500.00	01-0000-0-0000-7150-5800-710	SBS10631
W-814948	008442-01 VISTA CENTER	12/08/2022	1,641.75	PO230263-005	1,194.00	01-6500-0-5760-1180-5800-730	1022-0005
			1,641.75	PO230261-003	447.75	01-6500-0-5760-1180-5800-730	1022-0003
W-814949	011523-01 CAL-STEAM	12/08/2022	121.56	PO230231-002	121.56	01-8150-0-0000-8110-4300-780	4431168
W-814950	007476-01 ESTHER B CLARK S	12/08/2022	9,296.15	PO230413-003	5,518.00	01-6500-0-5750-1180-5100-730	119704
			9,296.15	PO230413-003	395.55	01-6500-0-5750-1180-5867-730	119704
			9,296.15	PO230413-003	135.00	01-6500-0-5750-1180-5864-730	119704
			9,296.15	PO230413-003	1,287.60	01-6500-0-5750-1180-5861-730	119704

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			9,296.15	PO230413-003	1,960.00	01-6500-0-5750-1180-5863-730	119704
W-814951	011524-01 HANNA INTERPRETI	12/08/2022	2,638.35	PO230637-001	2,638.35	01-6500-0-5001-2100-5800-730	2022/2545
W-814952	011431-01 KIS	12/08/2022	59,931.96	PO230681-001	59,931.96	01-6387-0-3800-1000-4300-331	76160
W-814953	011832-01 MOBILE SERVE	12/08/2022	2,100.00	PO230686-001	2,100.00	01-0331-0-1210-1000-4300-331	3297
W-814954	007457-01 PACIFIC AUTISM L	12/08/2022	10,944.83	PO230264-005	10,944.83	01-6500-0-5750-1180-5861-730	5358553
W-814955	000550-01 PACIFIC GAS AND	12/08/2022	129,834.82	PO230273-007	2,145.57	01-0000-0-0000-8205-5502-720	0130358105-0/OCT
			129,834.82	PO230273-007	4,089.50	01-0000-0-0000-8205-5502-101	0130358105-0/OCT
			129,834.82	PO230273-007	2,695.25	01-0000-0-0000-8205-5502-103	0130358105-0/OCT
			129,834.82	PO230273-007	4,697.00	01-0000-0-0000-8205-5502-105	0130358105-0/OCT
			129,834.82	PO230273-007	939.69	01-0000-0-0000-8205-5502-107	0130358105-0/OCT
			129,834.82	PO230273-007	7,151.26	01-0000-0-0000-8205-5502-211	0130358105-0/OCT
			129,834.82	PO230273-007	24.64	01-0000-0-0000-8205-5502-331	0130358105-0/OCT
			129,834.82	PO230273-008	2,203.45	01-0000-0-0000-8205-5502-720	0130358105-0/NOV
			129,834.82	PO230273-008	5,946.25	01-0000-0-0000-8205-5502-101	0130358105-0/NOV
			129,834.82	PO230273-008	4,492.51	01-0000-0-0000-8205-5502-103	0130358105-0/NOV
			129,834.82	PO230273-008	7,688.78	01-0000-0-0000-8205-5502-105	0130358105-0/NOV
			129,834.82	PO230273-008	983.69	01-0000-0-0000-8205-5502-107	0130358105-0/NOV
			129,834.82	PO230273-008	86,753.41	01-0000-0-0000-8205-5502-211	0130358105-0/NOV
			129,834.82	PO230273-008	23.82	01-0000-0-0000-8205-5502-331	0130358105-0/NOV
W-814956	010723-01 PALO ALTO PREP	12/08/2022	12,084.00	PO230479-003	4,382.00	01-6500-0-5750-1180-5100-730	111622AA
			12,084.00	PO230479-003	618.00	01-6500-0-5750-1180-5861-730	111622AA
			12,084.00	PO230477-004	6,260.00	01-6500-0-5750-1180-5100-730	111622XS

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			12,084.00	PO230477-004	824.00	01-6500-0-5750-1180-5861-730	111622XS
W-814957	004143-02 RICOH USA INC	12/08/2022	31.35	PO230241-006	5.00	01-0000-0-0000-7300-5601-720	9031222133
			31.35	PO230241-006	26.35	01-0105-0-1310-1000-5601-105	9031222133
W-814958	008523-01 THE SPEECH PATHO	12/08/2022	54,443.25	PO230412-006	54,117.00	01-6500-0-5760-1180-5867-730	INV022709
			54,443.25	PO230412-007	326.25	01-6500-0-5760-1180-5867-730	INV022782
W-814959	008442-01 VISTA CENTER	12/08/2022	995.00	PO230262-004	995.00	01-6500-0-5760-1180-5800-730	1022-0004
W-814960	011806-01 YOUMAN, MARTHA	12/08/2022	4,000.00	PO230564-005	4,000.00	01-6500-0-5001-2100-5800-730	1129
W-814961	008938-01 AMAZON.COM	12/08/2022	984.43	PO230284-002	51.22	01-0105-0-1310-1000-4300-105	479666596946
			984.43	PO230298-002	4.36	12-6053-0-0001-1000-4300-000	585834476455
			984.43	PO230302-001	72.72	01-9655-0-0000-3700-4300-770	537936587699
			984.43	PO230352-001	43.52	01-0105-0-1310-1000-4300-105	449594759349
			984.43	PO230352-002	38.99	01-0105-0-1310-1000-4300-105	497636464856
			984.43	PO230352-003	32.79	01-0105-0-1310-1000-4300-105	994469869989
			984.43	PO230312-001	24.01	01-0105-0-1310-1000-4300-105	588566733475
			984.43	PO230312-002	169.80	01-0105-0-1310-1000-4300-105	664397744849
			984.43	PO230312-003	182.88	01-0105-0-1310-1000-4300-105	733333374399
			984.43	PO230351-001	43.68	01-0105-0-1310-1000-4300-105	983944658797
			984.43	PO230351-002	17.49	01-0105-0-1310-1000-4300-105	975835439737
			984.43	PO230351-004	21.30	01-0105-0-1310-1000-4300-105	788558554555
			984.43	PO230350-001	72.34	01-0105-0-1310-1000-4300-105	487983969579
			984.43	PO230350-002	63.90	01-0105-0-1310-1000-4300-105	445889636997
			984.43	PO230327-001	40.07	01-9542-0-1110-1000-4300-103	869697398797

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			984.43	PO230327-002	105.36	01-9542-0-1110-1000-4300-103	538959683599
W-814962	011779-01 CRAWFORD, JAQUEL	12/08/2022	49.63	TC230040-001	49.63	01-0700-0-5001-2140-5200-730	10/31-11/30 MILE
W-814963	000901-01 LAKESHORE LEARNI	12/08/2022	124.32	PV230431-001	124.32	01-6500-0-5770-1120-4300-730	127907052522
W-814964	006642-01 SCHOOL HEALTH CO	12/08/2022	3,036.41	PO230020-003	87.67	01-0103-0-1310-1000-4300-103	5558121-02
			3,036.41	PO230471-001	2,948.74	01-0000-0-0000-3900-4300-760	4117636-00
W-814965	006423-02 THE HOME DEPOT P	12/08/2022	3,061.41	PV230432-001	3,061.41	01-6387-0-1110-1000-4300-331	WE10046088
W-814966	005765-02 BENCHMARK EDUCAT	12/08/2022	11,686.81	PO230378-001	11,686.81	01-6300-0-1110-1000-4100-740	471113
W-814967	008938-01 AMAZON.COM	12/08/2022	17.49	PO230351-003	17.49	01-0105-0-1310-1000-4300-105	857747438639
W-814968	000349-05 SCHOLASTIC	12/08/2022	1,124.95	PV230427-001	782.70	01-3010-0-1110-1000-4300-740	M7135909 #2
			1,124.95	PV230428-001	143.04	01-3010-0-1110-1000-4300-740	M7135909 5
			1,124.95	PV230429-001	143.04	01-3010-0-1110-1000-4300-740	M7331789
			1,124.95	PV230430-001	56.17	01-3010-0-1110-1000-4300-740	M7331789 3
W-814969	000901-01 LAKESHORE LEARNI	12/08/2022	1,811.25	PO230107-002	1,352.97	12-6053-0-0001-1000-4300-000	285843110122
			1,811.25	PO230363-003	458.28	01-2600-0-0000-2140-4300-000	446745110922
W-814970	011898-01 APPROACH LLC	12/08/2022	8,432.00	PO230032-005	4,216.00	11-6391-0-4110-2700-5800-561	3850
			8,432.00	PO230032-006	4,216.00	11-6391-0-4110-2700-5800-561	3814
W-814971	009353-01 COASTSIDE PRINTE	12/08/2022	1,215.98	PO230700-001	311.72	01-0111-0-1210-2700-1300-556	33327
			1,215.98	PO230700-002	904.26	01-0111-0-1210-2700-1300-556	33338
W-814972	011427-01 COLBI TECHNOLOGI	12/08/2022	2,875.00	PO230396-005	2,875.00	21-9711-0-9006-8520-5800-000	8736
W-814973	011839-01 INTEGRATED INSPE	12/08/2022	1,950.00	PO230399-001	1,950.00	21-9711-0-9636-8520-6290-331	22-666
W-814974	010763-01 QUATTROCCHI KWOK	12/08/2022	2,217.50	PO230712-001	2,125.00	21-9711-0-9607-8520-6210-100	23785
			2,217.50	PO230711-001	92.50	21-9711-0-9654-8520-6210-101	23784

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W-814975	009491-01 SOUND AND SIGNAL	12/08/2022	49,950.00	PO230634-001	49,950.00	21-9711-0-9653-8520-5800-211	11762
W-814976	011744-01 STUDIO W ARCHITE	12/08/2022	117,300.12	PO230400-007	26,652.32	21-9711-0-9645-8520-6210-103	46091
			117,300.12	PO230400-008	90,647.80	21-9711-0-9645-8520-6210-103	46090
W-816804	011589-01 A+ LIVESCAN SERV	12/13/2022	658.00	PV230443-001	168.00	01-0000-0-0000-7400-5800-750	13429B
			658.00	PV230444-001	490.00	01-0000-0-0000-7400-5800-750	13698A
W-816805	011810-01 ANDRADE, ITALI	12/13/2022	41.37	TC230045-001	41.37	01-6500-0-5750-1190-5200-730	NOV22 MILEAGE
W-816806	007966-02 BAKER, CHRISTINA	12/13/2022	70.04	PO230667-001	70.04	01-0331-0-1342-1000-4300-331	111522 REIMB.
W-816807	011933-01 CARY, NICHOLAS	12/13/2022	53.75	TC230043-001	53.75	01-0000-0-0000-2140-5200-790	OCT22 MILEAGE
W-816808	011951-01 CESILIA GUTIERRE	12/13/2022	66.15	PV230439-001	46.15	01-2600-0-0000-2490-4300-000	120522 REIMB.
			66.15	PV230439-001	20.00	01-3010-0-1110-1000-4300-740	120522 REIMB.
W-816809	008307-01 COAST TRANSMISSI	12/13/2022	561.40	PO230495-002	561.40	01-9723-0-0000-3600-5603-788	14274
W-816810	010851-01 CORTES, JUDITH	12/13/2022	266.94	TC230044-001	185.75	01-2600-0-0000-2140-5200-000	EL PD MILEAGE
			266.94	PV230441-001	81.19	01-2600-0-0000-2490-4300-000	103122 REIMB.
W-816811	011779-01 CRAWFORD, JAQUEL	12/13/2022	53.50	PV230436-001	53.50	01-0700-0-1460-3140-5200-000	FIELD TRIP MILEA
W-816812	010755-02 GOULD, CLAIRE	12/13/2022	74.97	PO230672-001	74.97	01-0331-0-1304-1000-4300-331	111522 REIMB.
W-816813	011767-02 GREENHOUSE MEGAS	12/13/2022	6,345.51	PO230702-001	6,345.51	01-6387-0-1110-1000-4300-331	SQ128183
W-816814	011947-01 HANA L. HANSON	12/13/2022	14.84	PO230670-001	14.84	01-7010-0-3800-1000-4300-331	111522 REIMB.
W-816815	009685-01 INK SPELL BOOKS	12/13/2022	711.99	PO230698-001	711.99	01-0111-0-1110-1000-4200-740-201	FV INKSPELL BOOK
W-816816	011948-01 JENNIFER SHUEN	12/13/2022	13.97	PO230673-001	13.97	01-0331-0-1210-1000-4300-331	111522 REIMB.
W-816817	008462-01 JONES SCHOOL SUP	12/13/2022	457.50	PO230642-001	457.50	01-9536-0-1110-1000-4300-211	1918171
W-816818	011940-01 JWEINAT, ILEANA	12/13/2022	140.00	PO230453-003	140.00	01-6500-0-5750-1180-5100-730	112222 REIMB.
W-816819	011705-01 KRISTI STADELMAY	12/13/2022	102.30	PO230348-001	102.30	01-0105-0-1310-1000-4300-105	082622 REIMB.

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W-816820	011547-01 LONGAKER, LISA	12/13/2022	31.76	PO230669-001	31.76	01-6388-0-3800-1000-5200-331	111522 REIMB.
W-816821	008002-02 MALHIOT, LORI	12/13/2022	1,102.32	PO230419-003	431.44	01-6010-0-1110-4000-4300-101	110822 INVOICE
			1,102.32	PO230419-003	287.62	01-9660-0-1110-4000-4300-101	110822 INVOICE
			1,102.32	PO230419-004	383.26	01-6010-0-1110-4000-4300-101	110822 REIMB.
W-816822	011597-01 MARIA EUGENIA YO	12/13/2022	212.87	TC230047-001	212.87	01-6500-0-5750-1190-5200-730	NOV22 MILEAGE
W-816823	011704-01 NANCY VIRGEN	12/13/2022	9.75	PV230435-001	9.75	01-0700-0-1460-3140-5200-000	OCT22 MILEAGE
W-816824	011941-01 ONE STONE APPARE	12/13/2022	3,851.73	PO230688-001	3,851.73	01-9547-0-1343-1000-4300-211	14396
W-816825	008963-01 OTIS ELEVATOR CO	12/13/2022	250.00	PO230246-009	125.00	01-8150-0-0000-8110-5602-780	F10000045467
			250.00	PO230246-010	125.00	01-8150-0-0000-8110-5602-780	F10000045468
W-816826	011160-01 SALCIDO, ASH	12/13/2022	222.93	TC230046-001	95.00	01-6500-0-5750-1190-5200-730	NOV22 MILEAGE
			222.93	TC230042-001	127.93	01-6500-0-5750-1190-5200-730	OCT22 MILEAGE
W-816827	011810-02 ANDRADE, ITALI	12/13/2022	68.12	TC230041-001	68.12	01-6500-0-5750-1190-5200-730	SEPT22 MILEAGE
W-816828	010714-01 BAY AREA AIR QUA	12/13/2022	271.00	PV230434-001	271.00	01-8150-0-0000-8110-5800-788	T145043
W-816829	008193-01 COMCAST	12/13/2022	2,771.08	PO230237-005	2,771.08	01-0000-0-0000-2421-5902-790	160514306
W-816830	006962-01 COMTEL SYSTEMS T	12/13/2022	1,110.00	PO230118-002	185.00	01-8150-0-0000-8110-5603-780	0521024-IN
			1,110.00	PO230118-003	740.00	01-8150-0-0000-8110-5603-780	0521020-IN
			1,110.00	PO230118-004	185.00	01-8150-0-0000-8110-5603-780	0521022-IN
W-816831	010851-01 CORTES, JUDITH	12/13/2022	20.00	PV230440-001	20.00	01-3010-0-1110-1000-4300-740	110122 REIMB.
W-816832	011961-01 FORRESTER, BIANC	12/13/2022	218.49	PO230664-001	218.49	01-0000-0-0000-7300-4300-750	111522 REIMB.2
W-816833	011066-01 HOOKER, BRITTANY	12/13/2022	45.46	PV230437-001	45.46	01-3010-0-1110-1000-4300-740	REIMB. RECLASS
W-816834	008005-01 JERONIMO, VANESS	12/13/2022	213.63	PV230433-001	213.63	01-6500-0-5001-2140-5200-730	OCT.22 CONF. REI
W-816835	007153-02 RYCKEBUSCH, ANNE	12/13/2022	49.11	PO230668-001	49.11	01-0331-0-1332-1000-4300-331	111522 REIMB.

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-816836	001073-01 SCHUCK, ELIZABET	12/13/2022	1,825.68	PO230619-001	1,825.68	01-9538-0-1110-1000-5800-740	0000060
W-816837	000749-01 SEGURA, ROSALVA	12/13/2022	91.29	PV230442-001	91.29	01-2600-0-0000-2490-4300-000	111622 REIMB.
W-816838	009453-01 SMITH, GAYLE	12/13/2022	61.15	PO230671-001	61.15	01-7010-0-3800-1000-5200-331	111522 REIMB.
W-816839	009413-02 SOUTHERN COUNTIE	12/13/2022	3,833.23	PO230113-008	2,478.51	01-9723-0-0000-3600-4300-788	320341
			3,833.23	PO230113-009	1,354.72	01-9723-0-0000-3600-4300-788	320711
W-816840	011141-01 THE AVALON ACADE	12/13/2022	27,315.00	PO230476-004	9,061.00	01-6500-0-5750-1180-5100-730	5399
			27,315.00	PO230476-004	1,480.00	01-6500-0-5750-1180-5867-730	5399
			27,315.00	PO230476-004	1,586.00	01-6500-0-5750-1180-5864-730	5399
			27,315.00	PO230476-004	888.00	01-6500-0-5750-1180-5800-730	5399
			27,315.00	PO230475-004	9,925.00	01-6500-0-5750-1180-5100-730	5400
			27,315.00	PO230475-004	2,072.00	01-6500-0-5750-1180-5867-730	5400
			27,315.00	PO230475-004	1,008.00	01-6500-0-5750-1180-5864-730	5400
			27,315.00	PO230475-004	1,295.00	01-6500-0-5750-1180-5800-730	5400
W-816841	008447-02 ULINE	12/13/2022	298.70	PO230445-001	298.70	01-8150-0-0000-8110-4300-780	155683786
W-816842	009172-02 VISTA HIGHER LEA	12/13/2022	29,544.43	PV230438-001	29,544.43	01-0111-0-1110-1000-4300-740-206	SI243584
W-816843	011100-02 WILSON LANGUAGE	12/13/2022	17,052.44	PO230482-001	17,052.44	01-0111-0-1110-1000-4300-740-302	1955117
W-816844	008938-02 AMAZON CAPITAL S	12/13/2022	543.26	PO230537-001	226.87	12-6053-0-0001-1000-4300-000	1WQ7-HV3G-CDP9
			543.26	PV230448-001	42.96	21-9711-0-9006-8520-4300-000	16H4-1JPT-QQQQ
			543.26	PV230449-001	273.43	21-9711-0-9006-8520-4300-000	1WQ7-HV3G-CNL6
W-816845	008938-01 AMAZON.COM	12/13/2022	8,631.44	PO230507-001	24.03	01-6500-0-5750-2100-4300-730	775389487437
			8,631.44	PO230510-001	169.24	01-0331-0-1304-1000-4300-331	984985478436
			8,631.44	PO230360-002	10.89	01-2600-0-0000-2490-4300-000	785764475669

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			8,631.44	PO230360-003	155.66	01-2600-0-0000-2490-4300-000	444743359538
			8,631.44	PO230360-004	141.07	01-2600-0-0000-2490-4300-000	468935866573
			8,631.44	PO230360-005	321.54	01-2600-0-0000-2490-4300-000	664675797735
			8,631.44	CM230009-001	(48.90)	01-2600-0-0000-2490-4300-000	454759888978
			8,631.44	PO230503-001	15.15	01-0101-0-1310-1000-4300-101	696459344476
			8,631.44	PO230503-002	15.53	01-0101-0-1310-1000-4300-101	747756775988
			8,631.44	PO230509-002	23.04	01-0331-0-1210-1000-4300-331	839633984494
			8,631.44	PO230509-003	15.48	01-0331-0-1210-1000-4300-331	459477755865
			8,631.44	PO230498-001	171.56	01-0105-0-1310-1000-4300-105	747366399848
			8,631.44	PO230500-001	10.43	01-4203-0-1110-2490-4300-740	577568474337
			8,631.44	PO230053-007	161.41	01-0000-0-0000-2421-4300-790	794496988745
			8,631.44	PO230053-008	754.44	01-0000-0-0000-2421-4300-790	475765844583
			8,631.44	PO230053-009	521.73	01-0000-0-0000-2421-4300-790	458777633669
			8,631.44	PO230053-010	172.76	01-0000-0-0000-2421-4300-790	465985873697
			8,631.44	PO230484-004	45.08	01-2600-0-1110-4000-4300-105	796948847668
			8,631.44	PO230338-002	86.60	01-9547-0-1337-1000-4300-211	876563476654
			8,631.44	PO230338-003	173.20	01-9547-0-1337-1000-4300-211	968796834859
			8,631.44	PO230338-004	68.50	01-9547-0-1337-1000-4300-211	554366934436
			8,631.44	PO230420-001	11.73	01-4203-0-1110-2490-4300-740	485394546474
			8,631.44	PO230420-002	235.80	01-4203-0-1110-2490-4300-740	559487436843
			8,631.44	PO230420-003	157.32	01-4203-0-1110-2490-4300-740	44798494996
			8,631.44	PO230426-001	114.58	01-6500-0-5750-2100-4300-730	736865836354

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			8,631.44	PO230425-001	9.82	01-0111-0-1470-3110-4300-760-406	547554779848
			8,631.44	PO230425-002	110.80	01-0111-0-1470-3110-4300-760-406	634583465843
			8,631.44	PO230356-002	40.99	01-6500-0-5001-2100-4300-730	467864796487
			8,631.44	PO230356-003	57.20	01-6500-0-5001-2100-4300-730	844676589747
			8,631.44	PO230356-004	122.97	01-6500-0-5001-2100-4300-730	598854665659
			8,631.44	PO230356-005	1,467.45	01-6500-0-5001-2100-4300-730	445669476537
			8,631.44	PO230356-006	40.99	01-6500-0-5001-2100-4300-730	753663489357
			8,631.44	PO230377-001	55.74	01-6388-0-1110-1000-4300-740-STEM	659435353376
			8,631.44	PO230377-002	27.32	01-6387-0-1110-1000-4300-331	747675547867
			8,631.44	PO230377-003	32.80	01-6387-0-1110-1000-4300-331	685646678374
			8,631.44	PO230043-005	59.50	01-8150-0-0000-8110-4300-780	444645694877
			8,631.44	PO230043-006	25.36	01-8150-0-0000-8110-4300-780	886555589739
			8,631.44	PO230043-008	87.50	01-8150-0-0000-8110-4300-780	843765783785
			8,631.44	PO230043-009	479.06	01-8150-0-0000-8110-4300-780	854596774395
			8,631.44	PO230043-010	61.80	01-8150-0-0000-8110-4300-780	733466687395
			8,631.44	PO230043-011	27.34	01-8150-0-0000-8110-4300-780	738945643797
			8,631.44	PO230043-012	98.08	01-8150-0-0000-8110-4300-780	886955639974
			8,631.44	PO230043-013	288.75	01-8150-0-0000-8110-4300-780	886976585495
			8,631.44	PO230366-001	107.03	01-3010-0-1110-2490-4300-101	584698334743
			8,631.44	PO230366-002	7.65	01-3010-0-1110-2490-4300-101	735697333945
			8,631.44	PO230366-003	22.96	01-3010-0-1110-2490-4300-101	585837557445
			8,631.44	PO230392-001	75.37	01-6010-0-1110-4000-4300-101	995498367484

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			8,631.44	PO230053-011	27.88	01-0000-0-0000-2421-4300-790	576837369346
			8,631.44	PV230457-001	129.55	01-3060-0-7110-2490-4300-745	463754644965
			8,631.44	PO230207-004	213.68	01-0000-0-0000-7300-4300-720	573374459368
			8,631.44	PO230382-001	31.10	01-0105-0-1310-1000-4300-105	785576546575
			8,631.44	PO230384-001	7.24	01-0105-0-1310-1000-4300-105	543773533897
			8,631.44	PO230384-002	17.49	01-0105-0-1310-1000-4300-105	955855367848
			8,631.44	PO230383-001	97.82	01-9542-0-1110-1000-4300-103	487745338477
			8,631.44	PO230367-001	108.93	01-0105-0-1310-1000-4300-105	874348535656
			8,631.44	PO230359-001	58.26	01-0101-0-1310-1000-4300-101	435899336576
			8,631.44	PO230359-002	4.33	01-0101-0-1310-1000-4300-101	464844594943
			8,631.44	PO230359-003	57.64	01-0101-0-1310-1000-4300-101	794959849764
			8,631.44	PO230359-004	313.10	01-0101-0-1310-1000-4300-101	896843736838
			8,631.44	PO230207-005	12.02	01-0000-0-0000-7300-4300-720	879869995347
			8,631.44	PO230207-006	72.68	01-0000-0-0000-7300-4300-720	449738855897
			8,631.44	PO230207-007	9.61	01-0000-0-0000-7300-4300-720	454934933948
			8,631.44	PO230207-008	19.02	01-0000-0-0000-7300-4300-720	638644947333
			8,631.44	PO230207-009	103.78	01-0000-0-0000-7300-4300-720	687844963773
			8,631.44	PO230337-001	26.24	01-0105-0-1310-1000-4300-105	599569654337
			8,631.44	PO230337-002	9.83	01-0105-0-1310-1000-4300-105	545957879699
			8,631.44	PO230337-003	57.29	01-0105-0-1310-1000-4300-105	996735973665
			8,631.44	PO230344-001	450.16	01-0105-0-1310-1000-4300-105	457546479964
			8,631.44	CM230010-001	(30.56)	01-9610-0-0001-1000-4300-740	448698539594

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-816846	005664-02 CDW GOVERNMENT	12/13/2022	2,500.00	PO230715-001	2,500.00	01-6387-0-3800-1000-4300-331	FN50567
W-816847	000380-01 ODP BUSINESS SOL	12/13/2022	873.67	PO230108-010	1.70	01-0000-0-0000-7300-4300-720	269665307001
			873.67	PO230623-001	52.80	01-0335-0-1310-1000-4300-335	271757637001
			873.67	PO230623-002	101.92	01-0335-0-1310-1000-4300-335	271775226001
			873.67	PO230589-001	358.24	01-0211-0-1310-1000-4300-211	274339202001
			873.67	PO230589-002	16.95	01-0211-0-1310-1000-4300-211	274341369001
			873.67	PO230597-001	271.24	01-0331-0-1302-1000-4300-331	274116450001
			873.67	PO230588-001	105.42	01-0211-0-1310-1000-4300-211	274197177001
			873.67	PO230588-002	231.69	01-0211-0-1310-1000-4300-211	274197465001
			873.67	PO230588-003	3.60	01-0211-0-1310-1000-4300-211	274197465002
			873.67	PO230588-004	25.04	01-0211-0-1310-1000-4300-211	274197468001
			873.67	CM230011-001	(20.54)	01-0000-0-0000-7300-4300-720	245377041001
			873.67	CM230012-001	(206.48)	01-0107-0-1210-2700-4300-107	239215092001
			873.67	CM230013-001	(10.64)	01-6500-0-5001-2100-4300-730	245383905001
			873.67	CM230014-001	(57.27)	01-0335-0-3250-1000-4300-335	247725642001
W-816848	009346-01 U S BANK CORP PA	12/13/2022	738.75	PV230445-001	60.68	01-0000-0-0000-2100-4300-740	4246 0446 2279 1
			738.75	PV230445-001	320.82	01-0111-0-1110-1000-4300-740-303	4246 0446 2279 1
			738.75	PV230446-001	165.65	01-0000-0-0000-7150-4300-710	4246 0446 2279 1
			738.75	PV230446-001	191.60	01-0000-0-0000-7150-5200-710	4246 0446 2279 1
W-816849	008938-01 AMAZON.COM	12/13/2022	256.50	PV230447-001	256.50	13-5310-0-0000-3700-4300-331	12082022
W-816850	011909-01 ARCADIO'S PRODUC	12/13/2022	252.00	PO230194-017	252.00	13-5466-0-0000-3700-4710-331	193276
W-816851	008911-01 DAVID'S BAGELS	12/13/2022	190.00	PO230269-030	70.00	13-5310-0-0000-3700-4712-331	37505

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			190.00	PO230269-031	50.00	13-5310-0-0000-3700-4712-331	37544
			190.00	PO230269-032	70.00	13-5310-0-0000-3700-4712-331	37561
W-816852	010760-01 THE LUNCH MASTER	12/13/2022	44,650.50	PO230195-019	20,351.25	13-5310-0-0000-3700-4710-105	CUAH113022
			44,650.50	PO230195-020	4,290.00	13-5310-0-0000-3700-4710-103	CUFV113022
			44,650.50	PO230195-021	2,103.75	13-5310-0-0000-3700-4710-107	CUKM113022
			44,650.50	PO230195-022	8,235.00	13-5310-0-0000-3700-4710-101	CUEG113022
			44,650.50	PO230195-023	8,595.00	13-5310-0-0000-3700-4710-211	CUMC113022
			44,650.50	PO230195-024	1,075.50	13-5310-0-0000-3700-4710-335	CUPH113022
W-816853	004981-01 STRAW HAT PIZZA	12/13/2022	517.63	PO230200-018	517.63	13-5310-0-0000-3700-4710-331	22974
W-816854	005163-01 SYSCO FOOD SERVI	12/13/2022	1,904.69	PO230203-031	620.32	13-5310-0-0000-3700-4712-211	550420465
			1,904.69	PO230203-032	751.99	13-5310-0-0000-3700-4712-331	550420464
			1,904.69	PO230203-032	532.38	13-5310-0-0000-3700-4710-331	550420464
W-816855	011135-01 AZTEC ELECTRIC	12/13/2022	2,600.00	PV230452-001	2,600.00	21-9711-0-9640-8520-5603-101	342
W-816856	010763-01 QUATTROCCHI KWOK	12/13/2022	25,122.17	PO230711-002	296.25	21-9711-0-9654-8520-6210-101	23882
			25,122.17	PO230712-002	10,010.25	21-9711-0-9607-8520-6210-100	23884
			25,122.17	PO230411-005	682.85	21-9711-0-9636-8520-6210-331	23880
			25,122.17	PO230409-005	14,132.82	21-9711-0-9640-8520-6210-101	23881
W-816857	011750-01 SILICON VALLEY P	12/13/2022	24,800.00	PO230676-001	5,985.00	21-9711-0-9640-8520-6170-101	999009056
			24,800.00	PO230676-001	18,815.00	01-9430-0-8100-5000-5800-000	999009056
W-816858	008938-02 AMAZON CAPITAL S	12/13/2022	9,787.37	PO230252-001	104.09	01-0105-0-1310-1000-4300-105	1X6N-PLR7-Q7TF
			9,787.37	PO230256-001	99.79	01-0105-0-1310-1000-4300-105	1NWW-4VCQ-R4LR
			9,787.37	PO230043-003	32.80	01-8150-0-0000-8110-4300-780	161T-PQK4-R9NV

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			9,787.37	PO230255-001	27.38	01-3060-0-7110-2490-4300-745	11J3-6TRV-XVW6
			9,787.37	PO230253-001	71.07	01-0000-0-0000-3900-4300-760	1K6V-MY71-7GM1
			9,787.37	PO230617-001	418.52	01-6500-0-5750-1120-4300-730	1WQ7-HV3G-9YY3
			9,787.37	PV230450-001	198.87	01-0000-0-0000-7300-4300-750	1VYQ-QYXQ-YH33
			9,787.37	PV230451-001	276.07	01-9354-0-0001-1000-4300-100	1FN6-H7Q3-X9D4
			9,787.37	PO230655-001	389.26	01-0107-0-1210-2700-4300-107	1NJC-YV6J-4FTM
			9,787.37	PO230484-001	516.93	01-2600-0-1110-4000-4300-105	17FY-GTW6-4NNP
			9,787.37	PO230661-001	58.73	01-0105-0-1310-1000-4300-105	1673-TRX6-6TK3
			9,787.37	PO230586-002	15.28	01-7010-0-3800-1000-4300-331	1FWV-3YNJ-9DJN
			9,787.37	PO230586-003	36.03	01-6388-0-1110-1000-4300-740-STEM	1WWW-6316-6X1W
			9,787.37	PO230586-004	53.31	01-6387-0-1110-1000-4300-331	14LP-3TXD-4JTV
			9,787.37	PO230338-001	971.34	01-9547-0-1337-1000-4300-211	1LF7-QQD1-F3HF
			9,787.37	PO230567-001	40.45	01-7010-0-3800-1000-5200-331	1QXD-RW3J-GCHF
			9,787.37	PO230621-001	167.65	01-0105-0-1310-1000-4300-105	1YYT-FQ93-GW1V
			9,787.37	PO230043-004	3,760.14	01-8150-0-0000-8110-4300-780	1WQ7-HV3G-HPYX
			9,787.37	PO230550-001	184.06	01-6266-0-1110-1000-4300-740	19W4-6VR9-HM1P
			9,787.37	PO230595-001	192.85	01-0331-0-1210-1000-4300-331	13N6-GKPQ-XGLV
			9,787.37	PO230580-001	209.80	01-9542-0-1110-1000-4300-103	1QXD-RW3J-JDKX
			9,787.37	PO230207-002	57.98	01-0000-0-0000-7300-4300-720	1KVT-GCHX-KCDG
			9,787.37	PO230053-006	315.36	01-0000-0-0000-2421-4300-790	17YY-FT43-KFG6
			9,787.37	PO230484-002	1,091.86	01-2600-0-1110-4000-4300-105	1W79-PD47-MG7P
			9,787.37	PO230583-001	112.94	01-0105-0-1310-1000-4300-105	1WQ7-HV3G-NDYV

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			9,787.37	PO230545-001	116.51	01-0105-0-1310-1000-4300-105	1LLL-C33L-6J6P
			9,787.37	PO230570-001	89.23	01-0331-0-1302-1000-4300-331	1QXD-RW3J-P997
			9,787.37	PO230586-001	179.07	01-6388-0-1110-1000-4300-740-STEM	1QXD-RW3J-R1WV
W-816859	008938-01 AMAZON.COM	12/13/2022	2,060.01	PO230509-001	226.94	01-0331-0-1210-1000-4300-331	433733363545
			2,060.01	PO230356-001	146.84	01-6500-0-5001-2100-4300-730	447473536935
			2,060.01	PO230207-003	19.02	01-0000-0-0000-7300-4300-720	784943867799
			2,060.01	PO230043-007	121.64	01-8150-0-0000-8110-4300-780	749556763899
			2,060.01	PV230453-001	415.60	12-6105-0-0001-1000-4300-100	643958586856
			2,060.01	PV230454-001	25.15	12-6105-0-0001-1000-4300-100	543849387355
			2,060.01	PV230455-001	47.99	12-6053-0-0001-1000-4300-000	953367375886
			2,060.01	PV230456-001	220.92	12-6053-0-0001-1000-4300-000	468847573359
			2,060.01	PO230359-005	13.11	01-0101-0-1310-1000-4300-101	897577498499
			2,060.01	PV230458-001	272.34	01-0000-0-0000-7300-4300-750	444774347885
			2,060.01	PO230484-003	550.46	01-2600-0-1110-4000-4300-105	554589996778
W-816860	005765-01 BENCHMARK EDUCAT	12/13/2022	1,520.29	PO230432-001	1,520.29	01-0111-0-1110-1000-4100-740-202	472348
W-817883	010927-01 METROPOLITAN LIF	12/15/2022	385.53	PV230470-001	385.53	01-0000-0-0000-0000-9564-000	12012022
W-817884	011478-01 UNITED BEHAVIORA	12/15/2022	477.04	PV230471-001	477.04	01-0000-0-0000-0000-9564-000	12012022
W-817885	000397-03 KAISER FOUNDATIO	12/15/2022	14,030.92	PV230475-001	9,819.23	01-0000-0-0000-0000-9564-000	12012022
			14,030.92	PV230475-001	601.67	01-0000-0-0000-0000-9553-000	12012022
			14,030.92	PV230475-001	3,610.02	01-0000-0-0000-0000-9564-000	12012022
W-817886	000397-05 KAISER FOUNDATIO	12/15/2022	1,702.72	PV230476-001	1,702.72	01-0000-0-0000-0000-9564-000	12012022
W-817887	000397-06 KAISER FOUNDATIO	12/15/2022	3,630.41	PV230477-001	774.17	01-0000-0-0000-0000-9553-000	12012022

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			3,630.41	PV230477-001	2,856.24	01-0000-0-0000-0000-9553-000	12012022
W-817888	008058-06 AT&T	12/15/2022	132.33	PO230328-003	88.68	01-0000-0-0000-8205-5901-720	051 935 2632 001
			132.33	PO230328-004	43.65	01-0000-0-0000-8205-5901-720	051 935 2632 001
W-817889	009617-01 BRIGGS OT	12/15/2022	3,750.00	PO230271-005	3,750.00	01-6500-0-5750-1180-5864-730	3254
W-817890	000138-05 CENGAGE LEARNING	12/15/2022	131.26	PO230090-005	131.26	01-4203-0-1110-1000-4100-740	79684699
W-817891	009354-02 CRESCO EQUIPMENT	12/15/2022	1,582.60	PO230040-001	784.26	01-8150-0-0000-8110-5604-780	5697957-0001
			1,582.60	PO230040-002	798.34	01-8150-0-0000-8110-5604-780	5742834-0001
W-817892	011379-02 DIGITAL RIVER IN	12/15/2022	9,875.00	PO230701-001	9,875.00	01-0000-0-0000-2421-4300-790	6669076255
W-817893	011872-01 DORA J DOME LAW	12/15/2022	250.00	PO230729-001	250.00	01-0000-0-0000-7300-4300-750	1835
W-817894	007476-01 ESTHER B CLARK S	12/15/2022	2,984.80	PO230697-001	1,902.00	01-6500-0-5750-1180-5100-730	120011
			2,984.80	PO230697-001	382.80	01-6500-0-5750-1180-5861-730	120011
			2,984.80	PO230697-001	700.00	01-6500-0-5750-1180-5863-730	120011
W-817895	000748-01 FEDEX	12/15/2022	21.15	PO230049-002	21.15	01-0000-0-0000-7300-5903-720	7-950-30361
W-817896	000128-01 FOLLETT CONTENT	12/15/2022	2,291.02	PO230349-004	415.04	01-0111-0-1110-1000-4200-740-201	568250
			2,291.02	PO230349-005	1,591.34	01-0111-0-1110-1000-4200-740-201	538517F
			2,291.02	PO230466-002	22.97	01-9567-0-1110-1000-4300-105	547268F
			2,291.02	PO230466-003	32.47	01-9567-0-1110-1000-4300-105	573153F
			2,291.02	PV230490-001	35.73	01-0111-0-1110-1000-4200-740-201	526972F
			2,291.02	PV230491-001	193.47	01-0111-0-1110-1000-4200-740-201	526972B
W-817897	004906-01 FOLLETT LIBRARY	12/15/2022	677.96	PO230497-001	677.96	01-0111-0-1110-1000-4200-740-201	581492A
W-817898	009206-01 HASSETT HARDWARE	12/15/2022	2,562.02	PO230116-009	2,428.31	01-8150-0-0000-8110-4300-780	347212-112522
			2,562.02	PO230116-010	81.81	01-8150-0-0000-8110-4300-780	216625-112522

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			2,562.02	PO230529-001	51.90	01-3550-0-3800-1000-4300-331	216554-112522
W-817899	011927-01 JW PEPPER & SON	12/15/2022	420.53	PO230691-001	79.29	01-9547-0-1345-1000-4300-211	364697219
			420.53	PO230690-001	341.24	01-9547-0-1345-1000-4300-211	364665995
W-817900	005398-01 MOBILE MODULAR M	12/15/2022	957.00	PO230250-004	957.00	25-9010-0-9100-8700-5600-331	2348061
W-817901	011958-01 NICOLE WALTERS	12/15/2022	2,890.00	PO230631-003	2,890.00	01-6500-0-5750-1180-5864-730	3
W-817902	007457-01 PACIFIC AUTISM L	12/15/2022	7,288.00	PO230264-006	7,288.00	01-6500-0-5750-1180-5861-730	5486779
W-817903	008443-02 RECOLOGY OF THE	12/15/2022	1,289.15	PO230050-003	1,289.15	01-0000-0-0000-8205-5504-103	7611
W-817904	011710-02 REMIND101, INC.	12/15/2022	9,900.00	PO230696-001	9,900.00	01-3219-0-1110-1000-4300-740	2021-120681
W-817905	004143-02 RICOH USA INC	12/15/2022	93.48	PO230241-007	93.48	01-0000-0-0000-7300-5601-720	5066338568
W-817906	001026-04 SCHOOL SPECIALTY	12/15/2022	213.85	PV230482-001	213.85	01-3010-0-1110-1000-4300-556	208130028851
W-817907	011358-01 TAFT, ERINN	12/15/2022	75.25	TC230049-001	75.25	01-6500-0-5750-1190-5200-730	AUG-OCT22 MILEAG
W-817908	009346-01 U S BANK CORP PA	12/15/2022	6,812.13	PV230493-001	237.37	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
			6,812.13	PV230494-001	289.60	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
			6,812.13	PV230495-001	153.00	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
			6,812.13	PV230496-001	475.24	01-8150-0-0000-8110-4300-780	4246 0470 0103 6
			6,812.13	PV230497-001	120.00	01-0000-0-0000-7300-4300-720	4246 0470 0103 6
			6,812.13	PO230486-004	1,146.97	01-2600-0-1110-4000-4300-105	4246 0470 0103 6
			6,812.13	PO230536-003	3,814.95	01-6500-0-5750-1180-5863-730	4246 0470 0103 6
			6,812.13	PO230618-001	550.00	01-0000-0-0000-7300-5200-720	4246 0470 0103 6
			6,812.13	PV230499-001	25.00	01-9723-0-0000-3600-4300-788	4246 0470 0103 6
W-817909	010967-01 VANA, SUSAN CICC	12/15/2022	48.63	TC230048-001	48.63	01-0700-0-5001-2140-5200-730	NOV22 MILEAGE
W-817910	011806-01 YOUMAN, MARTHA	12/15/2022	3,000.00	PO230564-006	3,000.00	01-6500-0-5001-2100-5800-730	1134

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
W-817911	011969-01 CARLOS CHAMORRO	12/15/2022	855.33	PV230459-001	843.32	01-0000-0-0000-0000-9589-000	8312022
			855.33	PV230460-001	12.01	01-0000-0-0000-0000-9589-000	8312022
W-817912	011914-02 SILVIA MORENO GA	12/15/2022	606.90	PV230461-001	606.90	01-0000-0-0000-0000-9589-000	8312022
W-817913	011971-01 CALPERS	12/15/2022	200.00	PV230463-001	200.00	01-0000-0-0000-7400-5800-750	100000017013807
W-817914	011616-01 CONTRERAS, J JES	12/15/2022	442.99	PV230465-001	442.99	01-0000-0-0000-0000-9589-000	8292022
W-817915	011972-01 ISSAC STAHLHUT	12/15/2022	210.30	PV230464-001	210.30	01-0000-0-0000-0000-9589-000	08292022
W-817916	011438-01 ACSIG	12/15/2022	2,617.19	PV230467-001	2,090.30	01-0000-0-0000-0000-9572-000	10012022
			2,617.19	PV230467-001	526.89	01-0000-0-0000-0000-9553-000	10012022
W-817917	011438-02 ACSIG	12/15/2022	21,040.98	PV230466-001	17,601.18	01-0000-0-0000-0000-9571-000	10012022
			21,040.98	PV230466-001	3,439.80	01-0000-0-0000-0000-9553-000	10012022
W-817918	011599-01 U H S PREMIUM BI	12/15/2022	9,657.79	PV230468-001	9,657.79	01-0000-0-0000-0000-9564-000	12012022
W-817919	011598-01 SUTTER HEALTH PL	12/15/2022	22,424.90	PV230469-001	18,165.20	01-0000-0-0000-0000-9564-000	12012022
			22,424.90	PV230469-001	4,259.70	01-0000-0-0000-0000-9553-000	12012022
W-817920	003580-01 EMPLOYMENT DEVEL	12/15/2022	1,138.05	PV230472-001	1,138.05	01-0000-0-0000-0000-9565-000	942-4605-5
W-817921	000397-01 KAISER FOUNDATIO	12/15/2022	121,877.35	PV230474-001	121,103.18	01-0000-0-0000-0000-9564-000	12012022
			121,877.35	PV230474-001	774.17	01-0000-0-0000-0000-9553-000	12012022
W-817922	000397-02 KAISER FOUNDATIO	12/15/2022	146,187.70	PV230473-001	146,187.70	01-0000-0-0000-0000-9564-000	12012022
W-817923	011438-01 ACSIG	12/15/2022	2,934.46	PV230479-001	2,304.63	01-0000-0-0000-0000-9572-000	11012022
			2,934.46	PV230479-001	629.83	01-0000-0-0000-0000-9553-000	11012022
W-817924	011438-02 ACSIG	12/15/2022	22,242.55	PV230480-001	17,234.62	01-0000-0-0000-0000-9571-000	11012022
			22,242.55	PV230480-001	5,007.93	01-0000-0-0000-0000-9553-000	11012022
W-817925	009571-01 GOLD STAR FOODS	12/15/2022	915.24	PO230198-033	38.04	13-5310-0-0000-3700-4710-211	5494323

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Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			915.24	PO230198-033	877.20	13-5310-0-0000-3700-4712-211	5494323
W-817926	005163-01 SYSCO FOOD SERVI	12/15/2022	515.47	PO230203-033	515.47	13-5310-0-0000-3700-4712-331	550434674
W-817927	009571-01 GOLD STAR FOODS	12/15/2022	130.68	PO230198-034	130.68	13-5310-0-0000-3700-4712-211	5647006
W-817928	000397-03 KAISER FOUNDATIO	12/15/2022	10,659.52	PV230486-001	10,044.07	01-0000-0-0000-0000-9564-000	01012023
			10,659.52	PV230486-001	615.45	01-0000-0-0000-0000-9553-000	01012023
W-817929	000397-04 KAISER FOUNDATIO	12/15/2022	15,173.72	PV230489-001	15,173.72	01-0000-0-0000-0000-9553-000	01012023
W-817930	000397-05 KAISER FOUNDATIO	12/15/2022	1,741.71	PV230487-001	1,741.71	01-0000-0-0000-0000-9564-000	01012023
W-817931	000397-06 KAISER FOUNDATIO	12/15/2022	3,364.64	PV230488-001	3,364.64	01-0000-0-0000-0000-9553-000	01012023
W-817932	000397-04 KAISER FOUNDATIO	12/15/2022	16,425.80	PV230478-001	16,108.44	01-0000-0-0000-0000-9553-000	12012022
			16,425.80	PV230478-001	317.36	01-0000-0-0000-0000-9553-000	12012022
W-817933	000397-01 KAISER FOUNDATIO	12/15/2022	124,785.57	PV230485-001	123,993.67	01-0000-0-0000-0000-9564-000	01012023
			124,785.57	PV230485-001	791.90	01-0000-0-0000-0000-9553-000	01012023
W-817934	000397-02 KAISER FOUNDATIO	12/15/2022	147,736.64	PV230484-001	147,736.64	01-0000-0-0000-0000-9564-000	01012023
W-817935	008911-01 DAVID'S BAGELS	12/15/2022	50.00	PO230269-033	50.00	13-5310-0-0000-3700-4712-331	37602
W-817936	004981-01 STRAW HAT PIZZA	12/15/2022	517.63	PO230200-019	517.63	13-5310-0-0000-3700-4710-331	22975
W-817937	008841-02 AGUNDES, RAYMOND	12/15/2022	65.86	PV230483-001	65.86	01-9548-0-1337-1000-4300-331	121222 REIMB.
W-817938	006593-01 BELL ELECTRICAL	12/15/2022	1,214.76	PO230136-001	1,214.76	01-8150-0-0000-8110-4300-780	5739638
W-817939	000138-05 CENGAGE LEARNING	12/15/2022	65.63	PO230090-004	65.63	01-4203-0-1110-1000-4100-740	79675240
W-817940	008912-01 CHALLENGE DAY	12/15/2022	7,800.00	PO230695-001	7,800.00	01-3219-0-1110-1000-5800-740	16195
W-817941	011935-01 CONLIN SUPPLY -	12/15/2022	7,423.15	PO230447-001	7,423.15	21-9711-0-9633-8520-6170-331	175970
W-817942	009062-02 ERICA KREIN	12/15/2022	440.00	PO230708-001	440.00	01-6266-0-1110-1000-5200-101	120622 REIMB.
W-817943	007476-01 ESTHER B CLARK S	12/15/2022	9,149.50	PO230413-004	4,931.00	01-6500-0-5750-1180-5100-730	120010

Warrant/EFT	Vendor	Date	Amount	Reference	Payment	Fu Rs Y Goal Func Obj Sch Mgmt	Invoice #
			9,149.50	PO230413-004	263.70	01-6500-0-5750-1180-5867-730	120010
			9,149.50	PO230413-004	360.00	01-6500-0-5750-1180-5864-730	120010
			9,149.50	PO230413-004	1,774.80	01-6500-0-5750-1180-5861-730	120010
			9,149.50	PO230413-004	1,820.00	01-6500-0-5750-1180-5863-730	120010
W-817944	006807-01 GRAPHICWORKS	12/15/2022	6,935.79	PO230704-001	6,935.79	11-6391-0-4110-2700-4300-561	05-15328
W-817945	011700-02 HAZEL HEALTH SER	12/15/2022	53,940.00	PO230727-001	53,940.00	01-0000-0-0000-3900-5800-760	SI.0038
W-817946	008602-02 HODGE, JOYCE	12/15/2022	1,755.00	PO230532-002	1,755.00	01-0000-0-0000-2140-5800-740	10/31/2022
W-817947	006423-01 HOME DEPOT CREDI	12/15/2022	66.62	PV230481-001	66.62	01-6387-0-1110-1000-4300-331	6902779
W-817948	011562-01 HOPSKIPDRIVE INC	12/15/2022	6,578.96	PO230358-005	6,578.96	01-6500-0-5750-1180-5863-730	11488
W-817949	011171-01 ON POINT LANGUAG	12/15/2022	2,650.00	PO230450-004	2,650.00	01-6500-0-5760-1180-5800-730	SPED/11-2022
W-817950	007380-01 PURCHASE POWER	12/15/2022	2,374.92	PO230240-003	2,374.92	01-0000-0-0000-7300-5903-720	8000-9000-1075-0
W-817951	010924-03 REISS, MARTINA	12/15/2022	156.00	TC230050-001	156.00	01-6500-0-5750-1190-5200-730	AUG-OCT22 MILEAG
W-817952	000105-03 REPUBLIC SERVICE	12/15/2022	5,671.32	PO230249-008	2,367.52	01-0000-0-0000-8205-5504-107	0925-001646571
			5,671.32	PO230036-008	1,355.30	01-0000-0-0000-8205-5504-211	0925-001646596
			5,671.32	PO230036-006	1,543.40	01-0000-0-0000-8205-5504-105	0925-001646734
			5,671.32	PO230036-007	405.10	01-0000-0-0000-8205-5504-331	0925-001646568
W-817953	000139-01 SCHOOL SERVICES	12/15/2022	860.00	PO230369-002	195.00	01-0000-0-0000-3900-5800-750	W125988-IN
			860.00	PO230369-003	195.00	01-0000-0-0000-3900-5800-750	W125989-IN
			860.00	PO230369-004	195.00	01-0000-0-0000-3900-5800-750	W125990-IN
			860.00	PO230370-001	275.00	01-0000-0-0000-3900-5800-750	W125704-IN
W-817954	011141-01 THE AVALON ACADE	12/15/2022	19,867.50	PO230476-005	8,869.00	01-6500-0-5750-1180-5100-730	5427
			19,867.50	PO230476-005	1,184.00	01-6500-0-5750-1180-5867-730	5427

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			19,867.50	PO230476-005	1,219.50	01-6500-0-5750-1180-5864-730	5427
			19,867.50	PO230476-005	851.00	01-6500-0-5750-1180-5800-730	5427
			19,867.50	PO230475-005	6,493.00	01-6500-0-5750-1180-5100-730	5428
			19,867.50	PO230475-005	296.00	01-6500-0-5750-1180-5867-730	5428
			19,867.50	PO230475-005	585.00	01-6500-0-5750-1180-5864-730	5428
			19,867.50	PO230475-005	370.00	01-6500-0-5750-1180-5800-730	5428
W-817955	011323-02 THE DOOLEY CORPO	12/15/2022	2,300.00	PO230611-003	2,300.00	01-6500-0-5750-1180-5800-730	3296
W-817956	009346-01 U S BANK CORP PA	12/15/2022	1,487.14	PO230481-001	92.14	01-9542-0-1110-1000-4300-103	4246 0470 0103 6
			1,487.14	PV230498-001	500.00	01-0000-0-0000-7300-5800-720	4246 0470 0103 6
			1,487.14	PV230498-001	500.00	01-0000-0-0000-3900-5800-760	4246 0470 0103 6
			1,487.14	PV230492-001	395.00	01-0000-0-0000-7300-4300-720	4246 0470 0103 6
W-817957	008447-02 ULINE	12/15/2022	1,314.52	PO230445-002	1,314.52	01-8150-0-0000-8110-4300-780	15632488

Warrant/EFT Count: 233 **Total Warrant/EFT Amount:** 2,135,007.40

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
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: January 19, 2023
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approve Audit Report for Year Ending June 30, 2022

BACKGROUND INFORMATION

Education Code Section 41020 requires that each district provide an audit of the accounts and funds of the district in each fiscal year and to accept the audit report presented to the district. For the fiscal year ending June 30, 2022, the firm of Chavan & Associates, LLP conducted an audit of the district's funds, accounts, and operations. The independent audit was conducted in accordance with Government Auditing Standards.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT
COUNTY OF SAN MATEO
HALF MOON BAY, CALIFORNIA

AUDIT REPORT

JUNE 30, 2022

Chavan & Associates, LLP
Certified Public Accountants
15105 Concord Circle, Ste. 130
Morgan Hill, CA 95037

CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY

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CABRILLO UNIFIED SCHOOL DISTRICT
SAN MATEO COUNTY

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FINANCIAL SECTION

Chavan and Associates, llp
Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT

The Honorable Board of Trustees
Cabrillo Unified School District
Half Moon Bay, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Cabrillo Unified School District (the District), as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District, as of June 30, 2022 and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

District management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

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Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and GAGAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control–related matters that we identified during the audit.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, schedule of CalPERS pension contributions, schedule of CalPERS proportionate share of net pension liability, schedule of STRS pension contributions, schedule of STRS proportionate share of net pension liability, schedule of contributions for other postemployment benefits, and schedule of changes in net OPEB liability, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental

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Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The combining and individual nonmajor fund financial statements, as required by the Governmental Accounting Standards Board, organization schedule, schedule of average daily attendance, schedule of instructional time offered, schedule of charter schools, schedule of financial trends and analysis, and the reconciliation of the Annual Financial and Budget report to the audited financial statements, as required by the *2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, and schedule of expenditures of federal awards, as required by *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Regulations, Cost Principles, and Audit Requirements for Federal Awards,* are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining and individual nonmajor fund financial statements, schedule of average daily attendance, schedule of instructional time offered, the reconciliation of the Annual Financial and Budget report to the audited financial statement, and schedule of expenditures of federal awards are the responsibility of management and were derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements, schedule of average daily attendance, schedule of instructional time offered, the reconciliation of the Annual Financial and Budget report to the audited financial statement, and schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The organization schedule, schedule of charter schools, and schedule of financial trends and analysis included have not been subjected to the auditing procedures applied in the audit of the basic financial statement and, accordingly, we do not express an opinion or provide any assurance on them.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 14, 2022 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering The District's internal control over financial reporting and compliance.

C & A LLP

December 14, 2022
Morgan Hill, California

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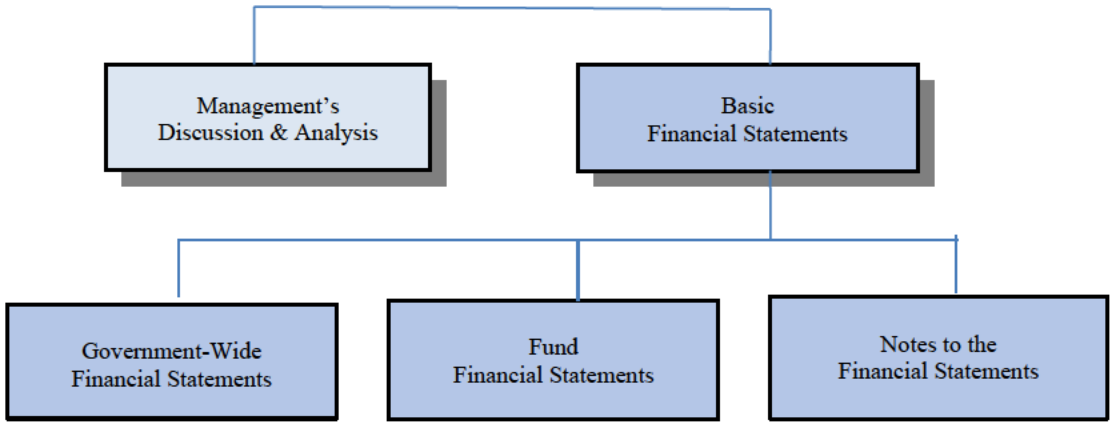
Management's Discussion and Analysis

INTRODUCTION

The Management's Discussion and Analysis (MD&A) is a required section of the District's annual financial report, as shown in the overview below. The purpose of the MD&A is to presents discussion and analysis of the District's financial performance during the fiscal year that ended on June 30, 2022. This report will (1) focus on significant financial issues, (2) provide an overview of the District's financial activity, (3) identify changes in the District's financial position, (4) identify any individual fund issues or concerns, and (5) provide descriptions of significant asset and debt activity.

This information, presented in conjunction with the annual Basic Financial Statements, is intended to provide a comprehensive understanding of the District's operations and financial standing.

Required Components of the Annual Financial Report



FINANCIAL HIGHLIGHTS

Key financial highlights for the fiscal year ended June 30, 2022 were as follows:

- Total net position decreased by $6,975,470 from June 30, 2021 to June 30, 2022.
- General revenues accounted for $39,652,462 which is 79% of all revenues. Program specific revenues in the form of operating grants and contributions and charges for services accounted for $10,517,642 or 21% of total revenues of $50,170,104.
- The District had $56,263,041 in expenses, which was directly supported by program specific revenues as noted above.
- Total fund balances of governmental funds (i.e. General Fund, Building Fund, and Bond Fund) decreased by $15,531,082, or 25%, from June 30, 2021 to June 30, 2022.
- Among major funds, the General Fund reported $43,188,648 in revenues and $46,125,914 in expenditures. The General Fund's fund balance decreased by $3,267,266 from June 30, 2021 to June 30, 2022.

USING THE ANNUAL REPORT

This annual report consists of a series of basic financial statements and notes to those statements. These statements are organized so the reader can understand the District as an entire operating entity. The statements provide an increasingly detailed look at specific financial activities.

The Statement of Net Position and Statement of Activities comprise the government-wide financial statements and provide information about the activities of the whole District, presenting both an aggregate view of the District's finances and a longer-term view of those finances. Fund financial statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. The fund financial statements also look at the District's most significant funds with all other non-major funds presented in total in one column. In the case of the District, the General Fund is by far the most significant fund. The basic financial statements also include notes that explain some of the information in the financial statements and provide more detailed data.

OVERVIEW OF THE FINANCIAL STATEMENTS

The full annual financial report is a product of three separate parts: the basic financial statements, supplementary information, and this section, the Management's Discussion and Analysis. The three sections together provide a comprehensive financial overview of the District. The basic financials are comprised of two kinds of statements that present financial information from different perspectives, government-wide and fund statements.

- Government-wide financial statements, which comprise the first two statements, provide both short-term and long-term information about the District's overall financial position.

- Individual parts of the District, which are reported as fund financial statements, focus on reporting the District's operations in more detail. These fund financial statements comprise the remaining statements.

- Notes to the financials, which are included in the financial statements, provide more detailed data and explain some of the information in the statements. The required supplementary information section provides further explanations and provides additional support for the financial statements.

GOVERNMENT-WIDE FINANCIAL STATEMENTS - STATEMENT OF NET POSITION AND THE STATEMENT OF ACTIVITIES

While this document contains the large number of funds used by the District to provide programs and activities, the view of the District as a whole looks at all financial transactions and asks the question, "How did we do financially during the fiscal year 2021 - 2022?" The Statement of Net Position and the Statement of Activities answer this question. These statements include all assets and liabilities using the accrual basis of accounting similar to the accounting practices used by most private-sector companies. This basis of accounting takes into account all of the current year revenues and expenses regardless of when cash is received or paid.

These two statements report the District's net position and changes in net position. This change in net position is important because it tells the reader that, for the District as a whole, the financial position of the District has improved or diminished. The causes of this change may be the result of many factors, some financial, and some not. Non-financial factors include the District's property tax base, current

property tax laws in California restricting revenue growth, facility conditions, required educational programs and other factors.

In the Statement of Net Position and the Statement of Activities, the District reports governmental activities. Governmental activities are the activities where most of the District's programs and services are reported including, but not limited to, instruction, support services, operation and maintenance of plant, pupil transportation and extracurricular activities. The District does not have any business type activities.

REPORTING THE DISTRICT'S MOST SIGNIFICANT FUNDS

Fund Financial Statements

The analysis of the District's major funds begins with the balance sheet. Fund financial reports provide detailed information about the District's major funds. The District uses many funds to account for a multitude of financial transactions. These fund financial statements focus on each of the District's most significant funds. The District's major governmental funds are the General Fund, Building Fund, and Bond Interest and Redemption Fund.

Governmental Funds

Most of the District's activities are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end available for spending in the future periods. These funds are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's general government operations and the basic services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the future to finance educational programs. The relationship (or differences) between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and governmental funds is reconciled in the financial statements.

Fiduciary funds

The District is the trustee, or fiduciary, for an expendable trust fund. All of the District's fiduciary activities are reported in a separate Statement of Fiduciary Net Position. We exclude these activities from the District's fund and government-wide financial statements because the District cannot use these assets to finance its operations.

THE DISTRICT AS A WHOLE

Recall that the Statement of Net Position provides the perspective of the District as a whole. Total assets of governmental activities decreased by $13,733,616 and net capital assets increased by $618,707 while long-term liabilities decreased by $19,395,902. Unrestricted net position of the District, which does not have constraints from grantors, legal requirements, or legislation, decreased by $5,481,273.

Table 1 provides a summary of the District's net position for the last two fiscal years:

Table 1 - Summary of Net Position

	2022	2021	Change	Percent
Assets				
Current Assets	$ 52,769,223	$ 67,121,546	$(14,352,323)	-21.4%
Capital Assets	125,121,430	124,502,723	618,707	0.5%
Total Assets	$ 177,890,653	$ 191,624,269	$(13,733,616)	-7.2%
Deferred Outflows of Resources	$ 8,818,341	$ 8,151,339	$ 667,002	8.2%
Liabilities				
Current and Other Liabilities	7,683,482	8,311,724	(628,242)	-7.6%
Long-Term Liabilities	149,538,497	168,934,399	(19,395,902)	-11.5%
Total Liabilities	$ 157,221,979	$ 177,246,123	$(20,024,144)	-11.3%
Deferred Inflows of Resources	$ 17,102,718	$ 3,169,718	$ 13,933,000	439.6%
Net Position				
Net Investment in Capital Assets	45,065,367	48,050,809	(2,985,442)	-6.2%
Restricted	5,831,468	4,340,223	1,491,245	34.4%
Unrestricted	(38,512,538)	(33,031,265)	(5,481,273)	-16.6%
Total Net Position	$ 12,384,297	$ 19,359,767	$ (6,975,470)	-36.0%

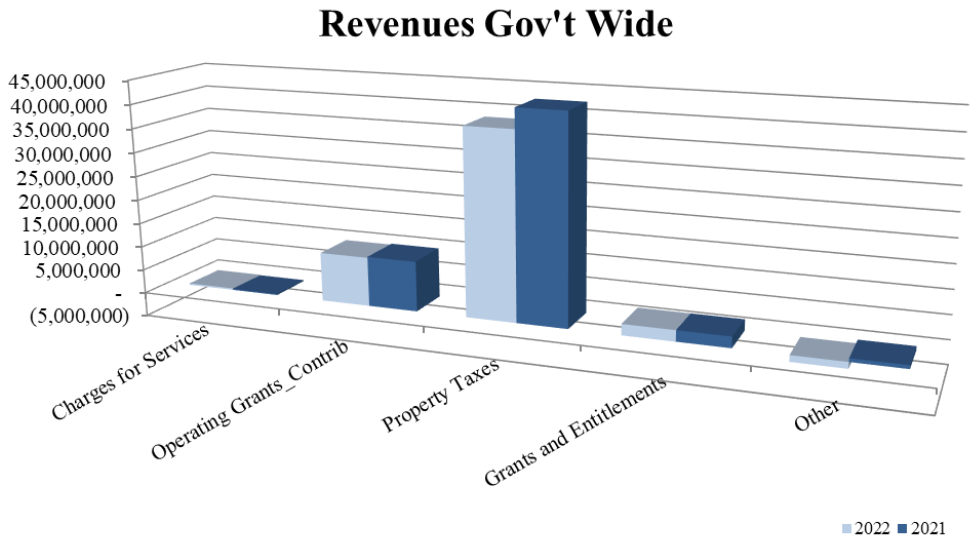
Table 2 shows the changes in net position as compared to the previous fiscal year:

Table 2 - Change in Net Position

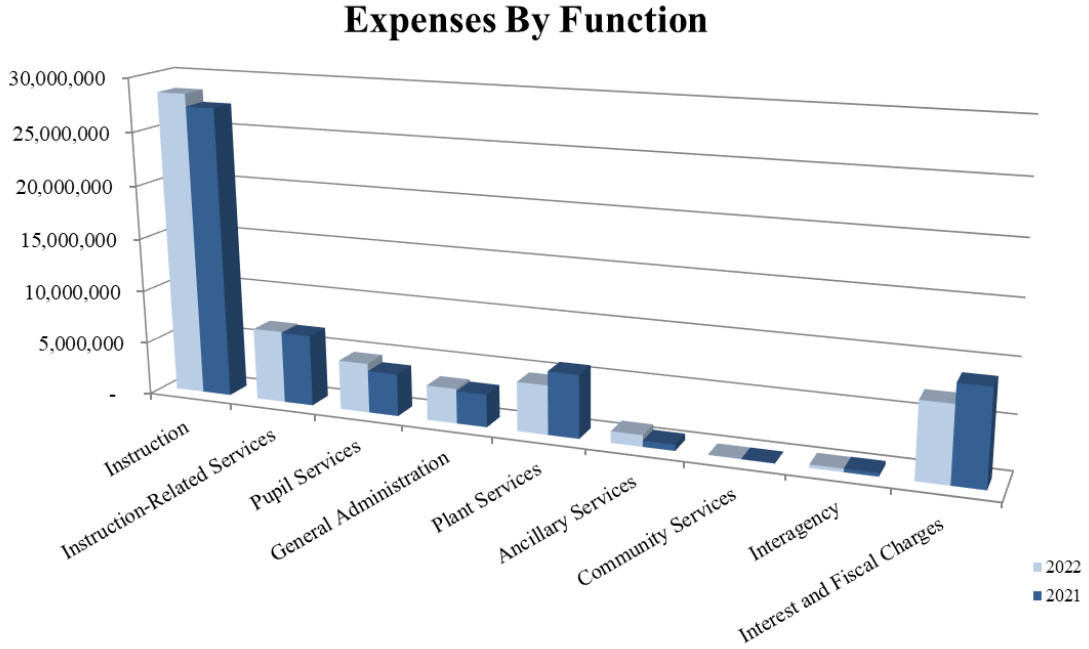
	2022	2021	Change	Percent
Revenues				
Program Revenues:				
Charges for Services	$ 319,311	$ 224,015	$ 95,296	42.5%
Operating Grants and Contributions	10,198,331	10,413,263	(214,932)	-2.1%
General Revenues:				
Property Taxes	38,673,560	42,862,664	(4,189,104)	-9.8%
Grants and Entitlements - Unrestricted	2,301,362	2,312,547	(11,185)	-0.5%
Other	(1,322,460)	752,890	(2,075,350)	-275.7%
Total Revenues	50,170,104	56,565,379	(6,395,275)	-11.3%
Program Expenses				
Instruction	28,468,201	27,311,015	1,157,186	4.2%
Instruction-Related Services	6,798,635	6,692,252	106,383	1.6%
Pupil Services	4,662,342	3,964,258	698,084	17.6%
General Administration	3,260,815	3,063,726	197,089	6.4%
Plant Services	4,597,041	5,900,830	(1,303,789)	-22.1%
Ancillary Services	1,076,376	581,802	494,574	85.0%
Community Services	46,809	49,830	(3,021)	-6.1%
Payments to Other Agencies	311,367	334,302	(22,935)	-6.9%
Interest and Fiscal Charges	7,041,455	8,824,117	(1,782,662)	-20.2%
Total Expenses	56,263,041	56,722,132	(459,091)	-0.8%
Change in Net Position	$ (6,092,937)	$ (156,753)	$ (5,936,184)	3787.0%
Prior Period Adjustment - ELO Award Revision	(882,533)	-	(882,533)	100.0%
Change in Net Position Including Restatement	$ (6,975,470)	$ (156,753)	$ (6,818,717)	4350.0%

Property taxes comprised 77% of District revenues versus 76% in the prior year. Direct instruction costs comprised 51% of District expenses for fiscal year 2021-22 which was consistent with the prior year. Total revenues decreased by 11.3% and total expenses increased by 8.5% as compared to the prior fiscal year.

The following is a summary of government-wide revenues for the fiscal years ended June 30, 2021 and 2022:



The following is a summary of expenses by function for the fiscal years ended June 30, 2021 and 2022:



GOVERNMENTAL ACTIVITIES

The Statement of Activities shows the cost of program services and the charges for services and grants offsetting those services. Table 3 shows the net cost of services as compared to the prior fiscal year. That is, it identifies the cost of these services supported by general revenues for the government-wide statements (not the General Fund).

Table 3 - Net Cost of Services

Function	2022	2021	Change	Percent
Instruction	$ 23,679,858	$ 22,777,950	$ 901,908	4.0%
Instruction-Related Services	4,593,326	4,848,858	(255,532)	-5.3%
Pupil Services	3,229,739	2,369,832	859,907	36.3%
General Administration	3,211,843	2,966,362	245,481	8.3%
Plant Services	4,022,772	4,784,017	(761,245)	-15.9%
Ancillary Services	653,411	406,847	246,564	60.6%
Community Services	42,665	37,137	5,528	14.9%
Payments to Other Agencies	(729,670)	(930,266)	200,596	21.6%
Interest and Fiscal Charges	7,041,455	8,824,117	(1,782,662)	-20.2%
Total Net Cost of Services	$ 45,745,399	$ 46,084,854	$ (339,455)	-0.7%

Direct Instruction expenses include activities directly dealing with the teaching of pupils and the interaction between teacher and pupil.

Pupil Services and Instruction-Related Services include the activities involved with assisting staff with the content and process of teaching to pupils.

General Administration includes the costs for the Board of Trustees, administration, fiscal and business services and other expenses associated with administrative and financial supervision of the District.

Plant Services include the operation and maintenance of plant activities, which involve keeping the school grounds, buildings, and equipment in an effective working condition.

Ancillary Services include school-sponsored activities during or after the school day that are not essential to the delivery of instructional services.

Community Services include activities concerned with providing services to community participants other than students.

Interest and Fiscal Charges involve the transactions associated with the payment of interest and other related charges to debt of the District.

The dependence upon tax and local revenues is apparent, 81% of the District's activities are supported through taxes, grants and entitlements, and other general revenues. The community, as a whole, is the primary support for the District.

THE DISTRICT'S FUNDS

Table 4 provides a summary of the changes in the District's fund balances:

Table 4 - Change in Fund Balances

Funds	2022	2021	Change
General Fund	$ 5,117,874	$ 9,267,673	$ (4,149,799)
Building Fund	35,618,937	41,654,477	(6,035,540)
Bond Interest & Redemption Fund	4,251,977	9,896,550	(5,644,573)
Nonmajor Funds	2,182,952	1,884,122	298,830
Total Governmental Fund Balances	$ 47,171,740	$ 62,702,822	$ (15,531,082)

GENERAL FUND BUDGETING HIGHLIGHTS

The District's budget is prepared according to California law and in the modified accrual basis of accounting.

During the course of the 2021-22 fiscal year, the District revised its General Fund budget twice, at 1st Interim and 2nd Interim, which resulted in an increase in budgeted expenditures of $8,002,958 from the original to final budget.

For the General Fund, the final budget basis revenue and other financing sources estimate was $43,694,937. The original budgeted estimate was $39,089,191.

CAPITAL ASSETS

Table 5 shows the changes in the District's capital assets, net of depreciation:

Table 5 - Summary of Capital Assets Net of Depreciation

Capital Asset	2022 Net Capital Asset	2021 Net Capital Asset	Percentage Change
Land	$ 1,456,448	$ 1,456,448	0.0%
Work-in-Progress	20,105,044	31,687,772	-36.6%
Site Improvements	10,118,179	9,708,106	4.2%
Buildings and Improvements	92,639,257	80,839,930	14.6%
Furniture and Equipment	802,502	810,467	-1.0%
Totals	$ 125,121,430	$ 124,502,723	0.5%

LONG TERM LIABILITIES

Table 5 shows the changes in the District's long-term liabilities:

Table 6 - Long-term Liabilities

Type	2022	2021	Percentage Change
General obligation bonds	$ 115,675,000	$ 118,106,391	-2.1%
Unamortized bond premiums - net	11,363,320	11,874,459	-4.3%
Net Pension Liability	21,876,530	38,457,565	-43.1%
Compensated absences	623,647	495,984	25.7%
Total Debt	$ 149,538,497	$ 168,934,399	-11.5%

FACTORS BEARING ON THE DISTRICT'S FUTURE

In 2021-22, the district continued to be "Community Funded" (Basic Aid). The FY 2021-22 budget and its multi-year projection assumptions indicated that the district would continue to be a Basic Aid district with reserves above the mandated 3%. Thus, the district settled negotiations with its bargaining units based on a projected 2021-22 4% tax increase. The bargaining units received a 5.25% salary increase and a one-time off-schedule $2,000 payment. In the Spring of 2022, however, the district tax revenue was reported to be under 2%. Therefore, the district needs to continue to be vigilant about the fiscal vulnerability to which Basic Aid districts are subjected. In 2023 and 2024, the District will introduce and implement right-sizing and austerity measures to weather a potential fiscal crisis. Additionally, the district will seek to increase its reserves in alignment with its Board Policy 3100.1.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, parents, investors, and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions regarding this report or need additional financial information, contact J Jesus Contreras, Chief Business Official, Cabrillo Unified School District, 498 Kelly Avenue, Half Moon Bay, CA 94019, (650) 712-7123.

Basic Financial Statements

CABRILLO UNIFIED SCHOOL DISTRICT
STATEMENT OF NET POSITION
JUNE 30, 2022

	Governmental Activities
Assets	
Current assets:	
Cash in county treasury	$ 48,352,134
Cash in revolving fund	25,000
Cash in bank	173,723
Cash with fiscal agent	58,981
Accounts receivable	4,118,470
Inventories	40,914
Total current assets	52,769,222
Capital assets - net	125,121,430
Total Assets	$ 177,890,652
Deferred Outflows of Resources	
Pension adjustments	$ 8,818,341
Liabilities	
Accounts payable	$ 3,602,438
Unearned revenue	1,995,044
Accrued interest	2,086,000
Total current liabilities	7,683,482
Long-term liabilities:	
Due within one year	1,300,000
Due after one year	148,238,497
Total long-term liabilities	149,538,497
Total Liabilities	$ 157,221,979
Deferred Inflows of Resources	
Pension adjustments	$ 17,102,718
Net Position	
Net investment in capital assets	$ 45,065,367
Restricted for:	
Capital projects	1,899,149
Educational programs	3,671,253
Adult education	170,848
Cafeteria programs	90,218
Total restricted net position	5,831,468
Unrestricted	(38,512,539)
Total Net Position	$ 12,384,296

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
Governmental activities				
Instruction	$ 28,468,202	$ 78,968	$ 4,709,375	$ (23,679,859)
Instruction-related services:				
Supervision of instruction	2,313,650	2,305	1,642,964	(668,381)
Instruction library, media and technology	1,408,535	2,517	123,654	(1,282,364)
School site administration	3,076,450	2,973	430,896	(2,642,581)
Pupil services:				
Home-to-school transportation	489,127	3,967	27,122	(458,038)
Food services	930,400	89,170	620,751	(220,479)
All other pupil services	3,242,815	2,309	689,284	(2,551,222)
General administration:				
All other general administration	3,260,815	166	48,806	(3,211,843)
Plant services	4,597,041	1,750	572,519	(4,022,772)
Ancillary services	1,076,376	1,854	421,111	(653,411)
Community services	46,809	529	3,615	(42,665)
Payments to other agencies	311,367	132,803	908,234	729,670
Interest on long-term debt	7,041,455	-	-	(7,041,455)
Total governmental activities	$ 56,263,042	$ 319,311	$ 10,198,331	(45,745,400)
General revenues:				
Taxes and subventions:				
Taxes levied for general purposes				30,848,499
Taxes levied for debt service				6,219,953
Taxes levied for other specific purpose				1,605,108
Federal and state aid non restricted to specific purposes				2,301,362
Interest and investment earnings				(1,460,590)
Miscellaneous				138,130
Total general revenues and special item				39,652,462
Change in net position				(6,092,938)
Net position beginning				19,359,767
Prior period adjustment - ELO award revision				(882,533)
Net assets beginning - adjusted				18,477,234
Net position ending				$ 12,384,296

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
GOVERNMENTAL FUNDS
BALANCE SHEET
JUNE 30, 2022

	General Fund	Building Fund	Bond Interest and Redemption Fund	Other Nonmajor Governmental Funds	Total Governmental Funds
Assets					
Cash and investments	$ 4,760,028	$ 37,157,145	$ 4,242,132	$ 2,192,829	$ 48,352,134
Cash in revolving fund	25,000	-	-	-	25,000
Cash in bank	173,723	-	-	-	173,723
Cash with fiscal agent	58,981	-	-	-	58,981
Accounts receivable	3,842,755	104,984	9,845	160,886	4,118,470
Due from other funds	30,315	-	-	-	30,315
Prepaid items and stores inventories	33,698	-	-	7,216	40,914
Total Assets	$ 8,924,500	$ 37,262,129	$ 4,251,977	$ 2,360,931	$ 52,799,537
Liabilities and Fund Balances					
Liabilities:					
Accounts payable	$ 1,939,519	$ 1,642,987	$ -	$ 19,932	$ 3,602,438
Due to other funds	-	205	-	30,110	30,315
Unearned revenue	1,867,107	-	-	127,937	1,995,044
Total Liabilities	3,806,626	1,643,192	-	177,979	5,627,797
Fund balances:					
Nonspendable:					
Revolving fund	25,000	-	-	-	25,000
Stores inventories	33,699	-	-	7,216	40,915
Restricted for:					
Educational programs	3,671,253	-	-	-	3,671,253
Debt service	-	-	4,251,977	-	4,251,977
Adult education	-	-	-	170,848	170,848
Cafeteria programs	-	-	-	90,218	90,218
Capital projects	-	35,618,937	-	1,899,149	37,518,086
Assigned for:					
Site repairs	-	-	-	232	232
Child development	-	-	-	15,289	15,289
Unassigned:					
Economic uncertainties	1,387,922	-	-	-	1,387,922
Total Fund Balances	5,117,874	35,618,937	4,251,977	2,182,952	47,171,740
Total Liabilities and Fund Balances	$ 8,924,500	$ 37,262,129	$ 4,251,977	$ 2,360,931	$ 52,799,537

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS
BALANCE SHEET TO THE STATEMENT OF NET POSITION
JUNE 30, 2022

Total fund balances - governmental funds		$ 47,171,740
Amounts reported in the Statement of Net Position are different because:		
Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in the governmental funds.		
Capital assets at cost	$ 163,117,513	
Accumulated depreciation	(37,996,083)	125,121,430
Interest payable on long-term debt does not require the use of current financial resources and, therefore, is not reported in the governmental funds.		(2,086,000)
Deferred outflows of resources include amounts that will not be included in the calculation of the District's net pension liability of the plan year included in this report such as current fiscal year contributions as recorded in the fund statements.		8,818,341
The difference from pension plan assumptions in actuarial valuations are not included in the plan's actuarial study until the next fiscal year and are reported as deferred inflows of resources in the Statement of Net Position.		(17,102,718)
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental funds. Long-term liabilities at year-end consist of:		
General obligation bonds	$ 115,675,000	
Unamortized bond premium	11,363,320	
Net pension liabilities	21,876,530	
Compensated absences (vacation)	623,647	(149,538,497)
Total net position - governmental activities		$ 12,384,296

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

	General Fund	Building Fund	Bond Interest and Redemption Fund	Other Nonmajor Governmental Funds	Total Governmental Funds
Revenues:					
LCFF sources	$ 32,460,525	$ -	$ -	$ -	$ 32,460,525
Federal revenue	2,619,766	-	-	598,555	3,218,321
Other state	5,025,954	-	28,724	793,298	5,847,976
Other local	3,082,403	(812,295)	6,082,128	291,046	8,643,282
Total revenues	43,188,648	(812,295)	6,110,852	1,682,899	50,170,104
Expenditures:					
Current					
Instruction	26,136,174	-	-	199,990	26,336,164
Instruction-related services:					
Supervision of instruction	2,359,025	-	-	132,921	2,491,946
Instruction library, media and technology	1,450,581	-	-	-	1,450,581
School site administration	2,915,033	-	-	375,007	3,290,040
Pupil services:					
Home-to-school transportation	355,801	-	-	-	355,801
Food services	24,523	-	-	977,576	1,002,099
All other pupil services	3,492,714	-	-	-	3,492,714
General administration:					
All other general administration	3,469,775	-	-	-	3,469,775
Plant services	4,326,625	101,641	-	15,157	4,443,423
Facilities acquisition and construction	125,551	5,121,604	-	13,418	5,260,573
Ancillary Services	1,076,376	-	-	-	1,076,376
Community services	46,809	-	-	-	46,809
Payments to other agencies	311,367	-	-	-	311,367
Debt service:					
Principal	-	-	2,431,391	-	2,431,391
Interest and fees	35,560	-	9,324,034	-	9,359,594
Total expenditures	46,125,914	5,223,245	11,755,425	1,714,069	64,818,653
Excess (deficiency) of revenues over (under) expenditures	(2,937,266)	(6,035,540)	(5,644,573)	(31,170)	(14,648,549)
Other financing sources (uses):					
Transfers in	-	-	-	330,000	330,000
Transfers out	(330,000)	-	-	-	(330,000)
Total other financing sources (uses)	(330,000)	-	-	330,000	-
Net changes in fund balances	(3,267,266)	(6,035,540)	(5,644,573)	298,830	(14,648,549)
Fund balances beginning	9,267,673	41,654,477	9,896,550	1,884,122	62,702,822
Prior period adjustment - ELO Award Revision	(882,533)	-	-	-	(882,533)
Fund balances beginning - restated	8,385,140	41,654,477	9,896,550	1,884,122	61,820,289
Fund balances ending	$ 5,117,874	$ 35,618,937	$ 4,251,977	$ 2,182,952	$ 47,171,740

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

Total net change in fund balances - governmental funds		$ (14,648,549)
Capital outlays are reported in the governmental funds as expenditures. However, in the Statement of Activities, the costs of those assets are allocated over their estimated useful lives as depreciation expense.		
Capital asset additions from capital outlay	$ 4,806,297	
Depreciation expense	(4,187,590)	618,707
The governmental funds report bond proceeds as an other financing source, while repayment of bond principal is reported as an expenditure. Interest is recognized as an expenditure in the governmental funds when it is due. The net effect of these differences in the treatment of general obligation bonds and related items are as follows:		
Repayment of bond principal	$ 2,431,391	2,431,391
In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an other financing source or other financing use in the period it is incurred. In the government-wide statements, the premium or discount is amortized as interest over the life of the debt. The difference between premiums or discounts recognized in the current period and amortized over future periods is:		511,139
In governmental funds, actual contributions to pension plans are reported as expenditures in the year incurred. However, in the government-wide Statement of Activities, only the current year pension expense as noted in the plans' valuation reports is reported as an expense, as adjusted for deferred inflows and outflows of resources.		3,315,037
In the Statement of Activities, compensated absences are measured by the amount earned during the year. In the governmental funds, however, expenditures for those items are measured by the amount of financial resources used (essentially the amounts paid). This year vacation used exceeded the amounts earned, resulting in a current year change in compensated absences in the amount of:		(127,663)
Interest on long-term debt in the Statement of Activities differs from the amount reported in the governmental funds because interest is recognized as an expenditure in the funds when it is due and thus requires the use of current financial resources. In the Statement of Activities, however, interest expense is recognized as the interest accrues, regardless of when it is due.		1,807,000
Changes in net position of governmental activities		$ (6,092,938)

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
FIDUCIARY FUNDS
STATEMENT OF FIDUCIARY NET POSITION
JUNE 30, 2022

	School Scholarship Fund
Assets:	
Cash on hand and in banks	$ 107,280
Total Assets	$ 107,280
Net Position:	
Restricted	$ 107,280
Total Net Position	$ 107,280

The notes to the financial statements are an integral part of this statement.

CABRILLO UNIFIED SCHOOL DISTRICT
FIDUCIARY FUNDS
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

	School Scholarship Fund
Additions	
Other Local	$ 125,985
Deductions	
Scholarships	123,443
Changes in net position	2,542
Net position beginning	104,738
Net position ending	$ 107,280

The notes to the financial statements are an integral part of this statement.

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Notes to the Basic Financial Statements

1. SIGNIFICANT ACCOUNTING POLICIES

A. Accounting Principles

Cabrillo Unified School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

B. Reporting Entity

The District is the level of government primarily accountable for activities related to public education. The governing authority consists of five elected officials who, together, constitute the Board of Trustees. The District's combined financial statements include the accounts of all its operations. The District evaluated whether any other entity should be included in these financial statements using the criteria established by GASB.

Component Units:

The District evaluated whether any other entity should be included in these financial statements. The basic, but not the only, criterion for including a governmental department, agency, institution, commission, public authority, or other governmental organization in a governmental unit's reporting entity for financial reports is the ability of the governmental unit's elected officials to exercise oversight responsibility over such agencies. Oversight responsibility implies that one governmental unit is dependent on another and that the dependent unit should be reported as part of the other. Oversight responsibility is derived from the governmental unit's power and includes, but is not limited to:

- Financial interdependency
- Selection of governing authority
- Designation of management
- Ability to significantly influence operations
- Accountability for fiscal matters

Accordingly, for the year ended June 30, 2022, the District does not have any component units and is not a component unit of any other reporting entity.

C. Basis of Presentation

Government-wide Financial Statements:

The government-wide financial statements (i.e., the Statement of Net Position and the Statement of Activities) report information on all of the non-fiduciary activities of the District. Eliminations have been made to minimize the effect of interfund of activities.

The government-wide statements are prepared using the economic resources measurement focus. This is the same approach used in the preparation of the proprietary fund and fiduciary fund financial statements but differs from the manner in which governmental fund financial statements are prepared. Governmental fund financial statements, therefore, includes a reconciliation with brief explanations to

better identify the relationship between the government-wide statements and the statements for the governmental funds.

The government-wide statement of activities presents a comparison between direct expenses and program revenues for each function or program of the District's governmental activities. Direct expenses are those that are specifically associated with a service, program, or department and are therefore clearly identifiable to a particular function. The District does not allocate indirect expenses to functions in the statement of activities. Program revenues include charges paid by the recipients of goods or services offered by a program, as well as grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues of the District, with certain exceptions. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the District.

Fund Financial Statements:

Fund financial statements report detailed information about the District. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major governmental fund is presented in a separate column, and all non-major funds are aggregated into one column. Fiduciary funds are reported by fund type.

The accounting and financial treatment applied to a fund is determined by its measurement focus. All governmental funds are accounted for using a flow of current financial resources measurement focus. With this measurement focus, only current assets, deferred outflows of resources, current liabilities and deferred inflows of resources are generally included on the balance sheet. The Statement of Revenues, Expenditures, and Changes in Fund Balances for these funds present increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

Fiduciary funds are reported using the economic resources measurement focus.

D. Basis of Accounting

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Government-wide financial statements are prepared using the accrual basis of accounting. Governmental funds use the modified accrual basis of accounting. Fiduciary funds use the accrual basis of accounting.

Revenues - Exchange and Non-exchange Transactions:

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded under the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the District, "available" means collectible within the current period or within 365 days after year-end.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants and entitlements is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted; matching requirements, in which the District must provide local resources to be used for a specific purpose; and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Deferred Outflows/Deferred Inflows:

In addition to assets, the Statement of Net Position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s), and as such will not be recognized as an outflow of resources (expense/expenditures) until then. The District has recognized a deferred outflow of resources related to the recognition of the net pension liability reported in the Statement of Net Position.

In addition to liabilities, the statement of net position reports a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and as such, will not be recognized as an inflow of resources (revenue) until that time. The District has recognized a deferred inflow of resources related to the recognition of the pension liability reported which is in the Statement of Net Position.

Unearned Revenue:

Unearned revenue arises when assets are received before revenue recognition criteria have been satisfied. Grants and entitlements received before eligibility requirements are met are recorded as deferred inflows of resources from unearned revenue. In the governmental fund financial statements, receivables associated with non-exchange transactions that will not be collected within the availability period have been recorded as deferred inflows of resources from unavailable resources.

Expenses/Expenditures:

On the accrual basis of accounting, expenses are recognized at the time a liability is incurred. On the modified accrual basis of accounting, expenditures are generally recognized in the accounting period in which the related fund liability is incurred, as under the accrual basis of accounting. However, under the modified accrual basis of accounting, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds. When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

E. Fund Accounting

The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows of resources, liabilities, deferred inflows of resources, fund equity or retained earnings, revenues, and expenditures or expenses, as appropriate. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled. The District's accounts are organized into major, nonmajor, and fiduciary funds as follows:

Major Governmental Funds:

The *General Fund* is the general operating fund of the District. It is used to account for all financial resources except those required to be accounted for in another fund and includes transactions accounted for in the Special Reserve Fund for Other Than Capital Outlay and Special Reserve Fund for Postemployment Benefits.

The *Building Fund* is used to account for proceeds from the sale of real property and account for the acquisition of major governmental capital facilities and buildings from the sale of bond proceeds.

The *Bond Interest and Redemption Fund* is used to account for the interest and redemption of principal of general obligation bonds.

Non-major Governmental Funds:

Special Revenue Funds are used to account for the proceeds of specific revenue sources that are restricted or committed for purposes other than debt service or capital projects. The restricted or committed resources need to comprise a substantial portion of the inflows reported in the special revenue fund. The District maintains the following nonmajor special revenue funds:

- The *Adult Education Fund* is used to account for resources committed to adult education programs maintained by the District.

- The *Child Development Fund* is used to account for resources committed child development programs maintained by the District.

- The *Cafeteria Fund* is used to account for revenues received and expenditures made to operate the District's food service programs.

- The *Deferred Maintenance Fund* is used for the purpose of major repair or replacement of District property.

Capital Projects Funds are used to account for resources restricted, committed or assigned for capital outlays. The District maintains the following nonmajor capital projects fund:

- The *Capital Facilities Fund* is used to account for resources received from developer impact fees assessed under provisions of the California Environmental Quality Act ("CEQA").

Fiduciary Funds:

- *Private-Purpose Trust Funds* are used to account for assets held by the District as trustee. The District maintains one trust fund, the Scholarship fund, which is used to provide financial assistance to students of the District.

In order to comply with the requirements of GASB 54, the District has combined transactions in the Special Reserve fund for Other than Capital Outlay (Special Reserve Fund) with the General Fund because it does not meet the definition of a special revenue fund as defined by GASB 54.

F. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all governmental funds. By state law, the District's governing board must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements.

These budgets are revised by the District's governing board during the year to give consideration to unanticipated income and expenditures. The original and final revised budgets for the General Fund are presented as Required Supplementary Information.

Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

G. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated on June 30.

H. Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the District's California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System plans (STRS) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalPERS and STRS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

GASB 68 requires that the reported results must pertain to liability and asset information within certain defined time frames. For this period, the following time frames were used:

Valuation Date	June 30, 2020
Measurement Date	June 30, 2021
Measurement Period	July 1, 2020 to June 30, 2021

The following summarizes the pension plan balances for the fiscal year:

	PERS	STRS	Total
Deferred outflows of resources	$ 2,256,326	$ 6,562,015	$ 8,818,341
Deferred inflows of resources	$ 3,717,106	$ 13,385,612	$ 17,102,718
Pension expense	$ 1,144,675	$ 2,100,784	$ 3,245,459
Net pension liabilities	$ 8,895,501	$ 12,981,029	$ 21,876,530

I. Assets, Liabilities, and Equity

a) Cash and Investments

Cash balances held in banks and in revolving funds are insured to $250,000 by the Federal Deposit Insurance Corporation.

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the County Treasury. The county pools these funds with those of other districts in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

All District-directed investments are governed by Government Code Section 53601 and Treasury investment guidelines. The guidelines limit specific investments to government securities, domestic chartered financial securities, domestic corporate issues, and California municipal securities. The District's securities portfolio is held by the County Treasurer. Interest earned on investments is recorded as revenue of the fund from which the investment was made.

b) Fair Value Measurements

Investments are recorded at fair value in accordance with GASB Statement No. 72, *Fair Value Measurement and Application*. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment income.

Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction. In determining this amount, three valuation techniques are available:

- Market approach - This approach uses prices generated for identical or similar assets or liabilities. The most common example is an investment in a public security traded in an active exchange such as the NYSE.

- Cost approach - This technique determines the amount required to replace the current asset. This approach may be ideal for valuing donations of capital assets or historical treasures.

- Income approach - This approach converts future amounts (such as cash flows) into a current discounted amount.

Each of these valuation techniques requires inputs to calculate a fair value. Observable inputs have been maximized in fair value measures, and unobservable inputs have been minimized.

c) Inventories and Prepaid Expenditures

Inventories

Inventories are recorded using the purchases method, in that inventory acquisitions are initially recorded as expenditures. Reported inventories are equally offset by a fund balance reserve, which indicates that these amounts are not "available for appropriation and expenditure" even though they are a component of net current assets. The District's central warehouse inventory is valued at cost and consists of expendable supplies held for consumption.

Prepaid expenditures

The District has the option of reporting expenditures in governmental funds for prepaid items either when purchased or during the benefiting period. The District has chosen to report the expenditure during the benefiting period, thus recording a prepaid expenditure in the Statement of Net Position.

d) Capital Assets

Capital assets are those purchased or acquired with an original cost of $15,000 or more and are reported at historical cost or estimated historical cost. Donated capital assets, donated works of art and similar items, and capital assets received in a service concession arrangement are reported at acquisition value rather than fair value. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the value of the assets or materially extend the asset's lives are not capitalized but are expensed as incurred.

Depreciation on all capital assets is computed using a straight-line basis over the following estimated useful lives:

Assets	Years
Improvement of sites	20
Buildings	50
Portable buildings	20
Building improvements	20
Furniture and fixtures	20
Playground equipment	20
Food services equipment	15
Transportation equipment	15
Telephone system	10
Vehicles	8
Computer and office equipment	5

e) Compensated Absences

All vacation pay is accrued when incurred in the government-wide financial statements. A liability for these amounts is reported in the governmental funds only if they have matured, for example, as a result of employee resignations and retirements.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken, since such benefits do not vest, nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

f) Long-Term Liabilities

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the Statement of Net Position. Bond premiums and discounts are deferred and amortized over the life of the bonds. Bonds payable are reported net of applicable bond premium or discount. Issuance costs are expensed in the period incurred.

In the fund financial statements, governmental funds recognize bond premiums and discounts as well as bond issuance costs, during the current period. The face amount of the debt issued, premiums, or discounts are reported as other financing sources/uses.

g) Fund Balance Reserves and Designations

The District maintains a minimum unassigned fund balance of not less than 3 percent of budgeted general fund expenditures and other financing uses as a reserve for economic uncertainties. The District believes a reserve of this level is prudent to maintain a high bond rating and to protect the District from the effects of fluctuations in property tax revenues to which basic aide districts are vulnerable. Because amounts in the nonspendable, restricted, committed, and assigned categories are subject to varying constraints on their use, the reserve for economic uncertainties consists of balances that are otherwise unassigned.

In accordance with Government Accounting Standards Board 54*, Fund Balance Reporting and Governmental Fund Type Definitions*, the District classifies governmental fund balances as follows:

- *Nonspendable* fund balance includes amounts that cannot be spent either because it is not in spendable form or because of legal or contractual constraints.

- *Restricted* fund balance includes amounts that are constrained for specific purposes which are externally imposed by providers, such as creditors or amounts constrained due to constitutional provisions or enabling legislation.

- *Committed* fund balances includes amounts that are constrained for specific purposes that are internally imposed by the government through formal action of the highest level of decision making authority and does not lapse at year-end. Committed fund balances are imposed by the District's board of education.

- *Assigned* fund balance includes amounts that are intended to be used for specific purposes that are neither considered restricted or committed. Fund balance may be assigned by the Superintendent and the Chief Business Official.

- *Unassigned* fund balance includes positive amounts within the general fund which has not been classified within the above mentioned categories and negative fund balances in other governmental funds.

The District uses restricted/committed amounts to be spent first when both restricted and unrestricted fund balance is available unless there are legal documents/contracts that prohibit doing this, such as a grant agreement requiring dollar for dollar spending. Additionally, the District would first use committed, then assigned, and lastly unassigned amounts of unrestricted fund balance when expenditures are made.

h) Net Position

Net position represents the difference between assets, deferred outflows of resources, liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. In addition, deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or

improvement of those assets or related debt also are included in the net investment in capital assets component of net position. Net position is reported as restricted when there are limitations imposed on its use either through the enabling legislation adopted by the District or through external restrictions imposed by creditors, grantors, laws or regulations of other governments. The District applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available.

Capital Projects restrictions will be used for the acquisition and construction of capital facilities.

Debt Service restrictions reflect the cash balances in the debt service funds that are restricted for debt service payments by debt covenants.

Educational Program restrictions reflect the amounts to be expended for federal and state funded educational programs.

Child Development restrictions reflect the amounts to be expended for federal, state, or local revenues to operate child development programs.

Adult Education restrictions reflect the amounts to be expended for federal and state funded adult education programs.

Cafeteria Programs restrictions reflect the amounts to be expended for federal, state, or local revenues to operate cafeteria programs.

Unrestricted net position reflects amounts that are not subject to any donor-imposed restrictions. This class also includes restricted gifts whose donor-imposed restrictions were met during the fiscal year. A deficit unrestricted net position may result when significant cash balances restricted for capital projects exist. Once the projects are completed, the restriction on these assets are released and converted to capital assets.

i) Local Control Funding Formula and Property Taxes

The Local Control Funding Formula (LCFF) creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs.

The county is responsible for assessing, collecting, and apportioning property taxes. Taxes are levied for each fiscal year on taxable real and personal property in the county. The levy is based on the assessed values as of the preceding March 1, which is also the lien date. Property taxes on the secured roll are due on August 31 and February 1, and taxes become delinquent after December 10 and April 10, respectively. Property taxes on the unsecured roll are due on the lien date (March 1) and become delinquent if unpaid by August 31.

Secured property taxes are recorded as revenue when apportioned, in the fiscal year of the levy. The county apportions secured property tax revenue in accordance with the alternate method of distribution prescribed by Section 4705 of the California *Revenue and Taxation Code*. This alternate method provides for crediting each applicable fund with its total secured taxes upon completion of the secured tax roll - approximately October 1 of each year.

The County Auditor reports the amount of the District's allocated property tax revenue to the California Department of Education. Property taxes are recorded as local revenue limit sources by the District.

j) Risk management

The District is exposed to various risks of loss related to torts, theft of, damage to, and destruction of assets, errors and omissions, injuries to employees, and natural disasters. The District has joined together with other school districts in the County to form the San Mateo County Schools Insurance Group ("SMCSIG") public entity risk pool. The District pays an annual premium for its property and casualty, workers' compensation, and liability insurance coverage. The Joint Powers Agreements provide that SMCSIG will be self-sustaining through member premiums and will reinsure through commercial companies for claims in excess of self-insured levels.

There were no significant reductions in insurance coverage from coverage in the prior year and no insurance settlement exceeding insurance coverage.

k) Accounting Estimates

The presentation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

J. Implemented Accounting Pronouncements

GASB Statement No. 87, Leases

The objective of this statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financing of the right to use an underlying asset. Under this statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities. As of June 30, 2022, the District did not have any material contracts that were required to be reported as leases under GASB 87.

K. Upcoming Accounting and Reporting Changes

The District is currently analyzing its accounting practices to determine the potential impact on the financial statements of the following recent GASB Statements:

GASB Statement No. 91, *Conduit Debt Obligations*

The objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. This Statement

also clarifies the existing definition of a conduit debt obligation; establishing that a conduit debt obligation is not a liability of the issuer; establishing standards for accounting and financial reporting of additional commitment and voluntary commitments extended by issuers and arrangements associated with the debt obligations; and improving required note disclosures. The requirements of this Statement were initially to be effective for financial statements for periods beginning after December 15, 2020 but have been delayed to periods beginning after December 15, 2021, pursuant to GASB Statement No. 95. Earlier application is encouraged.

GASB Statement No. 94, *Public-Private Partnerships and Public-Public Partnerships and Availability Payment Arrangements*

The primary objective of this Statement is to improve financial reporting by addressing issues related to public-private and public-public partnership arrangements (PPPs). As used in this Statement, a PPP is an arrangement in which a government (the transferor) contracts with an operator (a governmental or nongovernmental entity) to provide public services by conveying control of the right to operate or use a nonfinancial asset, such as infrastructure or other capital asset (the underlying PPP asset), for a period of time in an exchange or exchange-like transaction. Some PPPs meet the definition of a service concession arrangement (SCA), which the Board defines in this Statement as a PPP in which (1) the operator collects and is compensated by fees from third parties; (2) the transferor determines or has the ability to modify or approve which services the operator is required to provide, to whom the operator is required to provide the services, and the prices or rates that can be charged for the services; and (3) the transferor is entitled to significant residual interest in the service utility of the underlying PPP asset at the end of the arrangement. This Statement also provides guidance for accounting and financial reporting for availability payment arrangements (APAs). As defined in this Statement, an APA is an arrangement in which a government compensates an operator for services that may include designing, constructing, financing, maintaining, or operating an underlying nonfinancial asset for a period of time in an exchange or exchange-like transaction. The requirements of this Statement are to be effective for financial statements for periods beginning after June 15, 2022. Earlier application is encouraged.

GASB Statement No. 96, *Subscription-Based Information Technology Arrangements*

GASB 96 provides guidance on accounting for Subscription-Based Information Technology Arrangements (SBITA) where the government contracts for the right to use another party's software. The standards for SBITAs are based on the standards established in GASB Statement No. 87, *Leases.* GASB 96 is effective for fiscal years beginning after June 15, 2022.

GASB Statement No. 99, *Omnibus 2022*

Omnibus statements are issued by GASB to address practice issues identified after other standards have been approved for implementation. Omnibus statements "clear up the loose ends" for recent prior statements GASB has issued. This Omnibus addresses recent pronouncements, including GASB 87 – Leases, GASB 94 – *Public-Private and Public-Public Partnerships and Availability Payment Arrangements*, and GASB 96 – *Subscription-Based Information Technology Arrangements*.

Effective Date: The requirements of this Statement are effective as follows:

- The requirements related to extension of the use of LIBOR, accounting for SNAP distributions, disclosures of nonmonetary transactions, pledges of future revenues by pledging governments, clarification of certain provisions in Statement 34, as amended, and terminology updates related to Statement 53 and Statement 63 are effective upon issuance

- The requirements related to leases, PPPs, and SBITAs are effective for fiscal years beginning after June 15, 2022, and all reporting periods thereafter.
- The requirements related to financial guarantees and the classification and reporting of derivative instruments within the scope of Statement 53 are effective for fiscal years beginning after June 15, 2023, and all reporting periods thereafter.

Earlier application is encouraged and is permitted by topic.

GASB Statement No. 100, *Accounting Changes and Error Corrections—an amendment of GASB Statement No. 62*

This Statement defines *accounting changes* as changes in accounting principles, changes in accounting estimates, and changes to or within the financial reporting entity and describes the transactions or other events that constitute those changes. This Statement also prescribes the accounting and financial reporting for (1) each type of accounting change and (2) error corrections in previously issued financial statements.The requirements of this Statement are effective for accounting changes and error corrections made in fiscal years beginning after June 15, 2023, and all reporting periods thereafter. Earlier application is encouraged.

GASB Statement No. 101, *Compensated Absences*

This Statement requires that liabilities for compensated absences be recognized for (1) leave that has not been used and (2) leave that has been used but not yet paid in cash or settled through noncash means. A liability should be recognized for leave that has not been used if (a) the leave is attributable to services already rendered, (b) the leave accumulates, and (c) the leave is more likely than not to be used for time off or otherwise paid in cash or settled through noncash means. Leave is attributable to services already rendered when an employee has performed the services required to earn the leave. Leave that accumulates is carried forward from the reporting period in which it is earned to a future reporting period during which it may be used for time off or otherwise paid or settled. In estimating the leave that is more likely than not to be used or otherwise paid or settled, a government should consider relevant factors such as employment policies related to compensated absences and historical information about the use or payment of compensated absences. However, leave that is more likely than not to be settled through conversion to defined benefit postemployment benefits should not be included in a liability for compensated absences.

This Statement requires that a liability for certain types of compensated absences—including parental leave, military leave, and jury duty leave—not be recognized until the leave commences. This Statement also requires that a liability for specific types of compensated absences not be recognized until the leave is used. A liability for leave that has been used but not yet paid or settled should be measured at the amount of the cash payment or noncash settlement to be made. Certain salary-related payments that are directly and incrementally associated with payments for leave also should be included in the measurement of the liabilities.

With respect to financial statements prepared using the current financial resources measurement focus, this Statement requires that expenditures be recognized for the amount that normally would be liquidated with expendable available financial resources. The requirements of this Statement are effective for fiscal years beginning after December 15, 2023, and all reporting periods thereafter.

2. CASH AND INVESTMENTS

A summary of cash and investments as of June 30, 2022 is as follows:

Description	Carrying Amount	Fair Value
Government-Wide Statements:		
Cash in county treasury investment pool	$ 48,352,134	$ 48,352,134
Cash in revolving fund	25,000	25,000
Cash in banks	173,723	173,723
Cash with fiscal agent	58,981	58,981
Total Government-Wide Cash and Investments	48,609,838	48,609,838
Fiduciary Funds:		
Cash in banks	107,280	107,280
Total Cash and Investments	$ 48,717,118	$ 48,717,118

Cash in Banks and in Revolving Funds

Cash balances in banks and revolving funds are insured up to $250,000 per bank by the Federal Deposit Insurance Corporation ("FDIC"). These accounts are held within various financial institutions. As of June 30, 2022, the bank balance of the District's accounts with banks was $342,759. As of June 30, 2022, the bank balances of the District's accounts were fully insured by FDIC.

Cash in County Treasury

The District is considered to be an involuntary participant in an external investment pool as the District is required to maintain substantially all of its cash with the County Treasurer in accordance with Education Code Section 41001. The fair value of the District's investment in the pool is reported in the accounting financial statements at amounts based upon the District's pro rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Fair Value Measurements

GASB 72 established a hierarchy of inputs to the valuation techniques above. This hierarchy has three levels:

- Level 1 inputs are quoted prices in active markets for identical assets or liabilities.
- Level 2 inputs are quoted market prices for similar assets or liabilities, quoted prices for identical or similar assets or liabilities in markets that are not active, or other than quoted prices that are not observable.
- Level 3 inputs are unobservable inputs, such as a property valuation or an appraisal.

Investments in the San Mateo County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at $1.00 net asset value per share.

Policies and Practices

The District is authorized under California Government Code Section 53635 to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

Limitations as they relate to interest rate risk, credit risk, custodial credit risk, and concentration of credit risk are described below:

A. Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to the changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Treasury. The District maintains cash with the San Mateo County Investment Pool. The pool has a fair value of approximately $1.915 billion and an amortized book value of $1.976 billion.

B. Credit Risk

Credit risk is the risk of loss due to the failure of the security issuer. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The investment with the San Mateo County Investment Pool is governed by the County's general investment policy. The investment with the San Mateo County Investment Pool is rated at least Aa1 by Moody's Investor Service.

C. Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California Government code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits.

D. Concentration of Credit Risk

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond the amount stipulated by the California Government code. District investments that are greater than 5 percent of total investments are in either an external investment pool or mutual funds and are therefore exempt.

3. ACCOUNTS RECEIVABLE

Accounts receivable consisted of the following as of June 30, 2022:

Description	General Fund	Building Fund	Bond Interest & Redemption Fund	Nonmajor Funds	Total
Unrestricted	$ 211,555	$ -	$ -	$ 497	$ 212,052
Federal Government	2,425,886	-	-	87,604	2,513,490
State Government	673,834	-	-	67,575	741,409
Local and Other Resources	531,480	104,984	9,845	5,210	651,519
Total Accounts Receivable	$ 3,842,755	$ 104,984	$ 9,845	$ 160,886	$ 4,118,470

4. CAPITAL ASSETS AND DEPRECIATION

Capital asset activities for the year ended June 30, 2022 were as follows:

Capital Assets	Balance July 01, 2021	Additions	Adjustments & Deletions	Balance June 30, 2022
Land - not depreciable	$ 1,456,448	$ -	$ -	$ 1,456,448
Work-in-progress - not depreciable	31,687,772	2,016,869	(13,599,597)	20,105,044
Site improvements	13,166,866	1,095,656	-	14,262,522
Buildings and improvements	109,800,882	15,179,167	-	124,980,049
Furniture and equipment	2,199,248	114,202	-	2,313,450
Total capital assets	158,311,216	18,405,894	(13,599,597)	163,117,513
Less accumulated depreciation for:				
Site improvements	3,458,760	685,583	-	4,144,343
Buildings and improvements	28,960,952	3,379,840	-	32,340,792
Furniture and equipment	1,388,781	122,167	-	1,510,948
Total accumulated depreciation	33,808,493	4,187,590	-	37,996,083
Total capital assets - net depreciation	$ 124,502,723	$ 14,218,304	$ 13,599,597	$ 125,121,430

Depreciation expense was charged to governmental activities as follows:

Instruction	$ 3,888,696
Instruction library, media and technology	61,741
School site administration	21,808
Home-to-school transportation	158,783
All other general administration	39,298
Plant services	17,264
Total depreciation expense	$ 4,187,590

5. TAX AND REVENUE ANTICIPATIONS NOTES

The District issued $2,045,000 in tax and revenue anticipation notes dated August 17, 2021. The notes matured on June 30, 2022 and yielded 2% interest. The notes were sold to supplement cash flow and were repaid from the General Fund.

6. INTERFUND TRANSACTIONS

Interfund transactions are reported as either loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables (Due From/To), as appropriate, and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers among governmental funds are netted as part of the reconciliation to the government-wide financial statements.

Interfund Transfers

Interfund transfers consist of operating transfers from funds receiving revenue to funds through which the resources are to be expended as follows:

Fund	Due From	Due To
General Fund	$ 30,315	$ -
Building Fund	-	205
Nonmajor Funds	-	30,110
Totals	$ 30,315	$ 30,315

Interfund Receivables/Payables (Due From/Due To)

Interfund receivables and payables consisted of the following as of June 30, 2022:

Fund	Transfers In	Transfers Out
General Fund	$ -	$ 330,000
Nonmajor Funds	330,000	-
Totals	$ 330,000	$ 330,000

7. LONG-TERM LIABILITIES

Schedule of Changes in Long-term Liabilities

The following is the schedule of changes in long-term liabilities for the fiscal year ended June 30, 2022:

Long Term Liabilities	Balance July 01, 2021	Additions	Deductions	Balance June 30, 2022	Due Within One Year
General Obligation Bonds	$ 118,106,391	$ -	$ 2,431,391	$ 115,675,000	$ 1,300,000
Unamortized Bond Premium	11,874,459	-	511,139	11,363,320	-
Net Pension Liabilities	38,457,565	16,044,251	32,625,286	21,876,530	-
Compensated Absences	495,984	281,248	153,585	623,647	-
Total Long-Term Liabilities	$ 168,934,399	$ 16,325,499	$ 35,721,401	$ 149,538,497	$ 1,300,000

Payments on the general obligation bonds are made from the Bond Interest and Redemption Fund using local revenues.

General Obligation Bonds Payable

On August 1, 1996, the District issued $34,996,263 in General Obligation Bonds (GO Bonds). The County Treasurer levies annual ad valorem taxes for required debt service payments. Bond proceeds have been and will be used for improvements and construction at the District's school sites.

On October 25, 2012, the District issued $19,715,860 in Election 2012, Series A GO Bonds. This included principal of $18,000,000, with a premium of $1,715,860. The bonds mature on August 1, 2037. Total debt service for the bonds is $27,843,608. Bond proceeds will be used for improvements and construction at the District's school sites. In August 2017, the District issued 2017 GO Refunding Bonds for the purpose of refunding certain maturities of the outstanding Election 2012 Series A GO Bonds.

On January 14, 2015, the District issued $21,067,416 in Election 2012, Series B GO Bonds. This included principal of $20,000,000, with a premium of $1,067,416. The bonds mature on August 1, 2044. Total debt service for the bonds is $35,591,991. Bond proceeds will be used for improvements and construction at the District's school sites.

On January 18, 2017, the District issued $20,571,771 in Election 2012, Series C GO Bonds. This included principal of $20,000,000 with a premium of $571,771. The bonds mature on August 1, 2046. Total debt service for the bonds is $39,133,222. Bond proceeds will be used for improvements and construction at the District's school sites.

On August 31, 2017, the District issued $4,610,000 in 2017 GO Refunding Bonds for the purpose of partially refunding its outstanding obligation under Election 2012, Series A GO Bonds. The proceeds of the 2017 GO Refunding Bonds were used to defease and redeem $4,700,000 principal amount of the District's outstanding Election 2012, Series A GO Bonds. The amounts defeased have been removed from the government-wide financial statement of net position. The District completed the refunding to obtain an economic gain (difference between the present value of the old and the new debt service payments) of $269,940.

On September 25, 2018, the District issued $35,000,000 in 2018 Series A General Obligation Bonds through Measure M for improvements and construction at District's school sites. The bonds were issued at a premium of $2,509,804 and secured by property taxes. Issuance costs of $313,500 were paid with bond

proceeds on issuance. The net deposit into the Building Fund was $34,830,000 and $2,366,304 was deposited into the Bond Interest and Redemption Fund to meet the required debt service reserve.

On June 3, 2020, the District issued $40,000,000 in 2018 Series B General Obligation Bonds through Measure M for improvements and construction at District's school sites. The bonds were issued at a premium of $7,423,745 and secured by property taxes. Issuance costs of $305,000 were paid with bond proceeds on issuance. The net deposit into the Building Fund was $39,825,000 and $7,293,745 was deposited into the Bond Interest and Redemption Fund to meet the required debt service reserve.

The following summarizes the bonds outstanding as of June 30, 2022:

Bond	Issue Date	Maturity Date	Interest Rate	Original Issue	Outstanding July 01, 2021	Issued	Redeemed	Outstanding June 30, 2022
1996	8/1/96	8/1/21	3.75-6%	$ 34,996,263	$ 1,281,391	$ -	$ 1,281,391	$ -
2012A	10/25/12	8/1/37	2-5%	18,000,000	8,500,000	-	580,000	7,920,000
2012B	1/14/2015	8/1/44	2-5%	20,000,000	17,885,000	-	100,000	17,785,000
2012C	1/18/2017	8/1/46	3.38-5%	20,000,000	19,960,000	-	-	19,960,000
2017	8/31/2017	8/1/28	2-5%	4,610,000	4,525,000	-	20,000	4,505,000
2018A	9/25/2018	8/1/48	3.5-5%	35,000,000	31,935,000	-	450,000	31,485,000
2018B	6/3/2020	8/1/50	4%	40,000,000	34,020,000	-	-	34,020,000
Total General Obligation Bonds				$172,606,263	$ 118,106,391	$ -	$ 2,431,391	$115,675,000

As of June 30, 2022, the annual debt service requirements of the general obligation bonds were as follows:

Fiscal Year	Principal	Interest	Total
2023	$ 1,300,000	$ 4,980,225	$ 6,280,225
2024	1,490,000	4,923,850	6,413,850
2025	940,000	4,873,275	5,813,275
2026	1,085,000	4,830,425	5,915,425
2027	1,245,000	4,777,250	6,022,250
2028-2032	8,630,000	22,880,781	31,510,781
2033-2037	16,210,000	20,651,047	36,861,047
2038-2042	23,990,000	16,735,909	40,725,909
2043-2047	35,605,000	10,529,625	46,134,625
2048-2052	25,180,000	2,741,750	27,921,750
Total	$ 115,675,000	$ 97,924,137	$ 213,599,137

8. JOINT POWERS AGREEMENTS

The District participates in a joint powers agreement ("JPA") with the San Mateo County Schools Insurance Group ("SMCSIG"). A board consisting of a representative from each member district governs the JPA. The governing board controls the operation of the JPA independent of any influence by the District beyond the District's representation on the governing board. The JPA is independently accountable for its fiscal matters. Budgets are not subject to any approval other than that of the governing board. Member districts share surpluses and deficits proportionately to their participation. The relationship between the District and the JPA is such that the JPA is not a component unit of the District for financial reporting purposes.

The following is a summary of coverage provided by SMCSIG JPA and its most recent financial statement information:

	SMCSIG June 30, 2021
Total Assets and Deferred Outflows	$ 43,845,133
Total Liabilities and Deferred Inflows	20,327,469
Total Equity	23,517,664
Total Revenues	43,521,834
Total Expenditures	40,112,140

9. COMMITMENTS AND CONTINGENCIES

Litigation

Various claims involving the District are currently outstanding. However, management believes, based on consultation with legal counsel, that the ultimate resolution of these matters will not have a material adverse effect on the District's financial position or results of operations.

Federal and State Allowances, Award, and Grants

The District has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

10. CALPERS PENSION PLAN

General Information about the PERS Pension Plan

Plan Description - All qualified permanent and probationary employees are eligible to participate in the District's CalPERS Employee Pension Plan (the Plan), a cost-sharing multiple employer defined benefit pension plans administered by the California Public Employees' Retirement System (CalPERS). Benefit provisions under the Plans are established by State statute and District resolution. CalPERS issues publicly available reports that include a full description of the pension plans regarding benefit provisions, assumptions and membership information that can be found on the CalPERS website.

Benefits Provided - CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of credited service, equal to one year of full-time employment. Members with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after 10 years of service. The death benefit is one of the following: the Basic Death Benefit, the 1957 Survivor Benefit, or the Optional Settlement 2W Death Benefit. The cost-of-living adjustments for the Plan are applied as specified by the Public Employees' Retirement Law. The Plans' provisions and benefits in effect at June 30, 2022, are summarized as follows:

	CalPERS	
	Classic	PEPRA
Benefit formula	2% @ 55	2% @ 62
Benefit vesting schedule	5 Years	5 Years
Benefit payments	Monthly for Life	Monthly for Life
Retirement age: minimum	50	52
Monthly benefits as a % of eligible compensation	(1)	(1)
Required employee contribution rates	7.000%	7.000%
Required employer contribution rates	22.910%	22.910%

(1) Monthly benefit is a product of benefit factor, years of service, and final compensation

Contributions - Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Funding contributions for the Plan are determined annually on an actuarial basis as of June 30 by CalPERS. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability.

For the year ended June 30, 2022, the District's contributions were as follows:

	CalPERS
Contributions - employer	$ 1,752,726

Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to PERS

As of June 30, 2022, the District reported net pension liabilities for its proportionate shares of the net pension liability of the Plan as follows:

	Proportionate Share of Net Pension Liability/(Asset)
CalPERS	$ 8,895,501

The District's net pension liability for the Plan is measured as the proportionate share of the net pension liability. The net pension liability of the Plan is measured as of June 30, 2021, and the total pension liability for the Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2020 rolled forward to June 30, 2021 using standard update procedures. The District's proportion of the

net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined.

The District's proportionate share of the net pension liability for the Plan as of June 30, 2021 and 2022 was as follows:

	CalPERS
Proportion - June 30, 2021	0.04322%
Proportion - June 30, 2022	0.04375%
Change - Increase/(Decrease)	0.00052%

For the year ended June 30, 2022, the District recognized pension expense of $1,144,675 for the Plan.

At June 30, 2022, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	CalPERS	
	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between Expected and Actual Experience	$ 265,554	$ 20,970
Differences between Projected and Actual Investment Earnings	-	3,413,828
Differences between Employer's Contributions and Proportionate Share of Contributions	32,729	189,791
Change in Employer's Proportion	205,317	92,517
Pension Contributions Made Subsequent to Measurement Date	1,752,726	-
Total	$ 2,256,326	$ 3,717,106

The District reported $1,752,326 as deferred outflows of resources related to contributions subsequent to the measurement date that will be recognized as a reduction of the net pension liability in the year ended June 30, 2023.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Fiscal Year Ending June 30:	Deferred Outflows/ (Inflows) of Resources
2023	$ (747,597)
2024	(736,900)
2025	(779,559)
2026	(949,452)
2027	-
Thereafter	-
Total	$ (3,213,508)

Actuarial Assumptions - The total pension liabilities in the June 30, 2020 actuarial valuations were determined using the following actuarial assumptions:

Valuation Date	June 30, 2020
Measurement Date	June 30, 2021
Actuarial Cost Method	Entry-Age Normal Cost Method
Actuarial Assumptions:	
Discount Rate	7.15%
Inflation	2.50%
Payroll Growth	2.75%
Projected Salary Increase	(1)
Investment Rate of Return	7.15% (2)
Mortality	(3)

(1) Varies by entry age and service
(2) Net of pension plan investment expenses, including inflation
(3) Derived using CalPERS' membership data for all funds

Discount Rate - The discount rate used to measure the total pension liability was 7.15%. To determine whether the municipal bond rate should be used in the calculation of a discount rate for the Plan, CalPERS stress tested employer rate plans within the Plan that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing, none of the tested employer rate plans run out of assets. Therefore, the current 7.15% discount rate is adequate and the use of the municipal bond rate calculation is not necessary.

According to Paragraph 30 of GASB 68, the long-term discount rate should be determined without reduction for pension plan administrative expense. For the CalPERS Plan, the 7.15% investment return assumption used in this accounting valuation is net of administrative expenses. Administrative expenses are assumed to be 15 basis points. An investment return excluding administrative expenses would have been 7.15%. Using this lower discount rate has resulted in a slightly higher total pension liability and net pension liability. CalPERS checked the materiality threshold for the difference in calculation and did not find it to be a material difference.

In the December 2016 and April 2017 meetings, the Board voted to lower the funding discount rates used for the PERF. In making its decision, the Board reviewed recommendations from CalPERS team members, external pension and investment consultants, and input from employer and employee stakeholder groups. A lowered funding discount rate for the PERF will be phased in over a three-year period beginning July 1, 2018 for public agencies and school districts. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalPERS took into account both short- term and long-term market return expectations as well as the expected pension fund cash flows. Such cash flows were developed assuming that both members and employers will make their required contributions on time and as scheduled in all future years. Using historical returns of all the Plan's asset classes, expected compound (geometric) returns were calculated over the short-term (first 11 years) and the long-term (60 years) using a

building-block approach. Using the expected nominal returns for both short-term and long- term, the present value of benefits was calculated for the Plan. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest one quarter of one percent.

The table below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

Asset Class (a)	Assumed Asset Allocation	Real Return Years 1 - 10 (b)	Real Return Years 11+ (c)
Global Equity	50.00%	4.80%	5.98%
Fixed Income	28.00%	1.00%	2.62%
Inflation Sensitive	0.00%	0.77%	1.81%
Private Equity	8.00%	6.30%	7.23%
Real Estate	13.00%	3.75%	4.93%
Liquidity	1.00%	0.00%	-0.92%
Total	100.00%		

(a) In the System's ACFR, Fixed Income is included in Global Debt Securities; Liquidity Liquidity is included in Short-term Investments; Inflation Assets are included in both Global Equity Securities and Global Debt Securities.
(b) An expected inflation of 2.0% used for this period.
(c) An expected inflation of 2.92% used for this period.
(d) Figures are based on the previous ALM of 2017.

Sensitivity of the Proportionate Share of the Net Pension Liability to Changes in the Discount Rate - The following presents the District's proportionate share of the net pension liability for the Plan, calculated using the discount rate for the Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower or 1-percentage point higher than the current rate:

	CalPERS
1% Decrease	6.15%
Net Pension Liability	$ 14,999,063
Current	7.15%
Net Pension Liability	$ 8,895,501
1% Increase	8.15%
Net Pension Liability	$ 3,828,234

Pension Plan Fiduciary Net Position - Detailed information about each pension plan's fiduciary net position is available in the separately issued CalPERS financial reports.

11. CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM (STRS) PENSION PLAN

General Information about the STRS Pension Plan

Plan Description - The District contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information.

Benefits Provided - STRS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of credited service, equal to one year of full-time employment. The cost-of-living adjustments for the Plan are applied as specified by the retirement Law. The Plan's provisions and benefits in effect at June 30, 2022, are summarized as follows:

	CalSTRS	
	Tier 1	Tier 2
Benefit formula	2% @ 60	2% @ 62
Benefit vesting schedule	5 Years	5 Years
Benefit payments	Monthly for Life	Monthly for Life
Retirement age:	60	62
Monthly benefits as a % of eligible compensation	2%	2%
Required employee contribution rates	10.250%	10.205%
Required employer contribution rates	16.920%	16.920%
Required State contribution rates	10.828%	10.828%

Contributions - As part of the annual valuation process, the Normal Cost rate is determined as the basis for setting the base member contribution rate for the following fiscal year. Generally, the base member contribution rate is one-half of the Normal Cost rate within certain parameters. Required member, employer and state contribution rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial cost method.

For the year ended June 30, 2022, the District's contributions were as follows:

	CalSTRS
Employer Contributions	$ 2,752,112
State Contributions	1,834,485
Total	$ 4,586,597

Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to STRS

As of June 30, 2022, the District reported net pension liabilities for its proportionate shares of the net pension liability of the Plan as follows:

	Proportionate Share of Net Pension Liability/(Asset)
District	$ 12,981,029
State	6,531,535
Total	$ 19,512,564

The District's net pension liability for the Plan is measured as the proportionate share of the net pension liability. The net pension liability of the Plan is measured as of June 30, 2021, and the total pension liability for the Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2020 rolled forward to June 30, 2021 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined. The state contributed 11.87 percent of the members' creditable earnings from the fiscal year ending in the prior calendar year. Also, as a result of AB 1469, the additional state appropriation required to fully fund the benefits in effect as of 1990 by 2046 is specific in subdivision (b) of Education Code Section 22955.1. The increased contributions end as of fiscal year 2045-2046.

The District's proportionate share of the net pension liability for the Plan as of June 30, 2021 and 2022 was as follows:

	CalSTRS
Proportion - June 30, 2021	0.02600%
Proportion - June 30, 2022	0.02852%
Change - Increase/(Decrease)	0.00252%

For the year ended June 30, 2022, the District recognized pension expense of $2,100,784 for the Plan which included an on-behalf amount of $1,834,485 from the state.

At June 30, 2022, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	CalSTRS	
	Deferred Outflows of Resources	Deferred Inflows of Resources
anges of Assumptions	$ 1,839,274	$ -
ferences between Expected and Actual Experience	32,518	1,381,452
ferences between Projected and Actual Investment Earnings	-	10,268,329
Differences between Employer's Contributions and Proportionate Share of Contributions	39,832	694,201
ange in Employer's Proportion	1,898,279	1,041,630
sion Contributions Made Subsequent to Measurement Date	2,752,112	-
Total	$ 6,562,015	$ 13,385,612

The District reported $2,752,112 as deferred outflows of resources related to contributions subsequent to the measurement date that will be recognized as a reduction of the net pension liability in the year ended June 30, 2023.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Fiscal Year Ending June 30:	Deferred Outflows/ (Inflows) of Resources
2023	$ (2,197,836)
2024	(1,925,425)
2025	(2,598,901)
2026	(2,993,931)
2027	(5,905)
Thereafter	146,290
Total	$ (9,575,708)

Actuarial Assumptions - The total pension liabilities in the June 30, 2020 actuarial valuations were determined using the following actuarial assumptions:

Valuation Date	June 30, 2020
Measurement Date	June 30, 2021
Actuarial Cost Method	Entry-Age Normal Cost Method
Actuarial Assumptions:	
Discount Rate	7.10%
Inflation	2.75%
Payroll Growth	3.50%
Projected Salary Increase	(1)
Investment Rate of Return	7.10% (2)
Mortality	(3)

(1) 2% simple for DB (annually), maintain 85% purchasing power level for DB. Not applicable for DBS/CBB
(2) Net of investment expense but gross of administrative expenses.
(3) Based on 110% of the MP-2019 Ultimate Projection

Discount Rate - The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increases per AB 1469. Projected inflows from investment earnings were calculated using the long term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability. The table below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return (a) (b)
Global Equity	42.00%	4.75%
Private Equity	13.00%	6.25%
Real Estate	15.00%	3.55%
Inflation Sensitive	6.00%	3.25%
Fixed Income	12.00%	1.25%
Risk Mitigation Strategies	10.00%	1.75%
Liquidity	2.00%	-0.35%
Total	100.00%	

(a) Real return is net of assumed 2.75% inflation.
(b) 20-year geometric average.

Sensitivity of the Proportionate Share of the Net Pension Liability to Changes in the Discount Rate - The following presents the District's proportionate share of the net pension liability for the Plan, calculated using the discount rate for the Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower or 1-percentage point higher than the current rate:

	CalSTRS
1% Decrease	6.10%
Net Pension Liability	$ 26,425,015
Current	7.10%
Net Pension Liability	$ 12,981,029
1% Increase	8.10%
Net Pension Liability	$ 1,823,300

Pension Plan Fiduciary Net Position - Detailed information about each pension plan's fiduciary net position is available in the separately issued STRS financial reports.

12. Prior Period Adjustment

Due to the CDE revising the ELO award and allocations by resource, the financials were closed using the prelim award and allocations which has resulted in overstated fund balance of $882,533 in resource codes 7425/7426 as the new resources included are grants that do not have fund balance.

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REQUIRED SUPPLEMENTARY INFORMATION

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET TO ACTUAL (GAAP)
GENERAL FUND
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

	Budgeted Amounts			Variance with Final Budget Positive - (Negative)
	Original	Final	Actual (GAAP Basis)	
Revenues:				
LCFF sources	$ 32,609,922	$ 33,211,753	$ 32,460,525	$ (751,228)
Federal revenues	1,171,631	2,565,939	2,619,766	53,827
Other state	2,776,476	4,785,210	5,025,954	240,744
Other local	2,531,162	3,132,035	3,082,403	(49,632)
Total revenues	39,089,191	43,694,937	43,188,648	(506,289)
Expenditures:				
Certificated salaries	15,499,382	17,671,408	17,671,409	(1)
Classified salaries	5,690,875	7,694,496	7,694,496	-
Employee benefits	9,673,393	11,548,122	11,548,124	(2)
Books and supplies	1,096,495	2,567,667	2,567,667	-
Services and other operating expenditures	5,689,103	6,209,282	6,209,280	2
Capital outlay	76,500	197,977	123,572	74,405
Other outgo	471,613	311,367	311,366	1
Total expenditures	38,197,361	46,200,319	46,125,914	74,405
Excess (deficiency) of revenues over (under) expenditures	891,830	(2,505,382)	(2,937,266)	(431,884)
Other financing sources (uses):				
Transfers out	(400,000)	(330,000)	(330,000)	-
Total other financing sources (uses)	(400,000)	(330,000)	(330,000)	-
Change in fund balance	491,830	(2,835,382)	(3,267,266)	(431,884)
Fund balances beginning	9,267,673	9,267,673	9,267,673	-
Prior period restatement	(882,533)	(882,533)	(882,533)	-
Fund balances beginning - restated	8,385,140	8,385,140	8,385,140	-
Fund balances ending	$ 8,876,970	$ 5,549,758	$ 5,117,874	$ (431,884)

The budgetary control level is by object on the modified accrual basis per U.S. GAAP. Expenditures can not legally exceed appropriations by major object. Any excesses were not in accordance with Education Code 42600.

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF PENSION PLAN CONTRIBUTIONS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

CalPERS	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**
Contractually Required Contributions	$ 542,031	$ 647,624	$ 760,509	$ 905,457	$ 1,072,486	$ 1,260,202	$ 1,343,866	$ 1,752,726
Contributions in Relation to Contractually Required Contributions	542,031	647,624	760,509	905,457	1,072,486	1,260,202	1,343,866	1,752,726
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Covered Payroll	**$ 4,604,800**	**$ 5,466,565**	**$ 5,476,015**	**$ 5,829,998**	**$ 5,937,803**	**$ 6,390,153**	**$ 6,504,046**	**$ 7,650,485**
Contributions as a % of Covered Payroll	**11.77%**	**11.85%**	**13.89%**	**15.53%**	**18.06%**	**19.72%**	**20.66%**	**22.91%**

Notes to Schedule:

Valuation Date: June 30, 2020

Assumptions Used:
Entry Age Method used for Actuarial Cost Method
Level Percentage of Payroll and Direct Rate Smoothing
3 8 Years Remaining Amortization Period
Inflation Assumed at 2 5%
Investment Rate of Returns set at 7 00%
CalPERS mortality table based on CalPERS' experience and include 15 years of projected ongoing mortality improvement using 90 percent of Scale MP 2016 published by the Society of Actuaries

Fiscal year 2015 was the first year of implementation, therefore only eight years are shown
The CalPERS discount rate was increased from 7 5% to 7 65% in the District's fiscal year 2016 and then decreased from 7 65% to 7 15% in the District's fiscal year 2018
The CalPERS inflation assumption was decreased from 2 75% to 2 50% during the District's fiscal year 2019
The CalPERS mortality assumptions were adjusted in the District's fiscal year 2019

CalSTRS	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**
Contractually Required Contributions	$ 1,192,438	$ 1,534,386	$ 1,800,800	$ 2,158,869	$ 2,396,832	$ 2,490,591	$ 2,480,499	$ 2,752,112
Contributions in Relation to Contractually Required Contributions	1,192,438	1,534,386	1,800,800	2,158,869	2,396,832	2,490,591	2,480,499	2,752,112
Contribution Deficiency (Excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Covered Payroll	**$ 13,428,356**	**$ 14,299,963**	**$ 14,314,785**	**$ 14,960,977**	**$ 14,722,555**	**$ 14,564,860**	**$ 15,329,739**	**$ 16,265,437**
Contributions as a % of Covered Payroll	**8.88%**	**10.73%**	**12.58%**	**14.43%**	**16.28%**	**17.10%**	**16.18%**	**16.92%**

Notes to Schedule:

Valuation Date: June 30, 2020

Assumptions Used:
Entry Age Method used for Actuarial Cost Method
Level Percentage of Payroll Basis
7 Years Remaining Amortization Period
Inflation Assumed at 2 75%
Investment Rate of Returns set at 7 10%
Mortality tables are based on 110% of the MP-2019 Ultimate Projection Scale table issued by the Society of Actuaries

Fiscal year 2015 was the first year of implementation, therefore only eight years are shown
The CalSTRS discount rate was decreased from 7 6% to 7 1% in the District's fiscal year 2017
The CalSTRS investment rate of return was decreased from 7 6% to 7 1% during the District's fiscal year 2017
The CalSTRS inflation rate was decreased from 3% to 2 75% during the District's fiscal year 2017
The CalSTRS wage growth was decreased from 3 75% to 3 5% during the District's fiscal year 2017
This schedule provides information about the District’s required and actual contributions to PERS & STRS during the year

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF PROPORTIONATE SHARE OF NET PENSION LIABILITIES
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

CalPERS	2015	2016	2017	2018	2019	2020	2021	2022
District's Proportion of Net Pension Liability	0 04170%	0 03972%	0 04121%	0 04294%	0 04408%	0 04252%	0 04322%	0 04375%
District's Proportionate Share of Net Pension Liability	$ 4,733,965	$ 5,855,010	$ 8,139,553	$ 10,250,911	$ 11,753,116	$ 12,392,136	$ 13,261,225	$ 8,895,501
District's Covered Payroll	$ 4,379,400	$ 4,604,800	$ 5,466,565	$ 5,476,015	$ 5,829,998	$ 5,937,803	$ 6,390,153	$ 6,492,106
District's Proportionate Share of NPL as a % of Covered Payroll	**108.10%**	**127.15%**	**148.90%**	**187.20%**	**201.60%**	**208.70%**	**207.53%**	**137.02%**
Plan's Fiduciary Net Position as a % of the TPL	**83.38%**	**79.43%**	**73.90%**	**71.87%**	**70.85%**	**70.05%**	**70.00%**	**80.97%**

Fiscal year 2015 was the first year of implementation, therefore only eight years are shown
The CalPERS discount rate was increased from 7 5% to 7 65% in the District's fiscal year 2016 and then decreased from 7 65% to 7 15% in the District's fiscal year 2018
The CalPERS inflation assumption was decreased from 2 75% to 2 50% during the District's fiscal year 2019
The CalPERS mortality assumptions was adjusted in the District's fiscal year 2019
In 2019, the amortization period for actuarial gains and losses was shortened from 30 years to 20 years

CalSTRS	2015	2016	2017	2018	2019	2020	2021	2022
District's Proportion of Net Pension Liability	0 02800%	0 02490%	0 02559%	0 02700%	0 02700%	0 02700%	0 02600%	0 02852%
District's Proportionate Share of Net Pension Liability	$ 16,362,360	$ 16,763,831	$ 20,695,361	$ 24,969,330	$ 24,814,890	$ 24,385,320	$ 25,196,340	$ 12,981,029
State's Proportionate Share of Net Pension Liability Associated with the District	9,880,247	8,866,223	11,781,455	14,771,606	14,207,765	13,303,899	12,988,713	6,531,535
Total	$ 26,242,607	$ 25,630,054	$ 32,476,816	$ 39,740,936	$ 39,022,655	$ 37,689,219	$ 38,185,053	$ 19,512,564
District's Covered Payroll	$ 12,630,436	$ 13,428,356	$ 14,299,963	$ 14,314,785	$ 14,960,977	$ 14,722,555	$ 14,564,860	$ 15,359,127
District's Proportionate Share of NPL as a % of Covered Payroll	**129.55%**	**124.84%**	**144.72%**	**174.43%**	**165.86%**	**165.63%**	**172.99%**	**84.52%**
Plan's Fiduciary Net Position as a % of the TPL	**76.52%**	**74.02%**	**70.04%**	**69.46%**	**70.99%**	**72.56%**	**71.82%**	**87.21%**

Fiscal year 2015 was the first year of implementation, therefore only eight years are shown
The CalSTRS discount rate was decreased from 7 6% to 7 1% in the District's fiscal year 2017
The CalSTRS investment rate of return was decreased from 7 6% to 7 1% during the District's fiscal year 2017
The CalSTRS inflation rate was decreased from 3% to 2 75% during the District's fiscal year 2017
The CalSTRS wage growth was decreased from 3 75% to 3 5% during the District's fiscal year 2017

This schedule presents information on the District’s portion of the net pension liability of PERS & STRS in compliance with GASB 68

SUPPLEMENTARY INFORMATION

CABRILLO UNIFIED SCHOOL DISTRICT
NONMAJOR GOVERNMENTAL FUNDS
COMBINING BALANCE SHEET
JUNE 30, 2022

	Special Revenue Funds				Capital Projects Fund	
	Adult Education Fund	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund	Capital Facilities Fund	Total Nonmajor Governmental Funds
Assets						
Cash and investments	$ 180,449	$ 107,842	$ 8,454	$ 231	$ 1,895,853	$ 2,192,829
Accounts receivable	2,790	67,575	85,310	1	5,210	160,886
Prepaid items and inventory	-	-	7,216	-	-	7,216
Total Assets	$ 183,239	$ 175,417	$ 100,980	$ 232	$ 1,901,063	$ 2,360,931
Liabilities and Fund Balances						
Liabilities:						
Accounts payable	$ 12,012	$ 3,167	$ 2,839	$ -	$ 1,914	$ 19,932
Due to other funds	379	29,024	707	-	-	30,110
Total Liabilities	12,391	160,128	3,546	-	1,914	177,979
Fund Balances:						
Nonspendable stores inventories	-	-	7,216	-	-	7,216
Restricted for adult education	170,848	-	-	-	-	170,848
Restricted for cafeteria programs	-	-	90,218	-	-	90,218
Restricted for capital projects	-	-	-	-	1,899,149	1,899,149
Assigned for site repairs	-	-	-	232	-	232
Assigned for child development	-	15,289	-	-	-	15,289
Total Fund Balances	170,848	15,289	97,434	232	1,899,149	2,182,952
Total Liabilities and Fund Balances	$ 183,239	$ 175,417	$ 100,980	$ 232	$ 1,901,063	$ 2,360,931

CABRILLO UNIFIED SCHOOL DISTRICT
NONMAJOR GOVERNMENTAL FUNDS
COMBINING SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

	Special Revenue Funds				Capital Projects Fund	
	Adult Education Fund	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund	Capital Facilities Fund	Total Nonmajor Governmental Funds
Revenues:						
Federal revenue	$ 16,308	$ -	$ 582,247	$ -	$ -	$ 598,555
Other state	359,065	368,751	65,482	-	-	793,298
Other local	(3,123)	17,098	90,626	(4)	186,449	291,046
Total revenues	372,250	385,849	738,355	(4)	186,449	1,682,899
Expenditures:						
Current						
Instruction	-	199,990	-	-	-	199,990
Instruction-related services:						
Supervision of instruction	3,382	129,539	-	-	-	132,921
School site administration	346,435	28,572	-	-	-	375,007
Pupil services:						
Food services	-	-	977,576	-	-	977,576
General administration:						
Plant services	-	-	1,388	-	13,769	15,157
Facilities acquisition and construction	-	13,418	-	-	-	13,418
Total expenditures	349,817	371,519	978,964	-	13,769	1,714,069
Excess (deficiency) of revenues over (under) expenditures	22,433	14,330	(240,609)	(4)	172,680	(31,170)
Other financing sources (uses):						
Transfers in	-	-	330,000	-	-	330,000
Total other financing sources (uses)	-	-	330,000	-	-	330,000
Change in fund balances	22,433	14,330	89,391	(4)	172,680	298,830
Fund balances beginning	148,415	959	8,043	236	1,726,469	1,884,122
Fund balances ending	$ 170,848	$ 15,289	$ 97,434	$ 232	$ 1,899,149	$ 2,182,952

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Nonmajor Governmental Funds
Combining Schedules

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STATE AND FEDERAL AWARD COMPLIANCE SECTION

CABRILLO UNIFIED SCHOOL DISTRICT
ORGANIZATION (UNAUDITED)
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

The Cabrillo Unified School District was established in 1965 and is located in San Mateo County. There were no changes in the boundaries of the District during the current fiscal year. The District has five schools providing kindergarten through twelfth grade education.

Governing Board

Name	Office	Term Expires
Mary Beth Alexander	President	2022
Freya McCamant	Vice President	2022
Lizet Cortes	Clerk	2022
Sophia Layne	Member	2024
Kimberly Hines	Member	2024

Administration

Sean McPhetridge, Ed.D.
Superintendent

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

	Second Period Report	Annual Report
Regular ADA:		
Grades TK/K through three	645.04	642.13
Grades four through six	531.45	527.39
Grades seven and eight	415.54	410.03
Grades nine and twelve	986.63	967.16
Regular ADA Totals	2,578.66	2,546.71
Extended year special education:		
Grades TK/K through three	0.23	0.23
Grades four through six	0.23	0.23
Grades seven and eight	0.23	0.23
Grades nine and twelve	1.39	1.39
Special education - nonpublic and nonsectarian:		
Grades TK/K through three	0.75	0.81
Grades four through six	1.28	1.23
Grades seven and eight	1.90	1.93
Grades nine and twelve	4.18	4.31
Extended year special education - nonpublic and nonsectarian:		
Grades TK/K through three	0.60	0.60
Grades four through six	0.84	0.84
Grades seven and eight	-	-
Grades nine and twelve	1.92	1.92
ADA Totals	2,592.21	2,560.43

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME OFFERED
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

Grade Level	Minutes Requirements	2022 Actual Minutes	Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
Kindergarten	36,000	45,605	180	0	In compliance
Grade 1	50,400	53,580	180	0	In compliance
Grade 2	50,400	53,580	180	0	In compliance
Grade 3	50,400	53,580	180	0	In compliance
Grade 4	54,000	60,260	180	0	In compliance
Grade 5	54,000	60,260	180	0	In compliance
Grade 6	54,000	58,215	180	0	In compliance
Grade 7	54,000	58,215	180	0	In compliance
Grade 8	54,000	58,215	180	0	In compliance
Grade 9	64,800	66,200	180	0	In compliance
Grade 10	64,800	66,200	180	0	In compliance
Grade 11	64,800	66,200	180	0	In compliance
Grade 12	64,800	66,200	180	0	In compliance

School districts and charter schools must maintain their instructional minutes as defined in Education Code Section 46207. This schedule is required of all districts and charter schools, including basic aid districts.

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS (UNAUDITED)
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

	(Budget [1]) 2023	2022	2021	2020
General Fund				
Revenues and other financial sources	$ 43,022,907	$ 43,188,648	$ 43,801,366	$ 39,267,904
Expenditures	43,801,302	46,125,914	40,540,814	38,058,854
Other uses and transfers (out)	350,000	330,000	235,000	325,000
Total outgo	44,151,302	46,455,914	40,775,814	38,383,854
Change in fund balance	$ (1,128,395)	$ (3,267,266)	$ 3,025,552	$ 884,050
Beginning fund balance restatement:				
GASB 84	-	-	137,664	-
ELO award revision	-	(882,533)	-	-
Ending fund balance	$ 3,989,479	$ 5,117,874	$ 9,267,673	$ 6,104,457
Available reserves [2]	$ 1,527,730	$ 1,387,922	$ 6,691,359	$ 5,409,409
Designated for economic uncertainty	$ 1,324,540	$ 1,387,922	$ -	$ 1,225,028
Unassigned fund balance	$ 203,190	$ -	$ 6,691,359	$ 4,184,381
Available reserves as a percentage of total outgo	3%	3%	16%	14%
Total long-term liabilities	$ 148,238,497	$ 149,538,497	$ 168,934,399	$ 178,607,405
Average daily attendance (ADA) at P-2	2,834	2,592	2,961	2,961

ADA has decreased by 369 since 2020. The district anticipates an increase of 242 ADA in 2022/23.

The general fund balance has decreased by $986,583 since 2020. For a district this size, the state recommends available reserves of at least 3% of total general fund expenditures, transfers out, other uses (total outgo).

The district operated at a surplus in each of the past three years. Total long-term debt has decreased by $29,068,908 over the past three years.

[1] Budget numbers are based on the first adopted budget of the fiscal year 2022/23.

[2] Available reserves consists of all unassigned fund balances in the general fund, which includes the reserve for economic uncertainties.

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

PROGRAM NAME	Federal Catalog Number	Pass Through Number	Program Expenditures
U. S. DEPARTMENT OF AGRICULTURE			
Passed Through California Department of Education			
Child Nutrition Cluster			
National School Lunch Program	10.555	13391	$ 469,261
School Breakfast Program	10.553	13391	109,923
Total Child Nutrition Cluster			579,184
Forest Reserve Funds	10.665	10044	22,136
TOTAL U.S. DEPARTMENT OF AGRICULTURE			601,320
U. S. DEPARTMENT OF EDUCATION			
Passed Through California Department of Education			
Special Education Cluster			
Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	593,252
Special Ed: IDEA Preschool Grants, Part B, Sec 619	84.173	13430	14,684
Special Education: IDEA Local Assistance, Part B, Sec 611	84.027	10119	39,066
Special Ed: IDEA Preschool Staff Development, Part B, Sec 619	84.173	13431	138
Special Ed: IDEA Local Assistance, Part B, Sec 611, Private School ISPs	84.027	10115	13,956
Total Special Education Cluster			661,096
Title I, Part C			
NCLB: Title I, Part C, Migrant Ed (Regular and Summer Program)	84.011	14326	136,973
NCLB: Title I, Migrant Education Summer Program	84.011	10005	59,954
Total Title I, Part C			196,927
Adult Education			
Adult Education: Adult Basic Education & ELA (Section 231)	84.002A	14508	5,995
Adult Education: Adult Secondary Education (Section 231)	84.002	13978	1,674
Adult Education: English Literacy & Civics Education	84.002	14750	8,639
Total Adult Education			16,308
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	121,641
Department of Rehab: Workability II, Transition Partnership	84.126	10006	80,620
Carl D. Perkins Career and Technical Education: Secondary, Section 131	84.048	14894	15,797
ESEA (ESSA): Title II, Part A, Teacher Quality Local Grants	84.367	14341	86,574
ESEA (ESSA) : Title III, Immigrant Student Program	84.365	15146	2,564
NCLB: Title III, English Learner Student Program	84.365	14346	194,563
Special Ed: ARP IDEA Part B, Sec. 611 , Local Assistance Entitlement	84.027	15638	125,917
Special Ed: ARP IDEA Part B, Sec. 611, Local Assistance Private School ISPs	84.027	10169	2,962
Special Ed: ARP IDEA Part B, Sec. 619, Preschool Grants	84.173	15639	11,315
ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	18,360
Education Stabilization Fund (ESF) Subprograms			
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	15536	9
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425D	15547	689
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425D	15559	688,035
Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	84.425U	10155	164,052
Governor's Emergency Education Relief (GEER) Fund: Learning Loss Mitigation	84.425C	15517	4,800
Expanded Learning Opportunities (ELO) Grant ESSER II State Reserve	84.425D	15618	73,777
Expanded Learning Opportunities (ELO) Grant GEER II	84.425C	15619	16,933
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Emergency Needs	84.425D	15620	48,094
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Learning Loss	84.425D	15621	82,906
Total Education Stabilization Fund (ESF) Subprograms		[1]	1,079,295
TOTAL U. S. DEPARTMENT OF EDUCATION			2,613,939
TOTAL FEDERAL PROGRAMS			$ 3,215,259

[1] Audited as major program

CABRILLO UNIFIED SCHOOL DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT (SACS)
WITH AUDITED FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

	General Fund	Building Fund	Bond Interest and Redemption Fund	Other Nonmajor Governmental Funds
June 30, 2022 Annual Financial and Budget Report (SACS) Fund Balances	$ 5,032,055	$ 36,815,575	$ 4,388,594	$ 2,492,686
Adjustments & Reclassifications:				
Special Reserve Fund for Other Than Capital Outlay:				
Cash with County Treasury	74,908	-	-	(74,908)
Accounts receivable	202	-	-	(202)
GASB 31 Fair Value Adjustments	(153,296)	(1,196,638)	(136,617)	(70,619)
Student Activity Special Revenue Fund				
Cash with County Treasury	173,723	-	-	(173,723)
Accouts payable	(9,718)	-	-	9,718
June 30, 2022 Audited Financial Statements Fund Balances	$ 5,117,874	$ 35,618,937	$ 4,251,977	$ 2,182,952

1. PURPOSE OF SCHEDULES

A. Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes in the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments in state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

B. Schedule of Instructional Time

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day and Longer Instructional Year. This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of Education Code Sections 46200 through 46206.

C. Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

D. Schedule of Expenditures of Federal Awards

Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Regulations, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requires a disclosure of the financial activities of all federally funded programs. This schedule was prepared to comply with Uniform Guidance requirements.

E. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balances of all funds reported on the SACS report to the audited financial statements.

2. RESULTS OF RECONCILIATIONS OF EXPENDITURES PER SCHEDULE OF GRANT ACTIVITY WITH THE DISTRICT'S ACCOUNTING SYSTEM

There were no material unreconciled differences between the District's records and the Schedule of Federal Grant Activity as shown on the Schedule of Expenditures of Federal Awards.

3. BASIS OF PRESENTATION - SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Regulations, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

4. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Expenditures reported on the schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowed or are limited as to reimbursement. Negative amounts shown on the schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years. The District has elected not to use the 10 percent de minimis indirect cost rate as allowed under Uniform Guidance.

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OTHER INDEPENDENT AUDITOR'S REPORTS

Chavan and Associates, llp
Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

The Honorable Board of Trustees
Cabrillo Unified School District
Half Moon Bay, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Cabrillo Unified School District (the District) as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated December 14, 2022.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion

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on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed an instance of noncompliance or other matter that is required to be reported under *Government Auditing Standards.*

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

C & A LLP

December 14, 2022
Morgan Hill, California

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH UNIFORM GUIDANCE

The Honorable Board of Trustees
Cabrillo Unified School District
Half Moon Bay, California

Report on Compliance for Each Major Federal Program

We have audited Cabrillo Unified School District's (the District) compliance with the types of compliance requirements described in *OMB Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2022. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major federal programs

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Cabrillo Unified School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal programs. Our audit does not provide a legal determination of Cabrillo Unified School District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the District's federal programs.

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Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Cabrillo Unified School District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Cabrillo Unified School District's compliance with the requirements of each major federal programs.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Cabrillo Unified School District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Cabrillo Unified School District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Cabrillo Unified School District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

C & A LLP

December 14, 2022
Morgan Hill, California

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Chavan and Associates, llp
Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON STATE PROGRAMS

The Honorable Board of Trustees
Cabrillo Unified School District
Half Moon Bay, California

Report of State Compliance

We have audited the Cabrillo Unified School District (the District)'s compliance with the types of compliance requirements described in the *2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, that could have a direct and material effect on each of the District's state programs identified below for the year ended June 30, 2022.

In our opinion, Cabrillo Unified School District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on State Programs for the fiscal year ended June 30, 2022.

Basis for Opinion on State Compliance Requirements

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the *2021-22 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting (Audit Guide)*, published by the Education Audit Appeals Panel. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Cabrillo Unified School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the state programs identified in the *Audit Guide*. Our audit does not provide a legal determination of Cabrillo Unified School District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the District's state programs.

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Auditor's Responsibilities for the Audit of State Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Cabrillo Unified School District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *Audit Guide* will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Cabrillo Unified School District's compliance with the requirements of applicable state compliance requirements listed in the *Audit Guide*.

In connection with the compliance audit referred to above, we selected and tested transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

Description	Procedures Performed
Local Education Agencies Other than Charter Schools:	
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	No
Continuation Education	No
Instructional Time	Yes
Instructional Materials	Yes
Ratios of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	N/A
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	N/A
Middle or Early College High Schools	N/A
K-3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	Yes
Apprenticeship: Related and Supplemental Instruction	N/A
Comprehensive School Safety Plan	Yes
District of Choice	N/A
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Yes
After School Education and Safety Program:	
General Requirements	Yes
After School	Yes
Before School	N/A
Proper Expenditure of Education Protection Account Funds	Yes

Description	Procedures Performed
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	N/A
Immunization	N/A
Educator Effectiveness	Yes
Expanded Learning Opportunities	Yes
Career Technical Education Incentive Grant	Yes
In Person Instructional Grant	Yes
Charter Schools:	
Attendance	N/A
Mode of Instruction	N/A
Nonclassroom-Based Instruction/Independent Study for Charter Schools	N/A
Determination of Funding for Nonclassroom-Based Instruction	N/A
Annual Instructional Minutes - Classroom Based	N/A
Charter School Facility Grant Program	N/A

We did not perform the audit procedures for Continuation Education and Full-time Independent Study programs because the ADA was under the level that requires testing.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *Audit Guide*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Cabrillo Unified School District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- Obtain an understanding of Cabrillo Unified School District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *Audit Guide*, but not for the purpose of expressing an opinion on the effectiveness of Cabrillo Unified School District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

C & A LLP

December 14, 2022
Morgan Hill, California

15105 Concord Circle, Ste. 130, Morgan Hill, CA 95037
Tel: 408-217-8749 • E-Fax: 408-872-4159
info@cnallp.com • www.cnallp.com

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FINDINGS AND RECOMMENDATIONS

CABRILLO UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2022

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued	**Unmodified**
Internal control over financial reporting:	
Material weaknesses?	____ Yes __x__ No
Significant deficiencies identified not considered to be material weaknesses?	____ Yes __x__ None Reported
Non-compliance material to financial statements noted?	____ Yes __x__ No

Federal Awards

Internal control over major programs:	
Material weaknesses?	____ Yes __x__ No
Significant deficiencies identified not considered to be material weaknesses?	____ Yes __x__ None Reported
Type of auditor's report issued on compliance over major programs	**Unmodified**
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)	____ Yes __x__ No

Identification of Major Programs:

CFDA Numbers	Name of Federal Program
84.425D/U/C	Education Stabilization Fund (ESF) Subprograms

Dollar threshold used to distinguish between type A and type B programs:	$ 750,000
Auditee qualified as low risk auditee?	__x__ Yes ____ No

State Awards

Internal control over state programs:	
Material weaknesses?	____ Yes __x__ No
Significant deficiencies identified not considered to be material weaknesses?	____ Yes __x__ None Reported
Type of auditor's report issued on compliance over state programs:	**Unmodified**

Section II - Financial Statement Findings

None

Section III - Federal Award Findings and Questioned Costs

None

Section IV - State Award Findings and Questioned Costs

None

Section II - Financial Statement Findings

None

Section III - Federal Award Findings and Questioned Costs

None

Section IV - State Award Findings and Questioned Costs

Finding 2021-001; Instructional Materials (70000)

***Criteria or Specific Requirements**:*

EDUCATION CODE
TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 65001]
(Title 2 enacted by Stats. 1976, Ch. 1010.)

DIVISION 4. INSTRUCTION AND SERVICES [46000 - 65001]
(Division 4 enacted by Stats. 1976, Ch. 1010.)

PART 33. INSTRUCTIONAL MATERIALS AND TESTING [60000 - 60901]
(Part 33 enacted by Stats. 1976, Ch. 1010.)

CHAPTER 1. Instructional Materials [60000 - 60119]
(Chapter 1 enacted by Stats. 1976, Ch. 1010.)

ARTICLE 7. Public Hearings, Instructional Materials [60119- 60119.]
(Heading of Article 7 amended by Stats. 2015, Ch. 19, Sec. 117.)

California Education Code section 60119(a)(1)(A) requires the governing board to hold a public hearing or hearings at which the governing board shall encourage participation by parents, teachers, members of the community interest in the affairs of the school district, and bargaining unit leaders for the purpose of making a determination of the sufficiency of the District's textbooks or instructional materials or both.

California Education Code section 60119(a)(1)(B) requires the public hearing to take place on or before the end of the eighth week from the first day pupils attend school for that year.

Condition: The District held its public hearing in April of 2021, which did not meet the end of the eight weeks from the first day pupils attend school requirement of Ed. Code section 60119(a)(1)(B).

Questioned Costs: None

Effect: The District was non-compliant with this Ed. Code, did not determine the sufficiency of textbooks and/or instructional materials in the required timeframe, and did not provide parents, teachers, members of the community, and bargaining unit leaders an opportunity to comment at a public hearing held within the required time frame.

Cause: This was caused by a management oversight related to COVID-19.

Recommendation: We recommend the District create a recurring shared calendar item that notifies management responsible of the instructional materials when the public hearings and related public notices are due in relation to the first day of the school year.

Corrective Action Plan: The District has set-up a system to ensure the public hearing for sufficient instructional materials is scheduled and conducted as required within the first eight (8) weeks of instruction of every school year.

Status: Implemented

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
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: January 19, 2023
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
J Jesús Contreras, Chief Business Officer
CATEGORY: Consent/Action
ITEM TITLE: Approval of Quarterly Report on Williams Uniform Complaints (Education Code §35186)

BACKGROUND INFORMATION

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

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

REPORT/PROPOSAL

During the second quarter of the 2022-23 school year, the CUSD received zero (0) Williams complaints.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

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

SAN MATEO COUNTY OFFICE OF EDUCATION

Excellence and Equity in Education

Quarterly Report – *Williams* Uniform Complaints
[Education Code § 35186]

District: Cabrillo Unified School District

Name & Title of Preparer: Rosibel Acosta, Administrative Assistant to the Superintendent

Quarter Reported: (check one)

- ☐ 1st Quarter: July 2022 through September 2022 – Due October 2022
- ☑ 2nd Quarter: October 2022 through December 2022 – Due January 2023
- ☐ 3rd Quarter: January 2023 through March 2023 – Due April 2023
- ☐ 4th Quarter: April 2023 through June 2023 – Due July 2023

Date for information to be reported publicly at governing board meeting: 01/19/2023

Please check the box that applies:

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

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints. **Copies of the complaint and the district's written response will be submitted along with this report.**

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

Name & Signature of Superintendent

Date: 01/20/2023

Sign and date the report ***after*** it is presented at your board meeting. Please submit the executed report to Systems for District Improvement via email at sdi@smcoe.org.

CABRILLO UNIFIED SCHOOL DISTRICT

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MEMORANDUM

MEETING DATE: January 19, 2023
TO: Members of the Governing Board
FROM: Sean McPhetridge, Ed.D., Superintendent
CATEGORY: Consent/Action
ITEM TITLE: Approval of Regular Governing Board Meetings Minutes

BACKGROUND INFORMATION

The Governing Board routinely reviews and approves minutes from all regular meetings and special sessions.

REPORT/PROPOSAL

The unadopted minutes of the December 13, 2022, Regular Governing Board Meeting are included in this Board packet for consideration.

FISCAL ANALYSIS

There is no financial impact to the General Fund.

RECOMMENDATION

Approve as submitted.

Annual Organizational and Regular Governing Board Meeting

(Unadopted) Meeting Minutes

CABRILLO UNIFIED SCHOOL DISTRICT

Tuesday, December 13, 2022 • 6:00 PM

Cunha Intermediate School • 600 Church Street, Half Moon Bay, California 94019

1. CALL TO ORDER

d. Public Session - 6:00 PM

1. Roll Call / Quorum

Board Members Present:	Mary Beth Alexander, President Sophia Layne, Clerk to the Governing Board Kimberly Hines, Member Lizet Cortes, Member (Arrived at 6:07 PM) Carmen Daniel, Newly Elected Member
Board Members Absent:	Freya McCamant, Outgoing Vice President
Student Board Member Present:	Catalina Gonzalez Johnston
Administrators Present:	Sean McPhetridge, Ed.D., Superintendent J Jesús Contreras, Chief Business Officer Leticia Bhatia, Ed.D., Assistant Superintendent

2. Pledge of Allegiance

Student Board Member Catalina Gonzalez Johnston led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Member Sophia Layne made a motion to approve the agenda as presented. Motion seconded by Member Kimberly Hines.

(M-108) Passed 3-0 with Student Board Member voting aye

3. ADMINISTRATION OF OATH OF OFFICE BY THE SUPERINTENDENT

Superintendent Dr. Sean McPhetridge officiated the swearing-in ceremony for re-elected Members Mary Beth Alexander and Lizet Cortes and newly elected Member Carmen Daniel.

4. ANNUAL GOVERNING BOARD ORGANIZATION

a. Election of Governing Board Officers to Serve from December 2022 through December 2023

1. President

The motion to elect Member Sophia Layne as President was made by Member Mary Beth Alexander and seconded by Member Kimberly Hines.

(M-109) Passed 5-0 with Student Board Member voting aye

2. Vice President

   The motion to elect Member Kimberly Hines as Vice President was made by President Sophia Layne and seconded by Member Mary Beth Alexander.

   (M-110) Passed 5-0 with Student Board Member voting aye

3. Clerk to the Governing Board

   The motion to elect Member Carmen Daniel as Clerk to the Governing Board was made by Member Kimberly Hines and seconded by President Sophia Layne.

   (M-111) Passed 5-0 with Student Board Member voting aye

4. Secretary to the Board

   The motion to elect Superintendent Dr. Sean McPhetridge as Secretary to the Governing Board was made by President Sophia Layne and seconded by Member Kimberly Hines.

   (M-112) Passed 5-0 with Student Board Member voting aye

5. Authorization of President, Vice President, Clerk to the Governing Board, and/or Secretary as signatories for the Governing Board

   The motion to authorize the President, Vice President, Clerk to the Governing Board, and/or Secretary as signatories for the Governing Board was made by Member Kimberly Hines and seconded by President Sophia Layne**.**

   (M-113) Passed 5-0 with Student Board Member voting aye

b. Approval of the Schedule of Regular Governing Board Meetings for the Year 2023

   The motion to approve the Schedule of Regular Governing Board Meetings was made by Member Kimberly Hines and seconded by Member Mary Beth Alexander.

   (M-114) Passed 5-0 with Student Board Member voting aye

c. Designation of Governing Board Representatives to District-Created Committees and Other Committees/Commissions for the Year 2023

   The motion to approve the Governing Board Representatives for the Year 2023 was made by Member Mary Beth Alexander and seconded by Member Lizet Cortes.

   (M-115) Passed 5-0 with Student Board Member voting aye

d. Review of Annual Remuneration, Reimbursement, and Other Benefits of Board Members

   The motion to approve a five percent (5%) increase to Board Member remuneration was made by Kimberly Hines and seconded by Lizet Cortes.

   (M-116) Passed 5-0 with Student Board Member voting aye

4. COMMUNICATIONS

a. Public Comments

Breanna Lafontaine, El Granada School parent, asked the Board as they approved dollars against the bond to inquire about how much uncommitted Bond dollars are left. Breanna Lafontaine said that phase two of El Granada modernization has not yet been approved or budgeted.

The Board received one (1) comment via the Google Public Comment Request form related to this agenda item. To read the full public comment submitted via the Google Public Comment Request form, please follow the link provided below:

https://docs.google.com/spreadsheets/d/1QdwUUBuE7Fg7p8VvKlnTgFvbGdPWt_obn9tJDTY1p14/edit?usp=share_link

b. Employee Organizations Report

CUTA Representatives

Co-President Claudia Lunstroth started by saying CUTA is looking forward to a new year working together toward their common goals. Co-President Lunstroth noted that one of the common goals between CUSD and CUTA is equity and that teachers and counselors are essential to achieving equity in our schools. Co-President Lunstroth spoke about the district reserve and said that the district needs to do right by the students now. Co-President Lunstroth lastly commented on the budget presentation and said that salary increases are still disproportional compared to other districts in the county.

CSEA Representatives

None.

c. Board Members Report

Member Mary Beth Alexander thanked everybody working in education and supporting students. Member Alexander shared that she has been pondering on how to help students before it gets to the point of a problem and that Board Members, teachers, and anyone working with students share this responsibility of helping students succeed and have a good start in life.

Member Kimberly Hines said she concurs with Member Alexander and everything the Board does in service of the students. Member Hines referred to the Budget presentation, provided an overview of LCFF and school funding across the county and state, and said that the comparison is inequitable. Member Hines said they would continue the conversation with Senator Becker's Office and other stakeholders and advocate for more funding for better salaries to make a difference in students' lives.

Member Carmen Daniel thanked the Board and attendees for the warm welcome and said she is looking forward to getting to know everybody: staff, stakeholders, and especially students. Member Daniel shared that she has lots of experience in education, but this is her first time as a Board Member.

Member Lizet Cortes started her report by welcoming new Board Member Daniel and encouraging the Latino community to be present and more involved. Member Cortes thanked the community for the support she receives and said she is blessed and proud to serve as Board Member along amazing people in the district. Member Cortes ended by wishing everybody to continue to have faith and positivity, to take any opportunity to learn and grow, and to support our youth and each other.

President Sophia Layne also welcomed new Board Member Daniel and thanked her for her passion for our students and community. President Layne also thanked Member Alexander and Member Cortes for continuing to serve as Board Members. President Layne said that it is often easy to focus on what is missing and that, as the holidays approach, it is good to remember and have gratitude for how much we have on the Coastside, the beautiful nature, the people, and the culture. President Layne continued sharing that she was part of the unveiling of the ALAS equity bus designed to bring health care and social services to farm workers. Lastly, President Layne said it is important to have an aligned vision of what equity means and quoted the CUSD Equity Statement’s imperative of "providing the most useful support for the most critical needs when they are needed." She stated that with the ongoing equity process and strategic planning, she is confident the district will identify improvement opportunities for urgent needs as well as excellence for everybody.

d. Student Board Member Report

Student Board Member Catalina Gonzalez Johnston provided the Board and the public with an update on El Granada Elementary, Farallone View Elementary, Hatch Elementary, Kings Mountain Elementary, Cunha Intermediate, Half Moon Bay High, Pilarcitos High, La Costa Adult School, and Los Listos Preschool's latest events and activities.

e. Superintendent Report

Superintendent Dr. Sean McPhetridge began reporting that he met with ACCEL Consortium leaders (adult school) leaders at La Costa Adult School and thanked Director Drew Gamet for the invitation. Dr. McPhetridge said also that he met with Pilarcitos Principal James Barnes and Lead Teacher Lizeth Bendaña last week. Dr. McPhetridge continued acknowledging Half Moon Bay High School staff in the room and thanked Mr. Olson for leading the ethnic studies adoption. Dr. McPhetridge thanked Doug Machado and Breanna Lafontaine for meeting with him regarding El Granada's modernization, and he noted staff would bring a proposal and estimates for phase two as soon as they receive recommendations from architects. Dr. McPhetridge also acknowledged and thanked all other attendees in the room.

Dr. McPhetridge provided an overview of the items on the consent agenda, including the Future Farmers of America Field Trips, the Half Moon Bay High School text adoptions, the campus security assistants reclassification and salary increase, the approval of the temporary food transportation duty to transport meals to King Mountain School as part of the California Universal Meals program, an increase to the adult education teacher hourly rate, and the approval of the AT&T tower at Half Moon Bay High School.

Dr. McPhetridge ended his comments by expressing his gratitude to CUSD partners and community members and wished everyone happy holidays.

5. CONSENT AGENDA

a. Approval of Half Moon Bay High Future Farmers of America Field Trip to Red Bluff and Chico, California – January 14-15, 2023
b. Approval of Half Moon Bay High Future Farmers of America Field Trip to Monterey, California – January 20-21, 2023
c. Approval of Digital Art & Design II and Text Adoption for 2023-24
d. Approval of Agricultural Communications and Leadership Course and Text Adoption for 2023-24
e. Approval of Certificated Personnel Report
f. Approval of Classified Personnel Report
g. Approval of Campus Security Assistant Reclassification
h. Approval of Temporary Food Transportation Duties
i. Approval of Increase to Adult Education Teacher Hourly Rate
j. Approval of Warrant Register Report
k. Approval of AT&T Communication Tower at HMBHS Update
l. Approval of Best Roofing Change Order Requests Above 10% of the Original Contract Amount
m. Approval of Developer Fees Report for the Fiscal Year 2021-2022
n. Approval of Regular Governing Board Meetings Minutes

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

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

(M-117) Passed 5-0 with Student Board Member voting aye

6. GENERAL BUSINESS

a. Pilarcitos High School Presentation and WASC Accreditation Update

Coordinator of Student Services and Pilarcitos High School principal James Barnes and Pilarcitos High School Lead Teacher Lizeth Bendaña provided an overview of site-based programs and services and an update on the WASC Accreditation process.

b. Public Hearing and Presentation of Ethnic Studies Course and Text Adoption for 2023-24

Half Moon Bay High School History Social Science Department Lead Patrick Olson presented to the Board an overview of the Ethnic Studies Course and Text Adoption for 2023-24 for Half Moon Bay High School.

At 8:12 PM, President Layne opened the Public Hearing on the Ethnic Studies Course and Text Adoption.

The Board received two (2) comments via the Google Public Comment Request form related to this agenda item. To read the full public comment submitted via the Google Public Comment Request form, please follow the link provided below:

https://docs.google.com/spreadsheets/d/1QdwUUBuE7Fg7p8VvKlnTgFvbGdPWt_obn9tJDTY1p14/edit?usp=share_link

The hearing was closed at 8:16 PM.

c. Approval of the Measure M Facility Bond and Parcel Tax Citizens' Oversight Committee 2021-22 Annual Report

Measure M Bond & Parcel Tax Citizen's Oversight Committee Chair Mike Alifano provided an overview of the Annual Report of Measure M Facility Bond and Parcel Tax Citizens' Oversight Committee.

Member Lizet Cortes motioned to approve the 2021-22 Measure M Facility Bond and Parcel Tax Citizens' Oversight Committee Annual Report. Motion seconded by President Sophia Layne.

(M-118) Passed 5-0

d. Approval of First Interim Financial Report: Fiscal Year 2022-23

Member Lizet Cortes motioned to approve the First Interim Financial Report for Fiscal Year 2022-23. Motion seconded by Member Kimberly Hines.

(M-119) Passed 5-0

8. ADJOURNMENT OF THE MEETING

The motion to adjourn the meeting was made by Member Mary Beth Alexander and seconded by Member Kimberly Hines.

(M-120) Passed 5-0 with Student Board Member voting aye

The meeting was adjourned at 9:42 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:

_____ _____

Carmen Daniel
Clerk to the Governing Board

Date

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
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: January 19, 2023
TO: Members of the Governing Board
FROM: Leticia Bhatia, Ed.D., Assistant Superintendent, Curriculum and Instruction
Jeffrey Clinton, Principal, Cunha Intermediate School
CATEGORY: Presentation
ITEM TITLE: Manuel F. Cunha Intermediate School Presentation

BACKGROUND INFORMATION

Manuel F. Cunha Intermediate School's principal, Mr. Jeffrey Clinton, 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!

Manuel F. Cunha Intermediate School

Jeff Clinton, Principal

Lithsamay Dunaway, Assistant Principal

Victor Guzman, Dean of Students

Governing Board Meeting

January 19, 2023

AGENDA

I. School Overview
II. Initiatives/PBIS
III. Data Overview
IV. CA Dashboard School Overview
V. Courses/Electives/Highlights
VI. SPSA Overview/Goals

MISSION STATEMENT

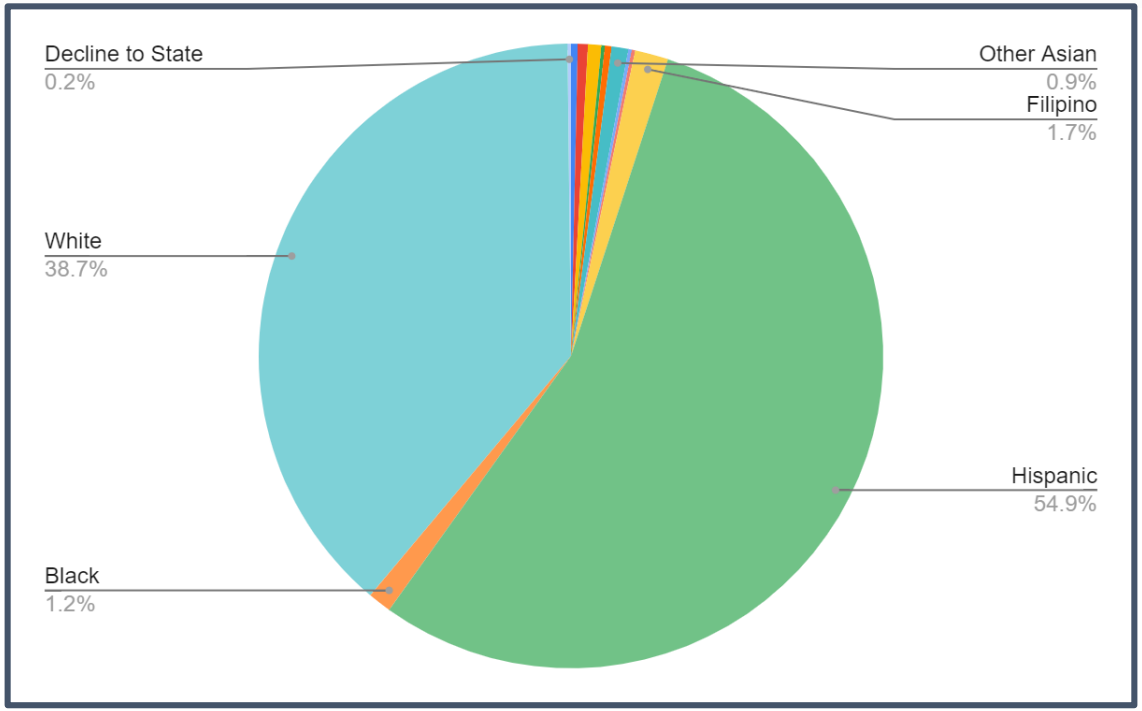
Cunha Intermediate School provides a safe, nurturing environment where all students, parents/guardians, and staff strive to meet high academic standards and promote lifelong learning. Cunha Intermediate School is committed to a student-centered learning environment where each and every student is encouraged to seek and achieve their maximum potential. Scholarship, ability to reason, and civic and social consciousness are cornerstones of our mission. Cunha Intermediate School will inspire all students to reach high academic expectations, think critically and creatively, become responsible citizens, value diversity and individual self-worth, and pursue continuous growth.

Staff & Students

STAFF	
Administrators	3
Certified Staff	32
Classified Staff	19
Total	54

STUDENTS						
Grade	Total	Free or Reduced Lunch	Special Education	English Learners	Migrant	Homeless
6th	194	78	31	28	9	5
7th	183	76	32	28	3	5
8th	199	76	26	23	0	2
Total	576	230	89	79	12	12
Percent		40%	15.5%	13.7%	2.1%	2.1%

Student Ethnicities



2022-2023 Initiatives

1. Building a positive school culture
   - Monitoring of unstructured time
   - Creating positive experiences for ***all*** students
   - Building positive relationships with students, staff, and community partners
   - Ongoing communication with community and students: data-informed practices
2. Using data to improve student performance
3. Collaborating with teachers to improve their practice

Additional Initiatives (2022-23)



- Safe School Ambassador Program
- Challenge Day for all 7th Grade students
- After school tutoring in the Cunha Library
- Building a strong relationship with the BGCC (i.e., sports, lunchtime, and after school programs) and with ALAS as key Cunha partners
- Working to maintain and improve the Spanish Immersion Program
- Chill Room and Restorative Justice
- Expanding Parent Connections with ELAC

PBIS at Cunha

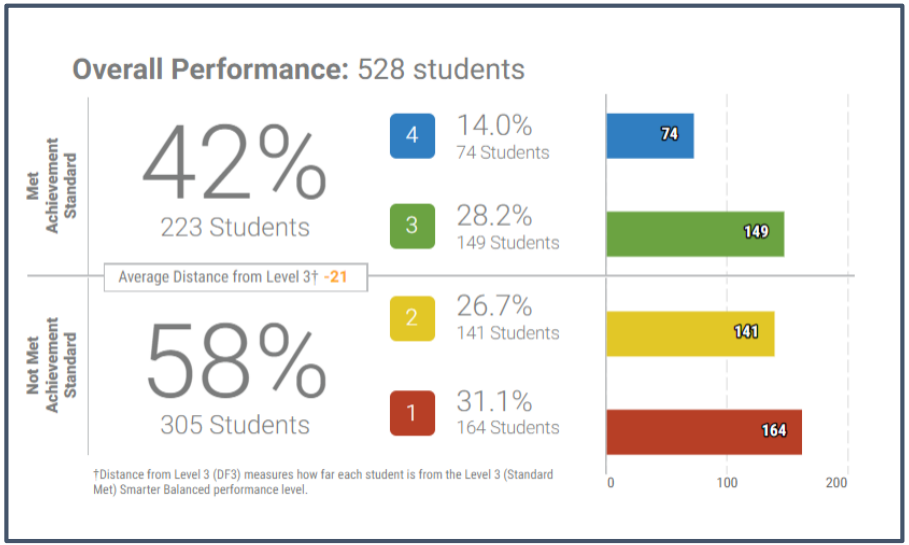
- Reviewing expectations daily during announcements
- Clear expectations
- “Chill Room”
- Restorative justice circles
- Homeroom for all students
- Recycling and keeping the campus clean
- “Cub Compliments”
- Honor Roll certificates
- Honor Roll field trip during 4th Quarter
- School dances
- Additional activities available at lunch (e.g., chess, games, et cetera)
- Staff being visible and available during unstructured times

CUNHA CUBS

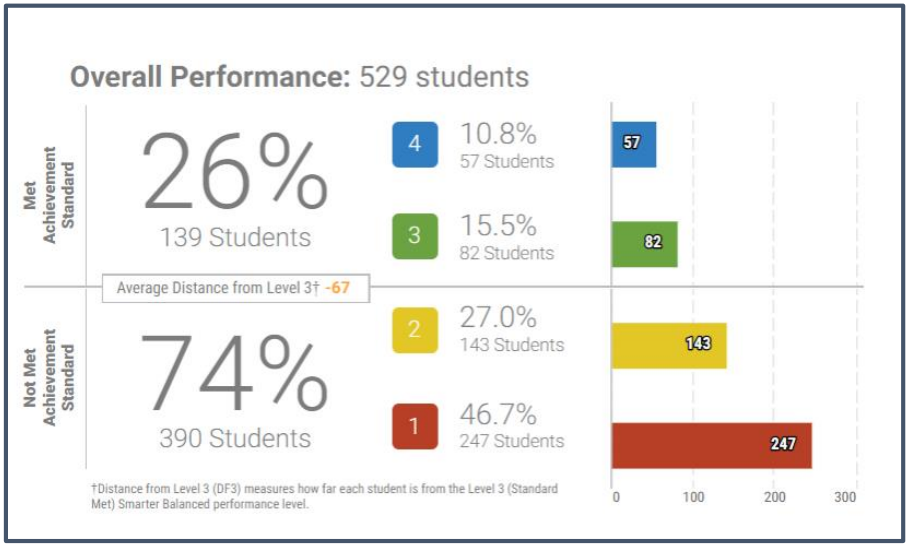
BE RESPECTFUL
BE RESPONSIBLE
BE POSITIVE
BE SAFE

CAASPP Overall Test Scores 2021-22

ELA

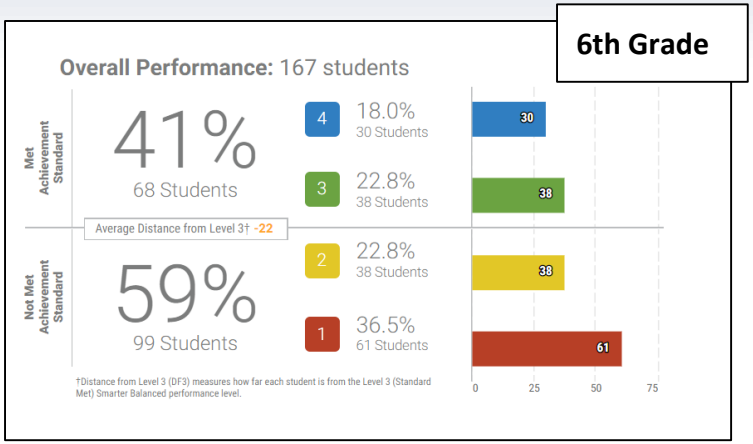


MATH

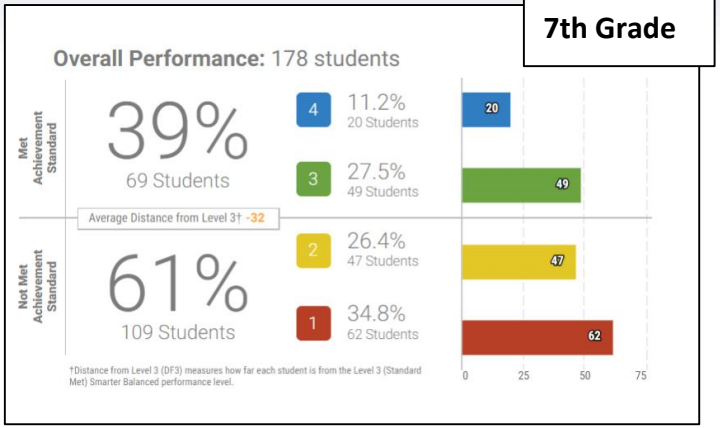


ELA CAASPP Scores by Grade Level

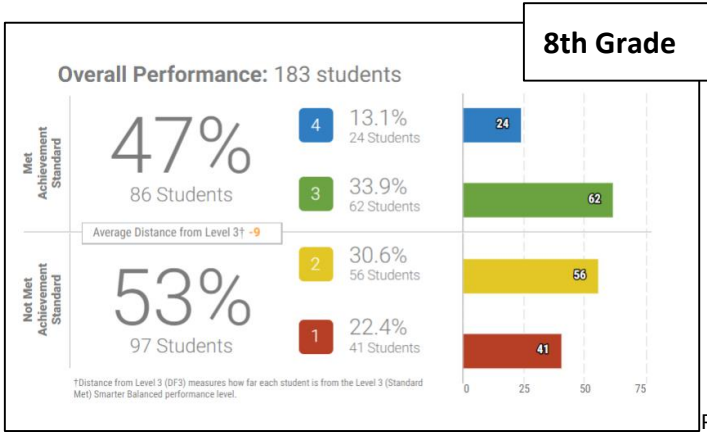
6th Grade



7th Grade



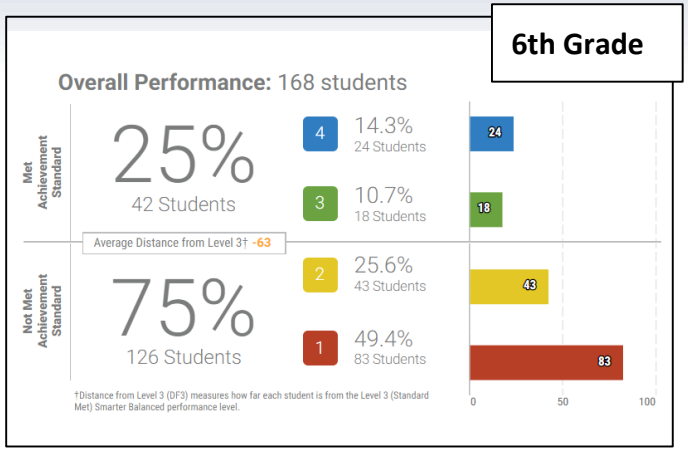
8th Grade



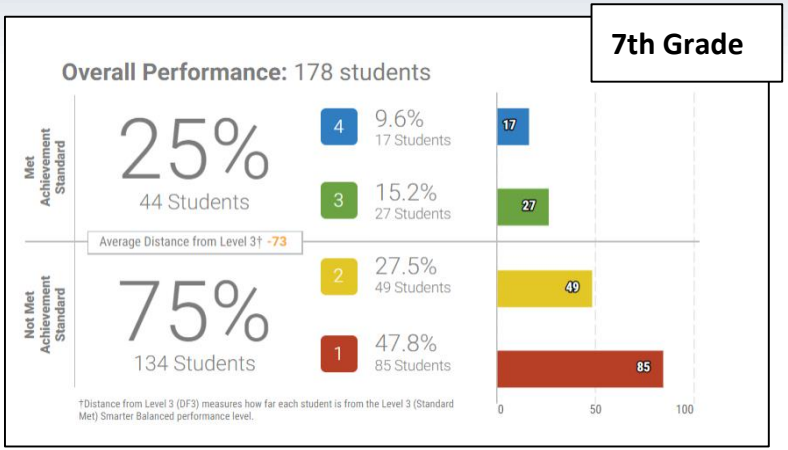
CUNHA CUBS

MATH CAASPP Scores by Grade Level

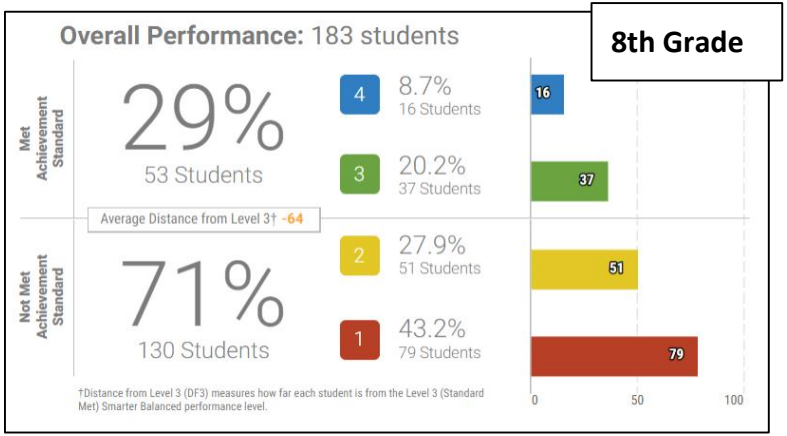
6th Grade



7th Grade

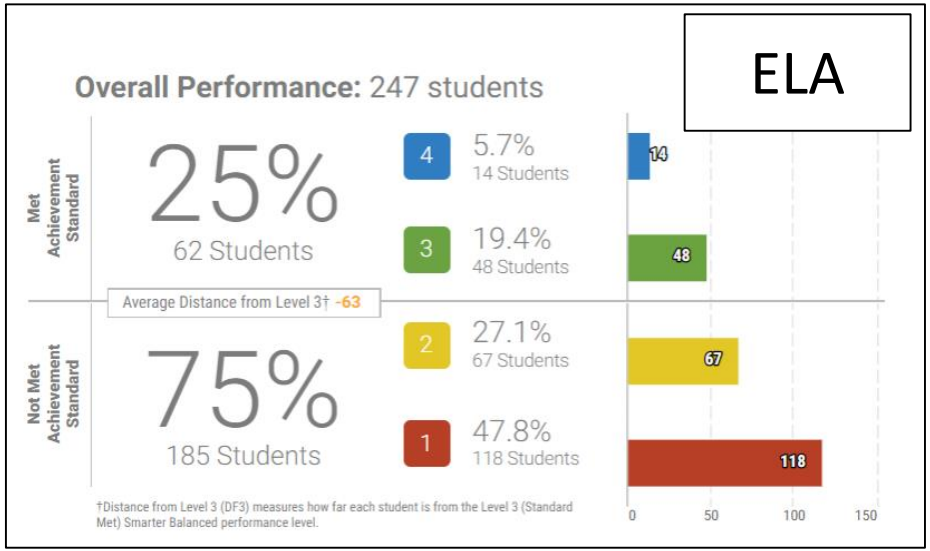


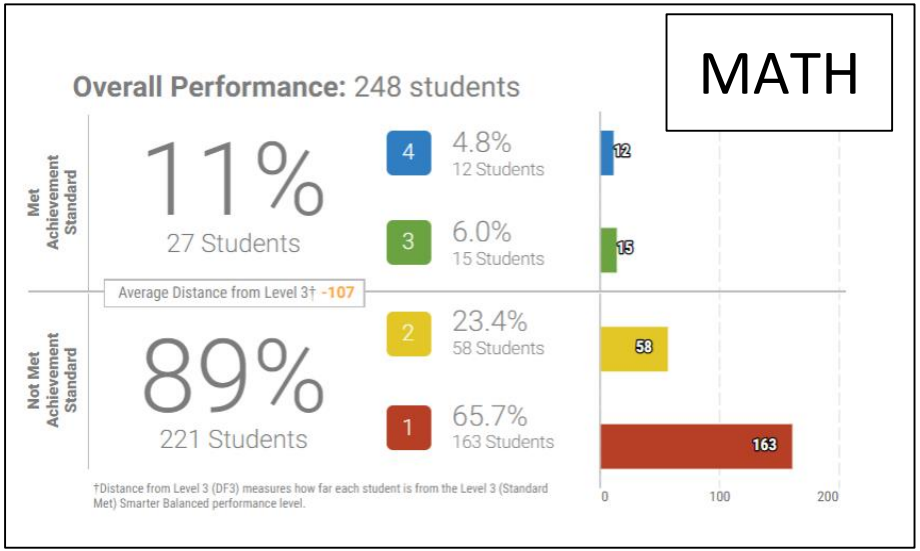
8th Grade



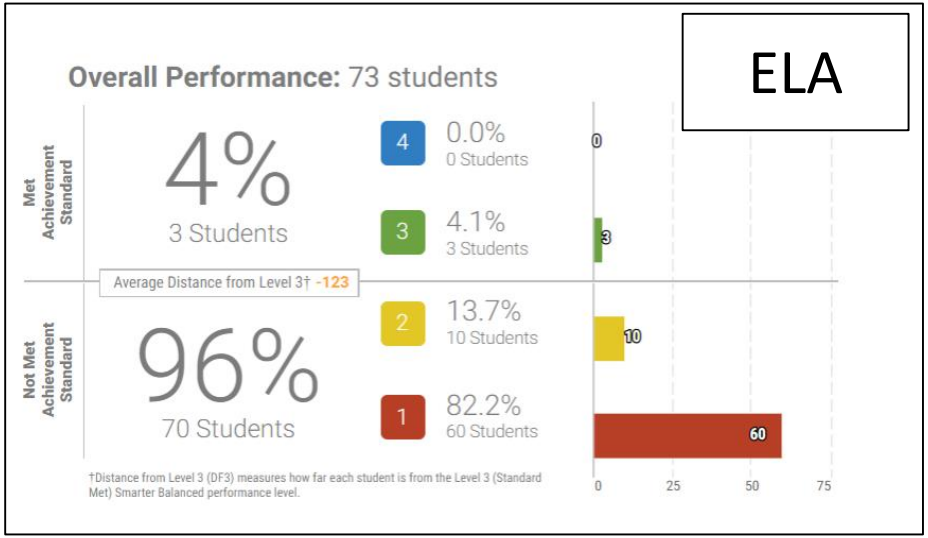
CUNHA CUBS

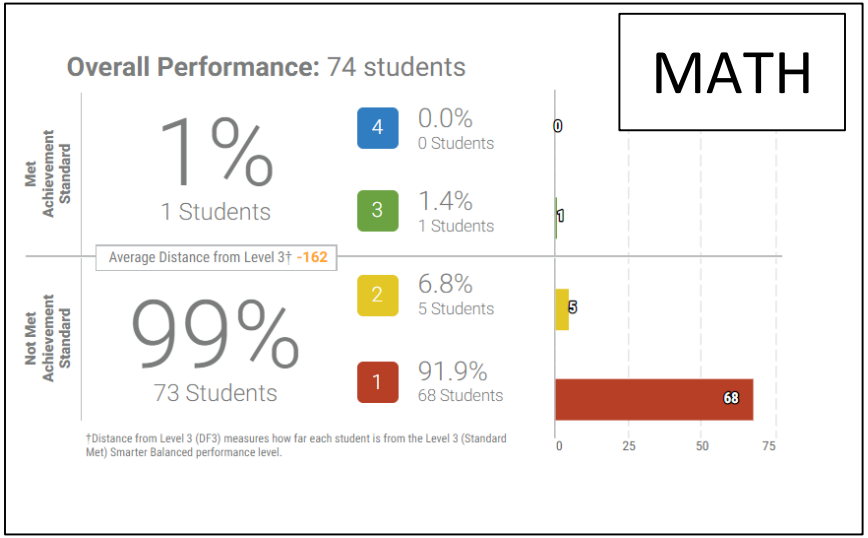
CAASPP Scores for Socioeconomically Disadvantaged Students





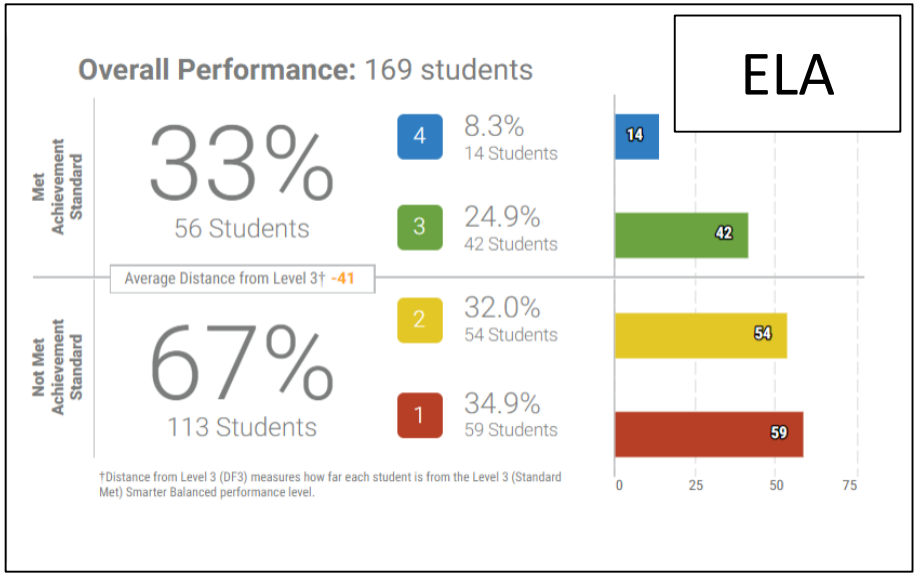
CAASPP Scores for English Learners



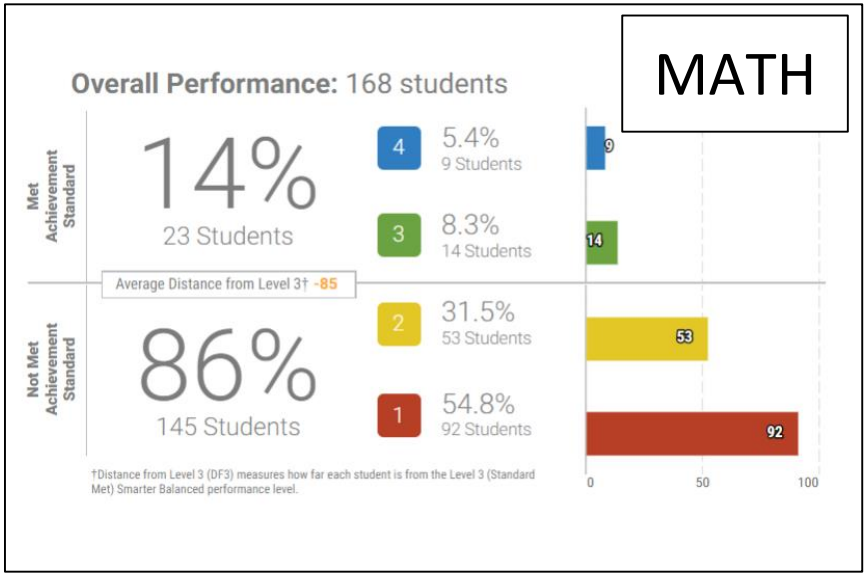


CAASPP Scores for Reclassified Students

ELA



MATH

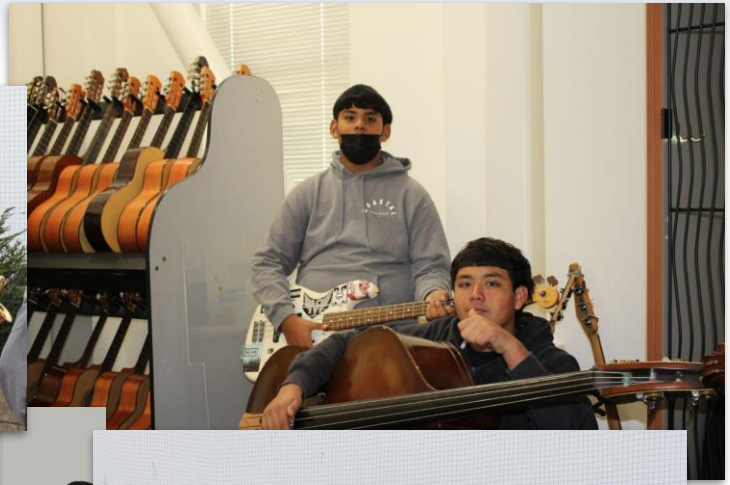


Courses & Electives

Core Courses	Electives
English Language 6, 7, & 8 Math 6, 7, & 8 Algebra 1 Science 6, 7, & 8 Social Studies 6, 7, & 8 Physical Education 6, 7, & 8 English Language Development Spanish Immersion 6, 7, & 8	Band - Beginning & Symphonic Ensemble Music Appreciation 6 & 7 Drama 6 & 8 Crafts/Art 7 & 8 AG Science 6 & 7 STEAM 8 Shop 6 & 7 AVID 6/7 and 7/8 Bicycle Maintenance 6 Leadership 8 Literacy Lab 6 & 7 Math Plus 6 & 7

Music Electives









Beginning Instruments

Symphonic Ensemble

Music Appreciation 6 & 7
***Intro to guitar**

Crafts/Art Elective



Crafts/Art 7 & 8

***Mural Grant from CEF**

Drama

Drama 6 & 8





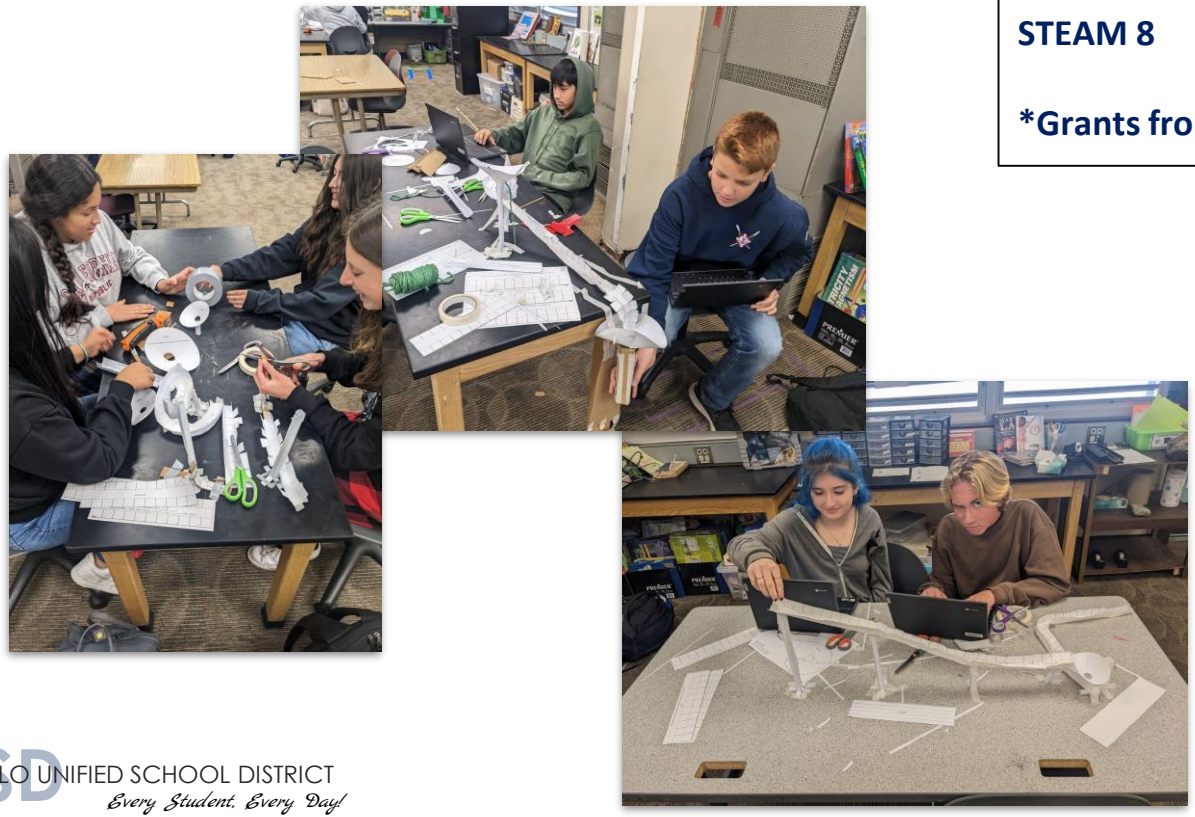






STEAM Elective

Science - Technology - Engineering - Art - Math



STEAM 8

***Grants from the Ciotti Family**

AG Science Electives



AG Science 6 & 7

Planting Beds
Hydroponic Growing Beds
Composting
Recycling
Chicken Coop

***Numerous outside grants**

SPSA Overview

GLOWS:

1. Multi-Tiered Systems of Support - PBIS, SEL, Restorative Justice, and Bullying Prevention (Goal 4)
2. Increase support for at-promise students by increasing parent communication and engagement (Goal 3)
3. Increase resources, programs, and supports for students with disabilities as part of ATSI status for Cunha, including increase of both test scores and student readiness for high school and beyond (Goal 2)

GROWS:

1. Increase ELA and Math scores for At-Promise students (including support of English Learner students through a robust ELD program) while continuing to make progress on EL student reclassification and increase support of Hispanic/Latinx students and Socio-Economically Disadvantaged students (Goal 1)

Questions?

Thank you!

CABRILLO UNIFIED SCHOOL DISTRICT

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SUPERINTENDENT
Sean McPhetridge, Ed.D.

GOVERNING BOARD
Mary Beth Alexander
Lizet Cortes
Carmen Daniel
Kimberly Hines
Sophia Layne

MEMORANDUM

MEETING DATE: January 19, 2023
TO: Members of the Governing Board
FROM: J Jesús Contreras, Chief Business Officer
Stig Lynne, Technology Director
Yiannis Ouranitsas, Systems Administrator
CATEGORY: Action/Presentation
ITEM TITLE: Approval of Student Information System Replacement

BACKGROUND INFORMATION

To effectively and efficiently collect and manage teaching and learning data for a holistic approach to educating our youth, the CUSD Technology Department has been working this past year on exploring the improvement of our Student Information System (SIS) to optimize and facilitate collective impact for instructional improvement required to benefit our learners. A critical component of the SIS is securing a SIS with tools to support the use of data-informed, student-centered processes and protocols to assess needs, set goals, and monitor progress. The CUSD Technology Department has engaged in a systemic and methodical process to explore SISs capable of streamlining the fragmented data systems and processes currently in place. Our current systems are the result of years of multi-directional reporting requirements, the explosion of applications due to COVID-19 operations, and an accretion of incongruent student data software over time. This presentation describes the process taken to make sense of these systems and provides the Board with a final recommendation for improving our work in this regard.

FISCAL ANALYSIS

The updated/upgraded SIS will be multi-funded based on the different functions of the system. The portion of overall general data will be funded through categorically-purposed funds (e.g., Multi-Tiered Systems of Support-MTSS, attendance, Local Control and Accountability Plan – LCAP, etc.) Link to Powerschool Quote.

RECOMMENDATION

Approve as submitted.

CABRILLO UNIFIED SCHOOL DISTRICT

Every Student, Every Day!

Student Information System Recommendation



Stig Lynne
Technology Director

Yiannis Ouranitsas
System Administrator

Background (SIS and LMS)

- Student Information System (SIS)
  - Database which stores/manages/reports all student data (i.e., demographics, behavior, rosters, contact information, etc.)
  - Central Nervous System for data flow in a school district

- Learning Management System (LMS)
  - Creates, distributes, and manages educational resources (i.e., assignments, online resources, homework submissions, grades, etc.)

- Current district software profile (multiple incongruent applications)

Primary SIS	Light LMS (Mixed)	LMS (6th - 12th Grade)	Assessment/ Light LMS (TK - 5)	Communications
Infinite Campus	Google Classroom	SCHOOLOOP	illuminate education	SchoolMessenger

Goals

How does the work of the CUSD Technology Department (IT) fit into CUSD's goal to provide equitable and high quality education?

We need to be able to provide answers to tough questions to provide a path to actionable data.

The questions we ask depend on a foundation of technology:

- How can CUSD identify and measure the effectiveness of our programs to verify that we are providing equitable access to education for all our students?
  - **Supports Needed:** Highly accurate data collection, storage, security, and reporting through an effective feedback loop (SIS, LMS, Assessments, Attendance, etc.)

- What KPIs (Key Performance Indicators) will CUSD establish as a benchmark for our unique community and populations to measure program and intervention effectiveness?
  - **Supports Needed:** Functional and streamlined analytics platform

Goals (continued)

- How do we measure and improve student, parent, and teacher engagement?
  - **Supports Needed:** Communication tools, easy-to-use interfaces, and transparent data reporting to all involved educational partners (e.g., Communications, Parent Portal, and Student Portal)

- How do we measure and improve the socio-emotional development of our students?
  - **Supports Needed:** Multi-tiered System of Supports (MTSS)

- How do we provide predictive analytics using high quality data* and longitudinal data over years of educating and pairing that can help us to "catch and catch-up" students before they need more intense support and interventions
  - **Supports Needed:** Analytics Platform, Machine Learning, Long-term Data-warehousing

HIGH QUALITY DATA*: Data must be relevant, complete, secure, and actionable in order to inform changes to practice

Criteria and SIS Selection Process

- What were the criteria for choosing from the SIS/LMS candidates?
  - Submission of accurate and up-to-date state and federal reporting requirements
  - Efficient collection/storage of key student information (Attendance, Behavior, Demographics, Counseling, Notes, Grades, Courses, etc.)
  - Congruency across all platforms to promote parent, student, and teacher engagement
  - System efficiency: Reduction of clicks needed to operate it and increased amounts of instructional time and educational benefits required of instructional improvement

- While each system has its own pros and cons, our focus is to find a reliable partner/system which will help make CUSD a beacon of success for all students and allow teachers and learners to realize their dreams and achieve at high levels!

Top California SIS Vendors

Aeries

PowerSchool

Synergy

Infinite Campus (Current SIS)

CUSD Current Status

With our current tools and platforms, we cannot fully foster the partnership between students, families, schools, and the community that is required to ensure student success and equitable access to all district curricula and resources. This obstacle inspired our engagement with others to find a new and better SIS.

What is currently slowing CUSD's progress toward its goals?

- Severe software fragmentation
  - Time and resources are needed to support and systematize inter-operability
  - Too many applications reduce the effectiveness of teaching resources. Our staff cannot effectively manage the nuances of all applications.

- Lack of centralized database/analytics platform
  - Report creation and data collation are difficult, time-consuming, and non-congruent (largely due to various systems' idiosyncrasies, we can get different data extractions)
  - Cannot keep long-term records from a variety of sources in one place, greatly reducing our ability to use/report assessment and grading data as necessary for improvement

CUSD Current Status (continued)

- Lack of daily <u>teacher engagement</u>
  - Teachers fumble through systems because of incongruency and inefficiency; attendance taking, assignment tracking, grading, and communication all happen through multiple noncongruent systems, taking away valuable instructional time.

- Lack of <u>parent/guardian engagement</u>
  - Current systems do not provide satisfactory solutions for our Spanish speaking populations to communicate effectively with English-only speaking teachers
  - The amount of logins and passwords needed to remember for various systems pushes parents/guardians away from effectively monitoring students' successes

Process

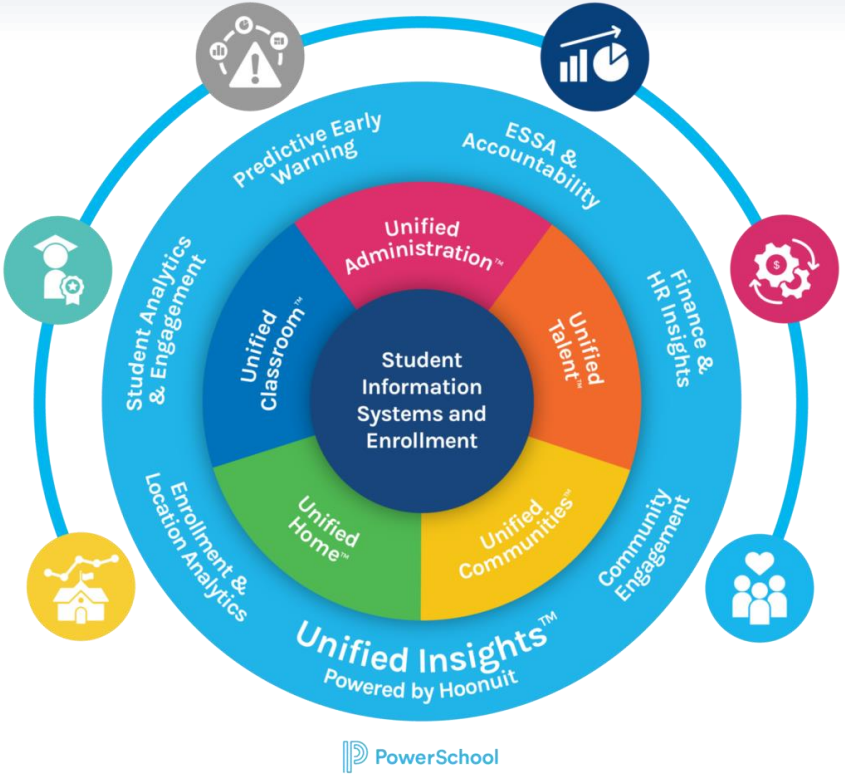
Procedure	Committees	Demos / Meetings	Surveys/ Feedback	Final
1) Identify vendors and selection criteria 2) Create committees 3) Demo products 4) Gather feedback 5) Ranking, inter-district interviews, and final recommendations	Teachers (STCs*) • 1 from each elementary • 1 from middle • 2 from high school Support Staff • Daily SIS users Administrators • All CUSD Directors Parents/Guardians • 1 PTO Leader from each site	12 Primary demos • 4 from each vendor targeted at each sub-committee level 1 Supplemental demo • LMS focused demo 3 Additional discussion meetings • STCs* only	Each group had 1 survey • 6 Parent Responses • 35 Internal Responses Survey opened to all teachers	Ranking, selection, and systems administration interviews 1) PowerSchool 2) Synergy 3) Aeries Interviews of two (2) CA districts for the top candidate, which are: • Long-established • Recent transfer from IC

* Site Technology Coordinators

Final Recommendation - PowerSchool

- Unified and congruent systems
- One of the nation's top LMS platforms (Schoology)
- Systems scale and are deeply integrated to decrease time spent with interoperability
- Robust communications platform allows for on-fly interlanguage translations

- Inter-district interviews
  - Redondo Beach
    - Recent migration from Infinite Campus
  - Visalia Unified
    - Long-established PowerSchool user



Implementation Plan and Timeline

- Year 1: SIS, Unified and Congruent Communications, Schoology, Online Registration
  - > Data Imports
  - > Kick off Trainer of Trainers program
  - > Training of Teachers and Administrators
  - > Test and Establish State and Federal Reporting
- Year 2: Unified Insights, Performance Matters
  - > Define and Generate KPI data
  - > Analyze, Report, and Disseminate KPI data
- Year 3: MTSS (Possibly in Year 2)
  - > Fine-tune KPIs and align with MTSS initiatives
  - > Fine-tune Actionable-Data Reporting

Funding

Power School will be multi-funded based on the different functions it offers. State and Federal funding will be used as appropriate and applicable.

Staff recommends approval of a three-year contract as follows:

2022-23 - $42,862 – Implementation Cost SIS, LMS, Communications
2023-24 - $58,992 – Annual Subscription Cost – Partial Implementation
2024-25 - $22,252 – Implementation Cost MTSS, Analytics, Assessments
2024-25 - $83,642 - Annual Subscription
2025-26 - $83,642 – Annual Subscription

Our gratitude to all stakeholders involved in the selection process!

Questions?

Thank you!